

Suggestions for the College Intensive English Camp Program

Myeong-Hee Seong

Dept. of Leisure Design, Eulji University

seong@eulji.ac.kr

Abstract

This study aims to provide suggestions for effective college English camp programs by investigating the participants' perception of the English camp program. The program was implemented from 9 a.m. to 8 p.m. under the English-only instruction by native speakers of English. The participants were 160 college students consisting of various majors in total, 80 for summer vacation and 80 for winter vacation. The participants were asked to reside in the university dormitory after class. For the study, questionnaires were conducted and students' reflections were analyzed. The result indicated that the curriculum should be courses for real life language practice with various activities, correction feedback should be made as often as possible lowering anxiety of participants; English-only policy should be abided by a whole period; and the program before and after the camp should be developed for their development of communicative competence in English.

Keywords

College English camp, curriculum, anxiety, confidence

Introduction

With the progress of globalization in the economy and in society, acquiring communication skills in English has been required. Accordingly, the Ministry of Education and Technology in Korea has emphasized the importance of teaching English for the purpose of communication. Along with this stream, students go to private English institutes or strive to study abroad to learn English. Tanaka & Ellis (2003) reports that residing overseas for a short or long period can supplement the lack of an opportunity to have authentic interaction with target language speakers and improve their communicative competence in English. The advocates of providing study-abroad English programs for learners insist that the opportunity to stay in English speaking communities facilitates not only linguistic competence but also affective stability. Studies to compare English learning at

home, in Korea, and overseas reports that staying 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, 2008; Tanaka & Ellis, 2003). However, staying and studying abroad costs too much in learning English language. Therefore, English intensive camp here in Korea which creates English-speaking atmosphere, could be a substitute for study-abroad programs.

This study reviews the English Camp which was held in a university, and aims to suggest the directions for effective college English camp programs by investigating the participants' perception of the English camp program through analyzing reflection survey.

1 Literature Review

According to several researchers, the most valuable factor in facilitating communication is the frequency of English use (Clement, Baker, & MacIntyre, 2003; Lenger & Storch, 2009; Li, 2005; Macintyre et al, 1998; Yashima, 2002). In a study of second language learning contexts, Batstone (2002) reported that there have been essentially two contexts with which learners have been confronted: communicative and learning contexts. Communicative contexts require that the learner use the 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. Learning contexts, however, push learners to engage with input and output so as to be able to attend to language forms and take risks toward the goal of improving their linguistic competence. Thus, in this context, learners are oriented toward pedagogical purposes. The study-abroad context, typically lacks the constant guidance of language professionals. The intensive English Camp at home guided by the English teachers can create learning contexts as well as communicative.

2 Method

This study was designed to review the English Camp sponsored by E university which is located in the Gyeonggi area to suggest improvement in the program through conducting free response reflection survey at the end of Camp.

2.1 Participants

The Participants for the program were 160 in total, 80 from each vacation and selected by voluntary participation. The participants have various English proficiency levels, from TOEIC score of 300 to 600, and represented diverse major. Participants' English proficiency levels were divided by placement test into 3 groups: 3 beginner, 2 pre-intermediate, 1 Intermediate class. The population characteristics are as follows (Table 1).

Table 1: Participants

Item		N(%)
Gender	Male	44(27.5)
	Female	116(72.5)
Grade	Freshman	57(35.63)
	Sophomore	54(33.75)
	Junior	35(21.88)
	Senior	14(8.75)

2.2. Program

The camp was held 3 weeks during summer vacation period, 2010 and 3 weeks during winter vacation period, 2011. They were asked to take courses consisting of 3-hour conversation English instruction in the morning and 5 activity classes such as presentation, survival English etc. in the afternoon. The program was performed from Monday through Friday for 3 weeks. The instruction was delivered using a textbook focusing on communicative competence in English. The programs consists of General Conversation, Survival English, Listening, Topic Discussion, Writing, TOEIC speaking, Presentation, Activity, etc. The time schedule for the camp was as follows (Table 2).

Table 2: Schedule of Camp Program

Time	Monday-Friday
9:00-10:20	Conversation
10:30-11:50	Language Arts or Interview Skills
12:00-12:50	Lunch
13:00-13:50	Listening with Dictation
14:00-14:50	Topic discussion or Creative Writing
15:00-15:50	Survival English
16:00-16:50	Presentation
16:50-18:00	Dinner
18:00-18:50	Volcano Vocabulary or Idioms
19:00-19:50	Talent Quest or Volcano Vocabulary

3 Result & Conclusion

According to students' reflection papers, the benefits of this program were like followings.

- obtained confidence in English and voluntarily try to talk to native speakers
- not a course for test but for learning language
- stimulated by the atmosphere of studying English hard
- be able to speak as much English as they can
- felt as if they were in an English-speaking country

This study concludes that English camp can be one effective way of teaching English. Most salient factor in becoming a successful English language learner is deeply related to the continuancy of learning rather than one exotic experience, so careful design of later on programs is necessary.

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