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Suggestions for an Effective College English Camp

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This study aims to give an in-depth understanding of why and how on instituting an intensive English camp, to show the reality of the camp and finally to provide suggestions for an effective college English through investigating the participants and instructors' perception of the English camp program. The Camps for this study have been executed four times for over the course of two years, from 2010 to 2012 during summer and winter vacations. For this study, reflection papers from students and an instructor's journal were collected and analyzed. The collective total of student participants has been 320 in which the demographic characteristics have been a variety of majors and ages. The students' reflection papers conducted at the end of each camp were open-ended, and the instructor's journal was written on a daily basis through the camp. The journal includes reflections based on the instructors' teaching experience throughout the camp, interviews with other participating instructors and students. The participants' perceptions of the camp were categorized into five factors: affective aspects, cultural aspects, language ability, teaching methods, and camp management. Considering these factors, the suggestions for an effective college English camp were provided, presenting merits and demerits of the overall management of the program.

[College English camp/reflection/affective aspects/cultural aspects/teaching methods/camp management/Communicative Language Teaching/cooperative learning]

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I. INTRODUCTION

In contemporary societies, with the progress of globalization in the economy and in society, it is a requirement to acquire communication skills in English. Along with this flow, the need for spoken English proficiency in Korea has created rich opportunities for an inflow of informal means of English teaching. Language learners need to learn how to empower themselves by taking opportunities in various social and cultural situations inside and outside the classroom (Lee, 2008). Students go to private English institutes, attend English language camps or attempt to study abroad to learn English. It is said that residing overseas for a short or long period can supplement the lack of an opportunity that provides an authentic interaction with target language speakers and improve their communicative competence in English (Tanaka & Ellis, 2003). The advocates of providing English study abroad programs for learners, insist that the opportunity to stay in English speaking communities facilitate not only linguistic competence but also affective stability (Freed, 1998; Huebner, 1995; Lafford, 1995; Meara, 1994). Studies that compare English learning in one's home country to that of English learning overseas state that the overseas experience helps EFL learners develop the confidence and motivation in English learning through the frequent use of English for communication (Cha, 2010; Kim, 2005; Park, 2003; Tanaka & Ellis, 2003). However, one of the biggest negative aspects to studying abroad is it costs too much. While this is true, native speakers of English are welcomed throughout Korea in a variety of contexts to serve as models of spoken English. In particular, one kind of venue is an English language camp for college students, where native speakers are employed to serve as teachers of conversational English. Therefore, English intensive camps here in Korea which create English-speaking atmospheres, could be a substitute for study abroad programs.

The previous studies on English Camps in Korea have mainly focused on reporting the making and the applications of the individual camp programs and the effects (Cho, 1999; Yoo, 1999). These studies report positive results about the Camp programs and provide theoretical support for the ongoing English Camps in Korea. Rha (2009) investigated EFL college students' expectations and affective involvement in a domestically-run English camp, which was a three-week camp that housed and boarded students. Lee (2011) examined the effectiveness of a domestic four-week English camp program for college students. The results showed that students in the English camp were strongly satisfied with the program, and their average scores after completing the intensive English program were 89 points higher. Those studies were conducted using the quantitative research method.

This study is designed to give an in-depth understanding of why and how on instituting an intensive English camp and to show the reality of the Camp as a case study.

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For this, the study analyzes an English camp which was held at a university and aims to suggest proven management skills and techniques that can produce an effective college English camp program by investigating the participants' perception of the English camp program and an instructor's journal. The factors that were considered and discussed in effort to evolve the camp have been summed up into these following research questions:

1) What are the participants' perceptions of the camp?
2) What are the instructors' perceptions of the camp?
3) Considering the participants and instructors' perceptions, what are some factors suggested by the camp participants to improve the camp in the future?

II. E UNIVERSITY INTENSIVE ENGLISH CAMP

1. Overview

E University, located in Gyeonggi-do in Korea ran the Intensive English Camp which was partially supported financially by the Ministry of Education and Technology. The Intensive English Camp was designed to increase opportunities for college students to enhance their English proficiency and to gain an understanding of English speaking countries' customs while interacting with native English teachers in a communicative setting.

The Intensive English Camp ran for three consecutive weeks and the classes took place within a homogeneous environment. All of the participants within the camp volunteered to take part in the program. Participants were encouraged to speak English during all the camp classes and activities. About eighty students participated in each camp session and remained in the university's dormitory throughout the duration of the program.

Students were tested to gauge their levels and then placed in a class that focused on advancing their immediate levels. There were six classes in total, ranging from beginner to advanced-intermediate. Each of the six instructors were assigned one class as a 'homeroom' class, which means that the instructor would teach this class three hours in the mornings and two hours in the evenings, as well as supervising the class during sport activities, competitions, or presentations. One additional instructor, not included in the six, was a 'floater.' The 'floater' would teach during the six teachers' one or two hour break during the day.

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2. Curriculum and Teaching Methods

The daily camp schedule ran from 9 am to 8 pm. The specific schedule of the Camps is provided in Table 1:

TABLE 1

Schedule of Camp Program

Time (Monday-Friday)	Subject
09:00-10:20	Communicative Grammar
10:30-11:50	Grammar or Socializing Expressions
12:00-12:50	Lunch
13:00-13:50	Survival English
14:00-14:50	Presentation
15:00-15:50	Discussion/Debate
16:00-16:50	Simulation English
16:50-18:00	Dinner
18:00-18:50	Vocabulary or Idioms / Class Activity Sport or Competition
19:00-19:50	Practice Presentation

As shown in Table 1, students took a three-hour intensive English grammar course in the mornings. The texts that were used for morning instructions focused on grammar, but the method used was not the traditional grammar-translation method. All of the instructors used the communicative language teaching method so students could focus on the speaking aspect of the English language while gaining a basic understanding of English grammar. Students averaged in completing about half of a unit per a class. Students were taught the basic grammar structure and vocabulary, and then completed exercises in the book and finished class with a language activity that focused on the grammar structure previously taught. The third hour focused on using the correlating workbook or English expressions or functions that could be used daily in conversation. This goes with the trend of the national curricula revised in the last two decades in which the TEFL goals in Korea have emphasized communicative competence and cultural understanding and the instructional approaches have shifted from grammar-translation method to communicative and functional approach (Park, 2006).

In the afternoon, the instruction was more focused on activities. A different instructor, not the 'homeroom' instructor, taught every class hour. As a result of classes having more than one instructor students became exposed to different English dialects.

The first class in the afternoon was Survival English. This class focused on English

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functions and vocabulary that would be appropriate to use in specific scenarios. Sometimes instructors used the book as a guide and included their own activities. One instance was Unit 2, which focused on ordering food in a restaurant. Students were instructed on functions and phrases from the book. Then teachers would add additional communicative activities, like language gaps, role-playing, or simulations. During this unit students learned the language and then set up stores to sell goods from and then went around the room to buy products from other stores.

In Discussion and Debate class, students read a controversial topic that was about three paragraphs in length and then discussed the questions related to the reading. After answering the questions aloud in class, the teacher divided the class into a 'pro' side and a 'con' side. After being given about five minutes to take notes and discuss their side of the topic, students would argue their case against the other group. All students, despite their level, were encouraged to share their opinion during this activity.

During Simulation English class, instructors introduced a situation and then taught the appropriate key vocabulary or functions to the students. Some examples of the situations used where 'at hotel,' 'at a restaurant,' 'at a store,' 'at a doctor's office', etc. After the students learned the appropriate language, they would act out the situation either in front of the class or within small groups.

Vocabulary and Idiom classes used the text created by the head camp coordinator. The material for this class was about two to three pages long that included a list of everyday American slang and American idioms. The Instructor would explain the meaning and point out the examples of how to use these phrases or words in the text. Afterwards, the students were asked to complete a worksheet that required a 'matching activity' or 'fill in the blank' activity using the key words or idioms learned. If students completed the material in the text before the class ended, sometimes instructors would have students role-play a situation using the vocabulary or idioms.

Class activity hour focused on bonding activities that would help students feel more comfortable speaking English to their instructor and peers. Each instructor was required to prepare for their designated homeroom class, as a result activities varied by class. For example, some of the activities the classes used were Zombie, Mafia, Ultimate Ninja, Taboo, card games, board games, interviewing peers, creating classroom posters, relay races, Olympic Games, and scavenger hunts.

Sports Activities were scheduled, but it was solely depending on the weather conditions. If the weather was not permitting, then the instructors were responsible to create activities for their designated homeroom classes. Sport activities occurred about three or four times during the program. Sport activities included Kickball, Dodge ball, and Soccer.

For the first week and a half during Presentation class, students were instructed on

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how to give a good presentation and focused on skills that would help them deliver a good presentation. Some skills taught were, projecting one's voice, learning 'transitional words', and the correct format on how to give a speech. Some Instructors taught vocabulary that was related to give presentations, such as projector, whiteboard, screen, remote control. . i.e. During the last week and half, students used this time as an extra period of time to prepare and practice for their class presentations that they would perform on the final day of camp.

On Fridays in the afternoon for two and half hours, students had screen English. This class had students watch a movie corresponding with their English proficiency. Some examples of movies shown were *Rise of the Planet of the Apes*, *Bridget Jones's Diary*, *Avatar*, *It's a Wonderful Life*, and *The Curious Case of Benjamin Button*. Students watched about half of the movie the first week and then went through the corresponding discussion questions found in the third text. Then the next week students finished watching the rest of the movie and continued to finish the discussion questions in the text. One aspect of this class to note was that the movies were subtitled in Korean, so students could fully understand the movie if they misunderstood any of the dialogue or plot. This class occurred only twice during the three week duration, so it was not indicated in Table 1.

3. Textbook

Students in different levels of Camp 1 and 2 were given the same text, regardless of their English proficiency levels. Students at Camp 3 and 4, were given three different texts that corresponded to their English level, reflecting students' suggestions based upon the reflection papers collected from Camp 1 and 2. Two of the three texts were published from a large ESL publication company and have been in circulation for over a number of years. The beginner classes used Level I of the texts; the intermediate classes used Level II of the same series. The advanced classes used a Level III from a different series. The third text that the classes used contained language activities, reading texts, and instruction focusing on communicative competence which was collected from a variety of resources that was compiled by the camp's coordinator. This text was compiled into two levels; Level I was used by the beginners to intermediate classes and the Level II book was used from the upper-intermediate class to advanced class. The books contained the same themes and topics, but differed in the quantity and difficulty of the grammar and vocabulary. For example, the Level I book focused on basic family vocabulary, but Level II focused on vocabulary related to meshed families.

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4. Instrument for Placement and Evaluation

Before each camp, the participants took a placement test which consisted of an interview given by two native English speakers, which was designed to place them into a class appropriate to their English level. The placement test was also used as a pre-test. On the last day of camp they took the same test as a post-test to see the improvement over the period of the camp. Students also took a Versant Phone-test, a fifteen-minute spoken English test for adult non-native speakers of English and during the fourth camp, and the TOEIC speaking was also used. Unlike the interview test used primarily for placement purposes, the primary purposes of the Versant and TOEIC speaking tests were to measure improvements in oral skills.

A questionnaire was used at the end of camp to survey the participants' satisfaction with the camp. The questionnaire consisted of twenty-three questions which had been categorized into five facets: Satisfaction with the Camp Program, Satisfaction with the Instructors, the Degree of Improvement of One's Personal English Proficiency, and the Management of the Program. The 'Five-point Likert scale' was utilized for twenty-three question survey (Refer to Appendix). The questions asked participants to rate their interest in the English camp, appropriateness of the class hours, the teachers' professional etiquette, their improvement in speaking competence, how much motivation was generated to study English, and their desire to join the camp again, etc.

The questionnaire results of the four English Camps are listed below (Table 2). As shown in Table 2, the Second Camp showed the lowest satisfaction of the four Camps. One of the reasons might be the facts that the camp was held in winter and the winter program consisted of programs with less outdoor activities or group activities. It's important to note that when issues and concerns arose as the program processed, those issues, problems and concerns were reflected upon before planning the next camp. It is presupposed that the 4.11 scale of the first Camp went up to 4.41 in the fourth Camp due to the successive reflection of the previous camp.

TABLE 2

Satisfaction of the Camp (1st – 4th Camp)

	Never Agree	Not Agree	Mediocre	Agree	Strongly Agree	Sum	Scale
1st Camp	4	5	309	810	639	1817	4.11
2nd Camp	9	66	342	672	613	1702	4.07
3rd Camp	6	28	245	556	982	1817	4.36
4th Camp	0	25	203	605	1007	1840	4.41

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III. METHOD

1. Participants

The number of participants for the camp was 320 in total as shown in Table 3. The participants ranged in age from twenty to twenty-seven. All of the participants were enrolled at E University during the study. One hundred and ten were first year students, 113 were second year students, 79 were third year, and thirteen were fourth year students. Of the 320, eighty-eight were male and the 232 were female. The majors of the subjects varied from leisure design to physical therapy. The self-reported levels of English proficiency of the subjects ranged from beginner to intermediate; 220 subjects believed their English fluency was low, 93 reported an intermediate, and only 7 reported to have a high proficiency of English. The English proficiency levels based upon TOEIC scores ranged from 315 to 750.

TABLE 3

Demographic Description of Subjects

Frequency (%)

Item		1st Camp	2nd Camp	3rd Camp	4th Camp	Total
Gender	Male	24(30)	20(25)	24(30)	20(25)	88(27.5)
	Female	56(70)	60(75)	56(70)	60(75)	232(72.5)
	Total	80	80	80	80	320
Grade	1st grade	18(22.5)	43(53.75)	28(35)	21(26.25)	110(34.38)
	2nd Grade	39(48.75)	19(23.75)	21(26.25)	34(42.5)	113(35.31)
	3rd Grade	20(25)	17(21.25)	23(28.75)	19(23.75)	79(24.69)
	4th Grade	3(3.7)	1(1.25)	3(3.75)	6(7.5)	13(4.06)
Self reported level of English	High	2(2.5)	2(2.5)	3(3.75)	0(0)	7(2.18)
	Mid	25(31.25)	20(25)	25(31.25)	23(28.75)	93(30.63)
	Low	53(66.25)	58(72.5)	52(65)	57(71.25)	220(68.75)

2. Data Collection and Analysis

Participants were required to submit open-ended reflection papers written in Korea about the Intensive English camp at the end of each camp. One A4-sized paper was distributed to each student and was returned on the last day of the Camp, which was the

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next day they received the sheets. On the other hand, an instructor who has had four years of teaching experience and holds a master's degree in ESL was asked to write a journal on a daily basis during the camp. The students' papers and an instructor's journal were read and discussed and finally categorized into five items by two specialists in English education, one camp manager and one instructor. The categorized items were affective aspects, cultural aspects, improvement in language ability, teaching methods, and the management of the camp.

IV. RESULTS AND DISCUSSION

1. What are the Students' Perceptions of the Camp?

The students' perception of the camp was explained in terms of merit and demerit of five items: affective aspects, cultural aspects, improvement in language ability, teaching methods, and the management of the camp. First, in regards to the affective aspects of the camp, it is important to consider the benefits of the camp. The camp gave students an immense amount of confidence, interest, and motivation in English, as shown below (1-04 refers to 1st Camp-student 4):

> "My fear in speaking English was gone." (1-04)
> "I felt comfortable in speaking English, since the instructors were kind." (2-28)
> "I was motivated to speak English, since other participants were enthusiastic in speaking English." (2-27).
> "I definitely began to feel interest in English." (1-02, 03)
> "I gained confidence, and initiated to speak English." (1-02)
> "I got 105% confidence." (1-09)
> "The best thing in this camp which I acquired was gaining confidence in English." (4-08)

Liu (2006) showed that a considerable number of Chinese undergraduate non-English majors felt anxious when speaking English in class and the more proficient students tended to be less anxious. Students felt the most anxious when they responded to the teacher or were singled out to speak English in class, but they felt the least anxious during pair work and with increasing exposure to oral English, the students felt less and less anxious about using the target language in speech communication. Considering Liu (2006)'s study and the reflections from students mentioned above, it is assumed that this English camp provided students with a considerable amount of exposure to oral English

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that lowered anxiety and increased confidence in speaking English.

What are some disadvantages to the Camp? In terms of affective aspect, the responses are the following:

"I was uncomfortable for the first week." (1-28)
"I felt so awkward for the first three days and felt like leaving the camp." (1-11)
"I was shy, and I didn't speak in class." (2-42)
"It was bad to have unmotivated friends in class." (2-37)

There are some indications that there needs to be more of an effort to gently encourage students to speak more in class and to monitor more of the students who dominate class discussions. Also it is important to realize that some Korean students do not prefer group learning as a result of the Korean Education system adhering to a teacher-centered classroom (Suh & Price, 1993). Cooperative Learning is a key component to CLT, and students may take a while adjusting to this methodology. Having unmotivated students in the classroom is quite common, but one might consider that this could hinder other students from learning. Thus, it might be good to remind instructors that they are more of a facilitator whose job is to set the stage for learning, to turn them on to their own abilities and to help channel those abilities in fruitful directions. The factors within the camp that accounted for the students' confidence, interest, and motivation in English might be explained by the teaching methods and the camp management strategies.

Second, in terms of cultural benefits of the English Camp are listed below:

"I felt like I was studying abroad." (1-01)
"I had enjoyed understanding western culture." (1-15)
"I learned western values and customs and westerners way of thinking through foreign instructors." (2-59)
"I experienced another culture indirectly." (2-74)
"It was good to learn western culture." (3-01)
"I learned American culture a lot from this camp." (3-07)

One of the main ways to acquire sociolinguistics in language learning is to live abroad in the second language. This is an aspect of language that adjusts one's speech to fit the situation and without this ability, even the most perfectly grammatical utterances can convey a meaning entirely different from that which the speaker intended (Mizne, 1997). Meaning the only way it can be acquired is by being in direct communication with the native speakers. Placing native speakers to teach within an English camp can help simulate an educational experience, which would include acquiring sociolinguistic

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competence that students might receive abroad. With the increasing number of opportunities to study abroad, students are finding Intensive English camps a good alternative, especially when considering the financial costs. As a result, students are able to experience an 'abroad environment' within their own country, Korea.

Third, in the aspect of improvement in language ability, participants reported the following as beneficial factors to the Camp:

> "I felt like my listening ability improved." (1-03)
> "My listening ability was improved a lot because I listened to English all day." (2-61)
> "First of all, speaking ability was improved a lot." (2-17)
> "I thought in English all the time during class to speak what I want to say." (2-25)
> "It was difficult even to introduce myself in English at the beginning, but I found myself talking with native speakers of English without fear as time goes by. It was a tremendous development for me, considering the fact that I didn't initiate to talk in English with fear of speaking wrong English." (1-37)
> "I used to avoid to speak English with native English teachers, but now, surprisingly, I found myself try to make sentences to continue conversation. I talked only 2 words in English on the phone with my brother in the English speaking country, but now I speak English for over 15 minutes." (2-21)
> "I looked into a dictionary to speak with a native English teacher. Maybe my vocabulary might have been improved." (4-06)

In regards to the students' personal reflection of their personal progress in learning English, a majority of students noted that their listening and speaking skills had improved. Most professional ESL teachers would agree that listening and speaking skills are a difficult task and it can be frustrating for students as well because there are no rules as there are in grammar, speaking and writing. This is not to say that there is no way of improving listening and speaking skills, however, they are difficult to quantify. Successful listening and speaking skills are acquired over time with lots of practice (Beare, 2012). Even though listening and speaking skills may be taught in a classroom, students actual time to being exposed listening to English and oral interaction may be less than ten to twelve hours a week and in some cases, maybe, only two to three hours. In comparison, the Intensive English Camp has students exposed to listening English and oral interaction for about eight to ten hours a day for about three weeks, a 120 hour camp. For some students, their amount of time being exposed to English has tripled in comparison to how much English they are exposed to listening in a fifteen week

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semester at university level. Through the Intensive English Camp students have plenty of time to acquire and then practice to improve their listening skills. One thing to note is that though most of the students' comments were in regards to the listening and speaking skills, all four skills were taught. Rarely, did students mention anything in regards to reading and writing skills during their camp duration.

Upon analyzing the students' papers in relation to the teaching methods, one can summarize the data into four aspects: active participation through activities, feedback from the instructors, cooperative group work and discussion, and the use of critical/creative thinking skills.

Active Participation

"It was good to learn English by doing rather than reading books." (1-63)
"It was good to learn English through various activities and games."
"I felt interested in English because of the games, and presentations." (3-07)
"It was good to have a variety of classes and contests so I wasn't bored." (2-49)
"I think English Camp was the best way to get familiar with English." (2-48)
"It was good because it provided classes for practicing the language not for a test."
"What I found in the Camp to be most helpful was becoming familiar with English, not with grammar or vocabulary." (2-16)
"I found English isn't something to be studied but a language to be used in a real life." (4-10).
"It was good to study with students who were eager to study English." (1-6)

Interaction and Feedback

"It was good for other students and teachers in class to listen carefully to me while I was talking." (2-31)
"It was good for foreign instructors to correct English and the feedback from the instructors was helpful." (2-57)
"It was good for the foreign instructors to initiate talking with me in English." (3-03).
"I learned the way to *communicate* with students, foreign instructors, and different aged students, rather than just practicing to speak." (1-73)
"I learned practical English which I could use in real life since I was able to interact with friends and instructors for 3 whole weeks." (2-25).
"Through the camp I learned other things such as learning to make new friends as well as communicating in English." (1-01, 3-1, 3-3, 3-4)

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Cooperative Work

"Discussing and then reaching a conclusion as a group was the most helpful in this camp." (4-12)

"A talent show was a great idea." (3-48)

"I felt unity of group through the talent show preparation." (2-15)

"It was good to perform a talent show, since I found myself turned into affirmative way of studying while I was involved in the show." (2-14)

Creative Work

"To make VCC is better than to prepare Talent Show, since it was fun and we can possess it later." (3-29)

Looking at the comments above, one can see that students felt they learned communicative competence - the ability to use grammar, syntax and vocabulary in the correct setting, as well as know how to negotiate meaning and express their thoughts and feelings in the appropriate social situation or setting. Enforcing a student-centered classroom throughout the camps, which is part of CLT, force the students to communicate in English to their peers and instructors, especially with the instructors. The reason for this may be that the instructors are regarded as native speakers and are unable to or will not speak the learner's native language.

The complaints about teaching were also found like followings.

"I wondered whether what I spoke was right. I wished the instructors corrected my English." (1-09)

"The classes were divided into 6 groups adjusting to students' levels. However, I wanted to have an opportunity to talk with better English ability students to get motivated." (2-5)

"I regretted I should have studied English more before I joined the camp." (2-09)

"13 students were too many for 1 hour discussion class, since we can talk only one minute and listen, since it takes time to go around." (1-54)

"It was not beneficial for some instructors to lead the class through only games during the last week." (2-13)

"I wondered whether the class I was assigned to was right for me." (1-17).

"I found the participants to be assigned according to their levels, but the other things such as textbooks were not assigned to their levels." (2-16).

"The talent show is good but should be prepared in a shorter period of time." (2-35)

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As for how the instructors managed the class, it varied. Some teachers found appropriate times to understand and correct the students. Yet, some instructors were not as active in correcting the students. Also, it should be advised that during competitions or activities to have two different levels work together or be paired together. This is mentioned because for, primarily, most of the day, students were with peers with similar proficiency.

In the aspect of Camp Management, many students' commented similar to the following:

> "It was good to provide incentive for the students who had good attendance and studied hard." (3-56)
> "It was good to have a homeroom teacher." (1-47)

As a way to provide an extrinsic motivation for students, the camp sets up a small fund for two scholarships to be given after the camp is finished to two students who actively participated and abided by the camp's rules. In addition to the scholarships given, each class received points on how well they did a group activity, attend class, or how much English was spoken throughout the week. Each student in the two classes that had the highest amount of points each week would receive a gift certificate. Referring to the student's comment about implementing an extrinsic motivation, one can perceive 'rewards' can result to positive motivation aspects and can be enjoyable for language learners, as well as students being motivated to give their best (Urr, 1991).

The following are grievances mentioned:

> "They didn't give strict penalties to students who were found speaking Korean. They didn't speak English in the cafeteria or in dorm rooms." (1-44)
> "I didn't speak as much as the first week as the times goes on, since I became familiar with students and teachers." (1-29)
> "I felt bad because the program focused on the Talent Show." (2-14)
> "We spent too much time doing the talent show." (2-18).
> "The placement test should be done using various methods such as the face-to-face interview, the telephone test or the authorized English test." (2-35)
> "More information about the English camp should be provided when recruiting camp participants." (2-41)
> "Strict attendance should be enforced." (3-50)

Based upon student reflections, a strict policy about attendance should be enforced and students need to know the consequences of not adhering to the policy. The current

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policy is that students would not receive a recommendation for the scholarship and their group would not receive points for their class. There was not individual consequence for not adhering to the attendance policy. This is also the same situation in regards to students speaking English. There would only be a group punishment and not an individual penalty for breaking camp's policies. Instructors need to manage time wisely during class time in regards to the talent show/presentation. However, this problem decreased throughout each camp, because teachers encouraged students to work on presentation or talent show skits only during the allotted time and not during any other class time. Placement testing has constantly been evolving in attempts to place students in their appropriate level. During the most recent camp, the TOEIC speaking test, the telephone test, and an interview were given to place students. On several occasions, there have been students who seem to be 'in-between' a level. It should be a general policy to place students in the lower level. Later on, students can be moved up to a higher level if needed. Moving a student to a higher level will build a student's self-esteem, rather than moving down a student to a lower level which might have a negative impact on the student's self-esteem.

In sum, according to the student reflection papers, the Camp made students learn English through participation in the various activities in Communicative Language Teaching. Some of the basic characteristics of CLT are its learner centered, requires cooperative and collaborative learning, and task based instruction and everything is spoken in the target language and never the native language (Brown, 1997). Many of the students in their journals noted the flexibility and easy to talk with the teachers. In CLT, activities can allow teachers to build a rapport with the students to create a trust and respect that leads to student's feeling capable, competent, and creative in the language learning process (Brown, 1997), which was reported by the students in their reflection papers. The core of CLT are activities that engage the students to learn and not necessarily be lectured at, as in grammar-translation method or audio-lingual method. In reference to students' comments, one can see the CLT methodology was well received, preferred, and most importantly students felt this method helped facilitate improvement in their language skills. Some examples of activities were simulations, role-plays, discussion, gap-activities. It's important to note that class activities allow small groups within the ESL classroom form a community of learners cooperating with each other in pursuit of common goals, and students become vocal participants in the process (Brown, 1997). Through activities and group activities, students feel more confident in using their English and as a result feel their skills have improved.

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2. What are the Instructor's Perceptions of the Camp?

The instructor selected to keep a record of the camp was the 'floater,' which was an instructor who had the capability to teach every different course to every level. Thus, the opinions of the instructor were not biased to one class nor one level, but rather a complete overview of the camp's program and the participants. The Instructor kept a journal that was a compilation of feedback from the students, feedback from fellow colleagues and descriptions of lectures and lessons given daily. The information compiled from the instructor's journal could be categorized into five aspects which have already been introduced: affective aspects, cultural aspects, language ability, teaching methods and camp management.

First, in the affective aspects, some affective aspects included the ability for students to learn teamwork and be able to come to a conclusion in making decisions, becoming more involved in activities by gaining confidence, being comfortable speaking English as a result of creating friendships. An illustration of students learning teamwork and making new friends from the instructor's perspective is cited below:

> ". . . at the end of the first day, students for about two hours brainstormed a theme for their class and had to craft a door poster for their group using the theme they selected. Students seemed to bond really well together due to the fact they had goal they were expected to complete together as a class."

The instructor noted that this exercise encouraged initiating conversations, friendships, and cooperation skills. Additional activities that were explained in the instructor's journal that also enforced bonding activities were games that didn't necessarily focus on the L2 language but encouraged the use of it. An example of game that was used during the camp was the 'Zombie;' in this game students close their eyes and must tag another student to build up their zombie. The excerpt below clearly displays the needs for bonding activities not only for the teachers benefit but also for the students benefit in order for self-confidence in using the L2 language to be developed.

> "The night before, the teachers took their homeroom classes out for dinner and some classes even went bowling. I really think spending time outside of the classroom is essential as it builds a relationship with the students in an environment where there is no pressure to perform. In this kind of environment, the teacher-student relationship is strengthened making students feel motivated to be involved and actively participate in that teacher's class. It could be that this

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> relationship helps the students more comfortable with the teacher and as result have more self-confidence."

The importance of self-confidence in using the L2 language should always be an emphasis, as it is the student's expectations of what they will gain from an Intensive English Camp. One of the greatest affective aspects to the English camp was the ability to build self-confidence; without this, students would not be successful in taking risks to use English. A conversation, which was recorded, emphasizing this point is shown below:

> ". . . I was able to talk with some students from the 'L' class, a high beginner class. I asked, "What was the most helpful aspect of the camp?" Students responded that they thought the books were okay, but the most helpful thing was to speak with the foreign teachers. They said this built up their confidence to speak English, because a native teacher was able to understand them."

As for the cultural aspect, an intensive English camp is a sufficient alternative to studying abroad, because they offer a similar experience. Refer below:

> ". . . it's cheaper than studying abroad . . . they also said they would like the camp to be longer, about four to six weeks, because this would be the same amount of time they would study abroad."

The instructor noted the students' realization of an intensive English camp being a substitute for a study abroad experience. There are a lot of similarities when employing native teachers at an intensive English camp and possibly even more advantages than studying abroad. For instance, students learn what is appropriate to say in one culture may be completely inappropriate in another culture, even though the situation in which it is said is the same. The learner is often unaware of these differences, and uses the rules of speaking of his or her native culture when communicating in the foreign language (Mizne, 1997). Basically, students will use words or sentences in situations that an English speaker might know. However, there are still differences among sociolinguistics in western countries: U.S.A, Canada, English, New Zealand. Even if an instructor from England explained or demonstrated a sociolinguistic rule in class, it could differ from how things are communicated in Australia. Thus, having instructors from a variety of countries employed in a camp gives students an extensive overview of sociolinguistics, because it might not be possible for one student to travel to every English speaking country. Upon reviewing the reflection journals from the students, students enjoyed

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learning about the culture (traditions), and were able to observe from the instructors how to interact with other English speakers. Sociolinguistic competence and teaching activities which pertain to Western culture were well received and students learned through doing and observing, which makes an English Camp a good alternative to studying abroad.

From the Instructor's point of view, language ability did improve. Apparently, there had been a discussion about the level of a textbook for a high intermediate class. After a few days of students becoming acclimated to camp life, students were actively engaging with the material, whereas they had not been the first couple of days.

> "As we did Interchange 3 this morning, the students were doing better grasping the material. They were able to recall previous lessons and explain the grammar and syntax for conditional sentences."

During class activity time, the instructor mentions the use of English even when the activity is not necessarily a language learning activity:

> "During activities class, there were no guidelines, so I asked the students what they wanted to do. They have done so many activities and games that sometimes they can teach me some games. They wanted to play zombie, mafia, and ultimate ninja. These are games that don't necessarily focus on the English language, but the students know by now to speak English when they are doing games like this."

It's important to note, that the selection above was written during the last week of camp and that the underlying tone of 'know by now' means that it might not have happened before, but is happening now. With this in mind, one can note that the students have gained and improved in the capability to socialize in the target language without prompts. Games like this have no 'set language'. For example, *Mafia* is a game where one must guess and then explain why that classmate is the killer. After explaining who the killer is, one must persuade other students to agree with them. The game has a different outcome every time, so anything communicated during the game is purely spontaneous and not rehearsed. This is an example of the ability to comprehend and produce the language in an unrehearsed situation, which is the epitome of fluency and the goal of learning a language (Brown, 1997).

Equally important are learning contexts, which challenge learners to engage with language forms and to take risks toward the goal of improving their linguistic competence. This only can be done through effective methodology and competent

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instructors. As for the teaching methods, the following transcription reflects the use of communicative language teaching that is widely accepted in the ESL/EFL community. This methodology is an emphasis on learning to communicate through interaction in the target language which incorporates interviews, information gap, games, language exchanges, pair work and learning by teaching.

> "I really enjoy teaching Survival English, as it has a lot of practice information that requires me, the teacher to prepare role-playing exercises or communicative activities."

They say that directing the learner's attention to error and interaction is the first step in learning. They carried out a study that concluded that learners exposed to input and interaction in combination outperformed those in conditions with only "input" or only "interaction". They shed a light on the fact that interaction is an attention-drawing device and if it is followed by input, it enhances learning (Ziglari, 2008). Looking at the passage from the instructor's journal below, one can clearly understand why negotiation of meaning should be enforced and emphasized in a classroom:

> "On one occasion, I was able to discuss what makes a good teacher with one student. She had previously discussed this topic in her class earlier that day. The student mentioned that what makes a good teacher is not just correcting student's sentences, but to clarify what is being said. The student continued to explain that some teachers just ignore their sentences or words the teachers don't understand, so teachers mistakenly change the subject. When a teacher really understands what students are saying then they do this by asking questions or asking a student repeat the sentence for clarity. The student said this makes her feel understood and confident in speaking. Reflecting on what this student said, I think sometimes teachers get tired and ignore sentences that they don't understand or just continue the conversation pretending to understand what was said without addressing the miscommunication or error. Being able to negotiate meaning with students, make the students feel understood and force the students to continue to articulate themselves more clearly in order to have effective communication."

Instructors that use CLT and make good use of negotiating meaning in class force learners into a context that are oriented toward pedagogical purposes. Hence, an English camp guided by experienced English teachers can create learning contexts as well as communicative contexts. In a study of second language learning contexts, Batstone

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(2002) reported that there have been essentially two contexts with which learners have been confronted with; communicative and learning contexts. Communicative contexts require the learner to use L2 as a tool of sorts for exchanging information and for participating in important social and interpersonal functions. In this context, learners engage in interactional situations more for the purpose of social networking. Based upon the instructor's notes, all of the activities, lessons, and language activities in the intensive English camp focus on social networking and social interactions. For instance,

> "The lesson for activities class was 'café talk.' This is a great idea and the students really enjoyed it. Students came up with three questions and interviewed a classmate from another class using these questions. Every two minutes students change partners but still use the same interview questions they originally came up with. The only rule is that students must answer the questions honestly. I thought this was a great exercise to bring the class together, because it focused on socializing and the students had a blast getting to know other students from other classes."

Applying goals to activities that aim to push students to socialize using L2 as tool can foster communicative competence within a Korean context through the use of English language camps.

As for Camp Management, on the first day of camp, students were explained the rules and expectations of the camp not only in L2 but also in L1. Some of these rules and expectations according to the instructor's journal were following: curfew, participating in class, speaking English, and creating presentations. Classes that followed these rules were awarded class points. Students who were found not following the rules would have points subtracted from their class points. At the end of each week, the two classes who had the largest amount of points would be awarded gift certificates. Generally, students followed the rules:

> "One thing I've noticed is the point system has been motivating students to obey the curfew and to speak English. Yet, some classes till have a tendency to be late, despite this, I've overheard fellow teachers express that they enjoy having a point system like this."

The camp was designed with homeroom teachers. Students learned with their homeroom teachers for two hours in the morning and two hours in the evening.

> "After lunch, students went to their homeroom groups – designated groups that

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were assigned to them according to level testing."

Another interesting aspect to the camp was the idea of a floater. The floater's primary job was to substitute another instructor's class for one hour a day, so each instructor had a one hour break every day during the camp.

As for the disadvantages, the major aspect of the camp that needed to be strongly enforced was the attendance:

> "The attendance has been horrible over the past two days - which is really sad because it takes away from the camp experience. For example, one class has had only five students show up on a regular basis, however, the total number of students in that class is about twelve. Those five students miss out on the 'camp experience'. Also, many of the activities that the teachers have planned, required a number of students, thus without the students, activities had to be canceled or modified. As a result of the students being late and not showing up, the camp director talked with each class about the importance of attendance and created an incentive, a pizza party, for the class with the best attendance. Honestly, I think if students were studying overseas they would take attendance seriously because it would require an enormous amount of financial support and they wouldn't want to waste money like that. Students should be awarded a pass or fail for this camp, basically some kind of grade or credit. If they aren't at a certain number of classes attended it should qualify as a fail . . ."

As previously stated before, consequences for not adhering to the camps' policies did not affect the individual student, but rather the group they were assigned to. Students who do not take attendance seriously might be considered as unmotivated by other peers and by the instructor. Creating a strict attendance policy would not only benefit the students, but the instructors. It would benefit an Intensive English Camp to create and execute camp policies with consequences that affect the students individually and not solely as a group.

In sum, the perceptions of the camp of instructors were almost same with those of students. However, through the instructor's perception, it was found that the Communicative Language Teaching methodology was well received in the English Camp, and it is suggested that the teaching technique, negotiation of meaning, should be carefully developed by instructors.

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V. CONCLUSION

Considering the participants and instructors' perceptions on the English camp, what are some factors suggested by the camp participants to improve the camp in the future? According to students' reflection and instructor's journal discussed so far, the Communicative Language Teaching methodology was well received in the Camp and the main benefits of the English Camp can be summarized by two factors: setting for abundant exposure to English and cooperative learning.

Some researchers say that students are not exposed to the English language enough. Authentic and abundant language input and output opportunities have been agreed on as crucial elements to second language acquisition. According to several researchers, the most valuable factor in facilitating communication is the frequency of English used (Clement, Baker, & MacIntyre, 2003; Li, 2005; Leger & Storch, 2009; Macintyre et al, 1998; Yashima, 2002). The frequency of English used can be accomplished through, ideally, studying in an L2 environment. However, shorter intensive English camps in a Korean context are more cost effective than going abroad to study for longer periods of time.

Research also has shown an advantage for cooperative learning on such factors as promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationships, and lowering anxiety and prejudice (Oxford, 1997). All of these factors are essential for language learning and were facilitated by creating teamwork activities, social interactions, and cooperative and collaborative learning in the classroom. A clear example of all these factors that resulted in the affective factors reported by the students is that each class was expected to create a presentation at the end of camp or participate in the talent show. The responses above clearly reflect the importance of cooperative learning in correlation to affective factors. The camp provided much richer cooperative works with peers than regular class. Those factors lessen students' anxiety, fear in speaking English and increase interest and confidence.

In terms of implementing the English camp program, the results showed that the English Camp instilled confidence in the students to speak English and awakened their interest in English. Moreover, they felt like they were studying abroad and had the opportunities to understand westerners' value and culture and the Camp developed and the participants' listening and speaking ability. The preferred teaching methods participants thought were the most beneficial were negotiation of meaning in the following activities: instructor's listening to the participants, correction of English, having discussions in a group, learning English by doing, and having talent shows and making VCC. Considering that managing a camp is a process, one should careful plan out the attendance policy while arranging the camp program.

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Based on the qualitative data provided about, there are some general conclusions that can be drawn. The first is that lowering participants' affective filter can be done through activities that facilitate social networking, bonding activities and teamwork exercises. Another factor is that meeting with other classes for activities also encourage anxieties to be lowered. It is truly necessary that these types of activities be done on the first day to promote a comfortable setting for students to learn. As for managing the classroom, it is essential that the instructors are patient in understanding the students and are willing to correct or suggest better expressions. Two suggestions that can aid one in producing an exemplary English camp are carefully selecting texts according to students' levels and enforcing a strict attendance policy.

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APPENDIX

1. Was the Camp helpful for you?
2. Was the Camp helpful in improving your English Conversation skills?
3. Was the Camp helpful in gaining self-confidence in using English?
4. Was the Camp program interesting?
5. Were the textbooks an appropriate level for you?
6. Did the instructors prepare for classes and were they enthusiastic?
7. Did the instructors give good content and proper explanation?
8. Were the instructors professional?
9. Was the classroom environment pleasant?
10. Did the instructors manage the class properly?
11. Did the program improve your conversation ability?
12. Did the program improve your vocabulary?
13. Did the program improve your writing ability?
14. Did the program improve your confidence in giving presentations?
15. Did the program help raise your TOEIC Speaking Test score?
16. Did the program boost your listening ability?
17. Did the program improve your ability to cope in English speaking situations?
18. Did the program help further your English abilities?
19. Did the program motivate you to want to study more English?
20. Was this program overall satisfactory?
21. Was the service of this program satisfactory?
22. Do you think that this program will be helpful for future English courses you participate in?
23. Would you recommend this program to your friends or classmates?

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Applicable Levels: College

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