

The Development of Chinese Writing Skills through Online Chinese Language Camp Activities for 5th-Year High school Students in Trat Province

by

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Abstract

The research problem arose from the low scores in writing Chinese characters among students in Trat province, as indicated by the results of the HSK Chinese language proficiency test from the previous year. Consequently, the researcher formulated the following research objectives: 1) to study the steps for organizing activities for Chinese language camps for high school grade 11 students in Trat Province, 2) to enhance Chinese characters writing ability through Chinese camp activities for high school grade 11 students in Trat Province, and 3) to compare the Chinese characters writing ability of high school grade 11 students in Trat province before and after participating in the Chinese camp. The research tools utilized in this study included: 1) a Chinese camp activity plan aimed at developing Chinese characters writing through activities conducted during the Chinese camp for high school grade 11 students in Trat Province, and 2) a subjective test of Chinese characters writing ability, which was equivalent to the HSK Chinese Proficiency Test Level 3. The sample group, derived through quota sampling, comprised 45 high school grade 11 students enrolled in the English-Chinese program at secondary schools in Trat Province during the academic year 2021. Data analysis involved calculating the mean, standard deviation, relative gain score (GS%), dependent T-test, difficulty (p), discrimination (r), and Kuder-Richardson (KR 20) reliability coefficient. The findings of this study can be summarized as follows: 1) the relative gain scores for writing Chinese characters after participating in the Chinese camp were higher than before, with a mean score of 5.58 or 84.51% of gain scores (GS%), 2) the comparative results of Chinese characters writing abilities among high school grade 11 students in Trat Province after participating in the Chinese camp were higher than before, with a mean score before participation of 3.40 or 34.00% and a standard deviation of 1.55. The mean score after participation was 8.98 or 89.80%, with a standard deviation of 0.93, and 3) the subjective test of Chinese characters writing ability after participating in the Chinese camp demonstrated statistical significance at the 0.05 level, indicating improvement compared to before participation. Furthermore, these findings can be applied to online Chinese camp activities aimed at developing other language skills such as listening, speaking, and reading, as well as for other foreign languages.

Keywords: Camp Activities, Chinese, Online, Chinese Characters, Writing

1. Introduction

1.1 Background and Importance of the Problem

The examination measures the proficiency level standard language Chinese HSK, being examination measures proficiency level skill language Chinese in accordance with standard use language Chinese general for nationals not are Chinese. The institution carries out testing examination measures proficiency level standard language Chinese by institution Hanban or called Office Hanban (Office of Chinese Language Council International) (Confucius Office, 2019). The purpose examination measures proficiency level standard language Chinese HSK is aim measures proficiency level standard language Chinese consistent with for people who use language Chinese as foreign language. Emphasize development ability in use language Chinese in life daily, education, experience work. Such as use results examination ability standard language Chinese HSK first is can use results examination as requirement in qualifications one includes submit documents apply for scholarships in study further in level education higher, level education bachelor's degree, master's degree, doctoral degree both in country Thailand and country China (Science Thai-China, 2564) The second is can use in division classrooms for manage teaching and learning according ability of learners foreigners, and not have to study subjects language Chinese basic according structure subjects in curriculum that continue study in period study summer, level education bachelor's degree, master's degree, doctoral degree country China (Confucius Online, 2014 refers Wularamon, 2016). The third is be requirement in qualifications one includes submit documents apply for jobs and consider raises salary of educational institutions, organizations, tutoring companies state enterprises, private companies. The fourth is be tool measures and assess results that can use in ensure quality education and use information data go develop teaching staff in educational institutions, organizations, tutoring companies state enterprises, private companies. The fifth is be requirement in qualifications one includes submit documents apply for jobs and consider raises salary of educational institutions, organizations, tutoring companies state enterprises, private companies.

However, from the results of the HSK Chinese proficiency test from the academic years 2015-2019 of secondary schools in Trat province, it was found that the lowest scores were in Chinese character writing. This is because writing Chinese characters is difficult, with many strokes in each character. If Chinese characters are written incorrectly, it changes the meaning of the word and leads to misunderstandings in cross-cultural communication, aligning with the research of (Yugin, cited by Yang, L., 2011). This creates obstacles to the development of teaching and learning Chinese language proficiency for teachers and students. Teaching Chinese character writing is challenging to achieve quick success for learners due to differences in customs, values, and cultures, as well as being a tool to deeply understand the culture of the language owners. Efficient international business management involves managing all types of document printing in alphabetic characters, aligning with the research of (Amorn, 2012).

Therefore, the basic education committee, academic management group, and foreign language learning group of secondary schools in Trat province attended a meeting to find solutions, promote, support, and conclude that the HSK Chinese proficiency test is crucial for the development of Chinese language teaching and learning. It was approved to organize a Chinese language camp activity with the aim of preparing students before taking the actual HSK proficiency test. However, due to the spread of the COVID-19 virus pandemic, the Ministry of Education has instructed schools to close temporarily. Therefore, the affiliated educational institutions have been tasked with finding solutions for teaching and learning management that cannot be conducted as usual. The Basic Education Commission Office's main approach to teaching management is to organize online learning formats, such as distance learning through DLTV via satellite signals of the Distance

Education Foundation through satellite broadcasting in the Royal Thai Education System, remote learning and communication methods through electronics, such as Google Meet, Microsoft Teams, ZOOM, Webex, websites, and applications, designed to suit the context of each educational institution, in line with the research of (Bamrungsetthapon et al., 2020). This is for the safety and benefit of administrators, teachers, students, parents, and related personnel in adapting roles and responsibilities towards a new learning paradigm to provide students with efficient and effective learning experiences according to learning management in the 21st century, attempting to adjust teaching and learning methods from traditional models (Basic Education Commission Office, 2021).

Therefore, based on the aforementioned reasons, researchers thus have the idea to adjust the format of the Chinese language camp activities for secondary schools in Trat province, focusing on developing Chinese character writing. The plan is to design and implement an improved format of blended camp activities combined with online camp activities. The first objective is for safety, reducing the risk of student contact. The second objective is to utilize technology-related tools and equipment for teaching and learning management in a manner appropriate to the nature of the subject, providing benefits and value, arousing curiosity and interest in exploring, recognizing the value of learning Chinese language for both teachers and students. The third objective is to enhance interaction, inquiry, and theoretical and practical learning of Chinese character writing through online learning systems, increasingly adapting to life under the adjustments of the new lifestyle era (Theanthong, 2020). The fourth objective is to promote Chinese character writing activities to stimulate students and encourage more serious learning practices. Also, to further improve the design of Chinese language camp activities towards ideal forms. From the aforementioned text, researchers aim for participants of the camp to achieve the following outcomes: improved Chinese character writing skills among 5th-grade secondary school students in Trat province after participating in Chinese language camp activities compared to before, being able to write Chinese characters correctly and precisely, and being able to apply and build confidence in preparing for the actual HSK Chinese proficiency test and creating new knowledge suitable for future life contexts. The Chinese character writing scores in the HSK Chinese proficiency test in Trat province were very low.

1.2 Research Question

- 1) How is the Chinese language camp activity organized for 5th-grade students in Trat province?
- 2) What are the characteristics of developing Chinese character writing through online Chinese language camp activities for 5th-grade students in Trat province?
- 3) Are there differences in Chinese character writing skills among 5th-grade students in Trat province after participating in high-level Chinese language camp activities compared to before participating in such activities?

1.3 Research Objective

- 1) To study the steps for organizing activities for Chinese language camps for high school grade 11 students in Trat Province.
- 2) To enhance Chinese characters writing ability through Chinese camp activities for high school grade 11 students in Trat Province.

3) To compare the Chinese characters writing ability of high school grade 11 students in Trat province before and after participating in the Chinese camp.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Theory of Designing Chinese Language Camp Activities Based on Gagne's Principles

The theory used in designing Chinese language camp activities follows the 9-step process of Robert Gagne (Podaphon, 2020) as follows:

Step 1: Gain Attention

This step involves capturing the learners' interest in the lesson and content to be learned. It can be achieved by creating an engaging learning environment, such as using graphics, animations, and/or audio to accompany the introduction.

Step 2: Inform Learners of Learning Objectives

Learners are informed of the learning objectives of the lesson in advance, ensuring that they have knowledge and abilities aligned with the predetermined objectives of the lesson.

Step 3: Prior Learning

Reviewing prior knowledge related to the lesson content helps stimulate learners to learn new material more quickly.

Step 4: Present Content

Presenting lesson content can be done in various formats, including text, images, sound, or even video. Instructors should consider the characteristics of the learners to ensure that the presentation of the lesson is most suitable for them.

Step 5: Provide Guidance for Learning

Guiding learners in how to learn involves providing guidance on how to integrate new knowledge with old knowledge previously learned to facilitate rapid and accurate learning.

Step 6: Practice

Learners have the opportunity to participate directly in the teaching and learning process. In the context of online teaching, this can be achieved through activities such as synchronous online discussions or exchanging opinions through asynchronous forums.

Step 7: Provide Feedback

The role of the instructor shifts from being a knowledge transmitter to providing guidance and assisting individual learners' learning. With the internet's ability to enable continuous communication between learners and instructors, teachers can monitor progress and provide feedback to each learner conveniently.

Step 8: Assess Performance

Assessing performance allows both learners and instructors to understand the level of knowledge and understanding learners have about the lesson content.

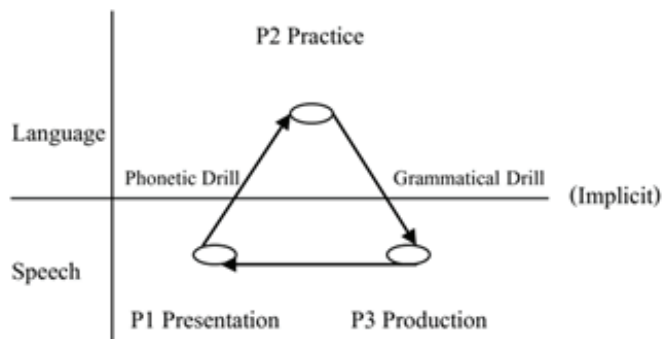
Step 9: Enhance Retention and Transfer to the Job

Retention and transfer of knowledge can be enhanced by providing links that allow learners to choose additional content that will be beneficial in applying the knowledge gained.

These steps ensure the effective design and implementation of Chinese language camp activities, fostering meaningful learning experiences for students.

2.1.2 Conducting Chinese Language Camp Activities Online According to the Process of Teaching Language for Communication

Conducting Chinese Language Camp Activities Online according to the approach of language teaching for communication (Amraporn Nuayod, 2560) refers to the process of conducting language camp activities for communication through online channels, simulating being in the actual camp venue. This is done to link participants to knowledge, skills, experiences of participating in language activities, language proficiency skills, communication abilities, and to apply this knowledge and skills in communication for daily life or for further education at a higher level. The process of conducting Chinese language camp activities is as follows.



Source: Namwong (2012)

Figure 1 Teaching Stages

Step 1: Warm-up

The objective of the warm-up phase is to prepare participants and stimulate their interest in learning new content that leads to connecting key knowledge of the new activity.

Step 2: Presentation

In this step of the camp activity, the presenter must present language communication information to the participants before. Both presenting new vocabulary and new content to be understood consistently in terms of presentation and language usage are key aspects.

Step 3: Practice

During this step, participants practice language skills, emphasizing fluent and accurate language usage to build confidence in language usage. The format of language practice can be in classroom settings, group formats, paired formats, or individual formats, allowing for independent exchange of learning experiences.

Step 4: Production

This step focuses on allowing participants to use language skills to their fullest potential. Participants present their language proficiently, with camp instructors assisting and facilitating when participants have questions or need further explanation related to language learning, enhancing mutual knowledge and experience without hesitation.

Step 5: Wrap-up

This final step of the camp activity aims to summarize what has been practiced from the practice and production steps. It involves summarizing and exchanging knowledge and experiences between camp instructors and participants to review what language skills have been practiced, fostering increased confidence in expression.

2.2 Literature Surveys

Piriyaleksom (2012) conducted a research study on errors in writing Chinese characters among students majoring in Chinese language at the Faculty of Humanities and Social Sciences, Burapha University. The objective was to examine the errors in writing Chinese characters among students at different academic levels by analyzing and comparing the characteristics of errors. The sample group consisted of 161 students from first to fourth year, enrolled in Chinese language courses during the academic year 2012. Data were collected from students' exercises, then errors were categorized and statistically analyzed. The research findings revealed that second-year students had the highest error rate in writing Chinese characters, followed by third-year, fourth-year, and first-year students, respectively. Errors were classified into two categories: errors in character formation and errors in character usage. Common errors in character formation included stroke errors, component errors, structural errors, and others, while errors in character usage included using similar-looking characters, homophones, characters with similar shapes and sounds, and characters with unrelated shapes and sounds. Additionally, the characteristics of errors were closely related to the students' academic years, with statistical significance at the 0.05 level.

Tarahom (2016) conducted research on the format of online teaching and learning management using the 6Ts technique to promote English reading skills for undergraduate students. The research objectives were as follows: 1) Synthesizing the format of online teaching and learning management using the 6Ts technique to promote English reading skills for undergraduate students. 2) Evaluate the appropriateness of the online teaching and learning format using the 6Ts technique to promote English reading skills for undergraduate students. The research was conducted in two phases: Phase 1 synthesized the format of online teaching and learning management using the 6Ts technique to promote English reading skills for undergraduate students with a sample group of 9 curriculum development experts. The research tools used were analytical record forms, in-depth interview forms, and content analysis. In Phase 2, the appropriateness of the online teaching and learning format using the 6Ts technique to promote English reading skills for undergraduate students was evaluated with a sample group of 5 qualified evaluators. The research tools used were format suitability assessment forms, statistical analysis, including mean and standard deviation. The research findings were: 1) The synthesized format of online teaching and learning management comprised four components (learner module, instructor module, interface module, teaching management module) divided into three steps (preparation, implementation, evaluation). 2) The evaluation results of the synthesized format of online teaching and learning management showed a high level of appropriateness, indicating its potential as a tool for teaching and learning management.

Praphakorn (2017) conducted a research study on the development of Chinese vocabulary memorization skills using radical-based characters, with the following objectives: 1) to compare the

results of Chinese vocabulary memorization before and after learning using radical-based characters, and 2) to study the satisfaction of students with the teaching and learning of Chinese vocabulary using radical-based characters. The sample group for this research comprised 45 Grade 6 students enrolled in the Chinese language curriculum at Phranarai School. The research tools used for data collection included pre- and post-learning tests, a satisfaction questionnaire measuring satisfaction with the teaching and learning of Chinese vocabulary using radical-based characters, and a skills practice questionnaire. The research findings revealed that the development of Chinese vocabulary memorization skills among students improved significantly after learning with radical-based characters compared to before. This indicates that students were able to apply their knowledge of radical-based characters to aid in memorizing Chinese vocabulary, resulting in more accurate and systematic memorization. Regarding student satisfaction with the teaching and learning of Chinese vocabulary using radical-based characters, the findings showed a high level of satisfaction among students, indicating that they were highly satisfied with this teaching approach.

Rakpaet (2017) conducted the research related to the organization of English language camps at the tertiary education level for students majoring in English language at the Faculty of Education, Roi Et Rajabhat University, has been conducted. The objectives of this research were to develop English language skills and promote participation in English language camp activities and to assess satisfaction and reflections on the organization and participation in English language camp activities. The target groups, as defined by the policies of the Faculty of Education for the academic year 2559, included fourth-year English language students as camp leaders and second-year students from various fields of study as camp participants, categorized by disciplines such as general science, fine arts, physical education, Thai language, English language, social studies, computer studies, music education, mathematics, and early childhood education. Four groups of camp leaders carried out English language camp activities following the PPARA Cycle (Prepare, Practice, Reflect, and Apply), with each group responsible for designing 4-5 knowledge-based activities aligned with the development of English language skills for communication and specialized English language skills relevant to the participants' respective fields of study. The research findings revealed that participants' learning scores ranged from 87 to 98, with the lowest scores ranging from 73 to 90, indicating satisfactory to excellent levels of improvement in English language skills for communication and specialized English language skills. Furthermore, the majority of participants expressed satisfaction with the content, activities, camp leadership, participation, benefits, and utilization of knowledge gained from the camp, reporting feelings of excitement, fun, and acquiring new knowledge and experiences.

2.3 Conceptual Framework

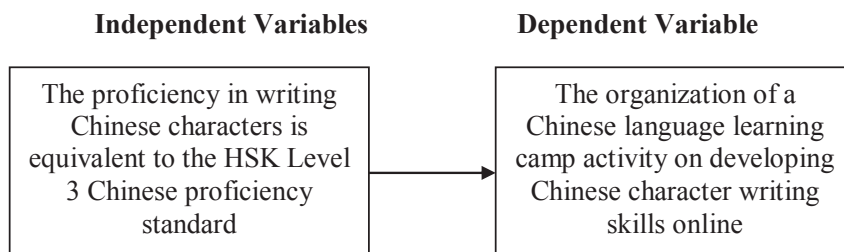


Figure 2 Conceptual Framework

2.4 Research Hypothesis

High school students in Grade 11 in Trat province have higher Chinese character writing skills after participating in an online Chinese language camp activity compared to before participating in the activity.

3. Research Methodology

This research is a quantitative research and quasi-experimental research. The researchers conducted the experiment using the One Group Pretest-Posttest Design plan (Fitz-Gibbon, 1987, cited in Sriworanot, 2016; Booncheang, 2021).

3.1 Research Design

Table 1 One Group Pretest-Posttest Design

Experimental Group	Pretest	Treatment	Posttest
E	O1	X	O2

Definition of Symbols:

E: Signifies the experimental group.

O1: Indicates the pre-test or testing before participating in the camp activity.

X: Represents the online Chinese language camp activity.

O2: Denotes the post-test or testing after participating in the camp activity.

3.2 Population and Sample

Population: The population used in the research is high school students in the Chinese language arts program, ranging from medium-sized to large-sized schools in Trat province, academic year 2021. There are 4 schools with a total of 728 students. (Information System for Education Management, Office of Basic Education Commission, Ministry of Education, 2021)

Sample group used in the research: The sample group used in the research is high school students in the Chinese language arts program (Information System for Education Management, Office of Basic Education Commission, Ministry of Education, 2021) from high schools in Trat province, academic year 2021. The sample group was selected using Quota sampling method, with a total of 45 students.

3.3 Research Instruments

3.3.1 Activity Camp Plan: A tool used for conducting the activity camp, consisting of a total of 6 activity plans conducted over 6 weeks, with 1 day per week and 3 hours per day. The researcher

studied and researched relevant literature and documents to develop the Chinese language activity camp plans, as follows:

- Activity Camp Plan 1: Basic Stroke Writing of Chinese Characters
- Activity Camp Plan 2: Principles of Stroke Order in Chinese Characters
- Activity Camp Plan 3: Structure of Chinese Character Writing
- Activity Camp Plan 4: Analysis of Chinese Characters
- Activity Camp Plan 5: Basic Components Used in Chinese Characters
- Activity Camp Plan 6: Sound-related Vocabulary Appearing in Chinese Characters

These plans were created and assessed for quality by three experts, considering a 5-level Likert scale.

3.3.2 Chinese Character Writing Test: A tool used for assessing the ability to write Chinese characters before, during, and after participating in the activity camp. The researcher studied relevant literature, vocabulary repositories, and research works to develop the test, comprising 10 questions. The tool's quality was assessed by three expert reviewers, focusing on the content validity of each question.

3.4 Data Collection

3.4.1 Chinese Language Camp Activity Plan: A tool used for conducting the Chinese language camp activities, consisting of a total of 6 activity plans conducted over 6 weeks, with 1 day per week and 3 hours per day. The researcher studied and researched relevant literature and documents to develop the Chinese language camp activity plans. The quality of the tool was established by involving three experts in its creation and evaluation.

3.4.2 Chinese Character Writing Test: A tool used for assessing the ability to write Chinese characters before, during, and after participating in the activity camp. The researcher studied relevant literature, vocabulary repositories, and research works to develop the test. This test comprised 10 questions, and its quality was assessed by three expert reviewers, focusing on the content validity of each question. Additionally, the suitability of the tool used in the research was evaluated, ensuring that the index of conformity of each question ranged from 0.50 to 1.00.

3.5 Statistics Used for Data Analysis

3.5.1 Chinese Language Camp Activity Plan: Statistical analyses used for data analysis include mean score, percentage, and a 5-level Likert scale.

3.5.2 Chinese Character Writing Test: Statistical analyses used for data analysis include mean score, percentage, Index of Conformity (IOC), Percentage Developmental Coefficient (GS%), difficulty level (p), discrimination power (r), t-test value, and reliability coefficient (KR20).

4. Data Analysis and Findings

4.1 Introduction

The ability to write Chinese characters before and after participating in the online Chinese language camp among 5th-grade students in Trat province using a dependent samples t-test was compared.

4.2 Data Analysis of the Quantitative Data

The average score comparing the ability to write Chinese characters of 5th-grade students in Trat province after participating in the Chinese language camp is higher than before the camp. The average score before the camp was 3.40 points, equivalent to 34.00%, with a standard deviation (S.D.) of 1.55. After the camp, the average score was 8.98 points, equivalent to 89.80%, with a standard deviation (S.D.) of 0.93. The passing criterion for the assessment is 6 points or 60% and above. All 45 students in the sample group passed the criteria, which accounts for 100%.

Table 2 Results of the analysis of scores before and after participating in the activity compared with the development of Chinese character writing skills through the online Chinese language camp at secondary schools in Trat province

Chinese Character Writing Test	N	X	S.D.	t	Sig.
Pre-test for Chinese Language Camp activity	45	3.40	1.55	21.05	0.00*
Post-test for Chinese Language Camp activity	45	8.98	0.93		

*Statistical significance level at .05

Therefore, the scores after participating in the camp are statistically significantly higher than the scores before participating in the camp at the .05 significance level.

4.3 Summary of the Results

The ability to write Chinese characters before and after participating in the online Chinese language camp among 5th-grade students in Trat province was analyzed and found that the scores after participating in the camp are statistically significantly higher than the scores before participating in the camp.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

Through the research in this study, the researchers were able to summarize the results as follows:

1. The study of the method of organizing Chinese language camp activities for fifth-grade students in Trat province.

The researchers conducted a study on the scores of the HSK level 3 Chinese writing test from 2015 to 2019 and reviewed literature related to the organization of online Chinese language camp activities. The researchers designed the format of the online Chinese language camp activities, with a

sample group of 45 participants. They administered a Chinese writing test equivalent to the HSK level 3 proficiency test before participating in the camp activities. The test consisted of 10 questions, each worth 1 point for correct answers and 0 points for incorrect answers. The passing criteria required a score of at least 6 out of 10, or 60%. The summarized results are as follows:

- Total score: 153 out of a possible 450 points
- Average score: 3.40
- Percentage: 34.00%
- Standard deviation: 1.55

Participants who passed the writing assessment (scored 60% or above): 4 out of 45 participants, representing 8.89% of the total number of students. Participants who demonstrated improvement in Chinese writing skills (scored 60% or above): 41 out of 45 participants, representing 91.11% of the total number of students.

2. During participation in the Chinese language camp activities aimed at developing Chinese writing skills among fifth-grade students in Trat province.

The researchers conducted the camp activities for a total duration of 6 weeks, with one day per week and three hours per day, starting from June 12th, 2021, to Saturday, July 10th, 2021. The activities were conducted through online video conferencing platforms for distance learning. The researchers evaluated the progress by administering a Chinese writing test equivalent to the HSK level 3 proficiency test before and after the camp activities. The test consisted of 10 questions, each worth 1 point for correct answers and 0 points for incorrect answers. The passing criteria required a score of at least 6 out of 10, or 60%. The summarized results are as follows:

Participants who met the criteria for improvement in Chinese writing skills (scored 60% or above): 45 out of the total number of students, representing 100%.

From the initial data, it was found that the scores of Chinese writing skills development from the 1st to the 6th sessions were as follows: 3.40, 5.54, 6.38, 7.09, 7.71, and 8.98 points, respectively. The 6th session had the highest average score of 8.98 points, while the 1st session had the lowest average score of 3.40 points.

The difference in scores before and after participating in the Chinese language camp activities showed that the average score of the development of interaction skills after studying was higher than before, at an average score of 5.58 points.

3. To compare the Chinese writing skills of fifth-grade students in Trat province before and after participating in the Chinese language camp activities.

The researchers administered a proficiency test based on the HSK standard level 3 to a sample group of 45 students. The test consisted of 10 questions, each worth 1 point for correct answers and 0 points for incorrect answers. The passing criteria required a score of at least 6 out of 10, or 60%. The summarized results of the pre-camp test are as follows:

The average score for comparing the Chinese writing abilities of fifth-grade students in Trat province before and after participating in the Chinese language camp activities showed that the post-camp scores were higher than the pre-camp scores. The average score before studying was 3.40 points, equivalent to 34.00%, with a standard deviation (S.D.) of 1.55. In contrast, the average score after studying was 8.98 points, equivalent to 89.80%, with a standard deviation (S.D.) of 0.93.

Therefore, the post-camp scores were significantly higher than the pre-camp scores at a statistical significance level of .05.

5.2 Discussion

From this research, the researchers can discuss the results according to the research objectives, divided into 3 parts as follows:

1. Methods for organizing Chinese language camp activities for grade 5 students in Trat province.

Researchers studied the scores of the HSK Chinese character writing exam level 3 from 2015 to 2019 and reviewed literature related to methods for organizing Online Chinese language camp activities. The scores of the Chinese character writing exam before participating in the Chinese language camp activities, using the subjective writing test equivalent to the HSK level 3 proficiency standards, were lower than the evaluation criteria. This is consistent with the research of Piriyaom (2012), who studied errors in Chinese character writing by Chinese language students at the Faculty of Humanities and Social Sciences, Burapha University, and the research of Watanawelu (2018), who studied errors in Chinese character writing by Thai students: a case study of first-year Chinese language students, Faculty of Humanities and Social Sciences, Songkhla Nakarin University, Pattani Campus. The types of errors in Chinese character writing by participants in the camp activities can be classified into 2 types: errors in the level of writing Chinese characters and errors in the level of using Chinese characters. Errors in the level of writing Chinese characters can be further classified according to the number of occurrences, as follows: errors in basic strokes of Chinese characters, errors in components of Chinese character writing, errors in the structure of writing Chinese characters. Errors in the level of using Chinese characters can be classified as follows: using similar-shaped Chinese characters instead, using Chinese characters with similar sounds instead, using Chinese characters with similar shapes and sounds instead, and using unrelated characters instead. Errors in Chinese character writing are influenced by the dominance of the mother tongue and other foreign languages, leading to errors in language learning objectives.

2. Development of Chinese character writing through Online Chinese language camp activities for grade 5 students in high schools in Trat province.

After participants have completed the camp activities as prescribed in the Chinese language camp curriculum for 6 times, and each time they have conducted a test of writing Chinese characters equivalent to the HSK Chinese language proficiency standard level 3 original set for researchers to consider the development of writing Chinese characters of participants in this camp. The average score of relationship development (GS%) after participating in the camp is higher than before participating in the Chinese language camp. At an average score of 5.58 points, it means that the development of writing Chinese characters of grade 5 students in high schools in Trat province affects the development of writing Chinese characters through Chinese language camp activities via Online Learning, which the objectives of organizing Chinese language camp activities focus on participants having insights into participating in the camp. For example, learning from interactions in the camp, participants have the opportunity to develop them and focus on becoming quality individuals with moral integrity and good attitudes towards writing Chinese characters, benefiting society and the nation. It is consistent with the research of Owatanupat (2562) who studied "Developing Thai Youth Quality for Future Society through English Language Camp Process" and the researchers designed methods for conducting Chinese language camp activities such as Online Google Chinese language camp activities, which allow participants to have the opportunity to

practice writing Chinese characters, exchange learning experiences in writing Chinese characters among peers, which is consistent with the research of Tarraphat (2559) who studied the format of online teaching using the 6Ts technique to promote English reading skills for undergraduate students. Additionally, participants have the opportunity to participate in camp activities by presenting, showing confidence, and impressing, feeling eager to learn Chinese character writing, consistent with the research of Rakpate (2560) who studied about managing English language camps at the university level of the Faculty of Education, Rajabhat University, Roi Et, resulting in participants in the camp activities having higher scores in progress development.

3. To compare the skill of writing Chinese characters of students, grade 5, Trat province before and after participation in the activity camp Chinese language.

The score of the skill of writing Chinese characters of students grade 5, Trat province after participating in the activity camp is significantly higher than the score before participating in the activity camp at the statistical significance level at 0.05 according to the hypothesis set because the technique of teaching writing Chinese characters which researchers bring to apply in the form of activities camp Chinese language through Online Learning that has a writing Chinese character technique systematic according to the system of writing Chinese characters which has a part to help learners can guess vocabulary from pictures, consistent with the research of Mali (2563) has researched about developing exercises writing Chinese characters compounded using technique remember Chinese characters by linked for students grade 4 and also found that participants in Chinese language camp activities, high school in Trat province can understand the principles of memorizing words and can write Chinese characters better because the principle of memorizing or memorization technique of words using leading categories Chinese characters use the principle of memorizing words similar to memorizing and analyzing word roots of English language prefix, suffix, consistent with the research of Prapakorn (2017) makes participants in camp activities can memorize and analyze Chinese characters using components showing meaning in group Chinese characters that have related meanings into the same category and have a relationship with meaning of Chinese characters arrange content of writing Chinese characters starting from easy to difficult in sequence and focus on participants learning experiences that are not only lectured by one side emphasize practicing real language and take it further in learning writing Chinese characters in higher levels.

5.3 Recommendation

The development of Chinese character writing through an online Chinese language camp for 5th-year high school students in Trat province was conducted. The research findings indicate that the Chinese character writing skills of 5th-year high school students in Trat province improved significantly after participating in the camp, with statistical significance at the .05 level according to the established hypothesis. Therefore, Chinese language teachers for 5th-year high school students in Trat province should organize Chinese language camp activities to develop Chinese character writing skills. This will enable students to acquire fundamental techniques and principles of Chinese character memorization, allowing them to further apply and advance their Chinese character writing skills effectively in higher-level education. Furthermore, there should be further research and studies on developing Chinese character writing skills through online Chinese language camp activities for 5th-year high school students at the Chinese Language Arts Curriculum School in the Trat Education District, Trat Province. This will serve as a foundation and boost confidence in Chinese character writing before taking the actual Chinese language proficiency test (HSK). Research should also investigate the development of other skills, such as listening and reading skills, through Chinese language camp activities for 5th-year high school students at the Chinese Language Arts Curriculum

School in Trat Province. Extending the duration of the Chinese language camp activities from 6 weeks to 8 weeks was considered to allow participants to fully develop their Chinese character writing skills.

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