

## A Case Study of the Effectiveness of a Three-Week Intensive University English Immersion Camp\*

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Shin, Younghun and Grant Hoon Chun. "A Case Study of the Effectiveness of a Three-Week Intensive University English Immersion Camp." *Studies in English Language & Literature* 44.4 (2018): 67-88. This paper explores the effects of a three-week immersion English camp on Korean students at a university in Korea. The first part of the main body describes which programs comprised the immersion camp and how they were run. The students were taught from the following four courses: Communicating in English, Business English, Games and Drama. The second part shows the feedback of the participants through a survey analysis and the changes in the students' English proficiency levels on the OPIc Speaking test. The purpose of the camp was to improve the students' communication skills and instill a motivation to continue to study English. Through an analysis of the survey, this paper seeks to assess the degree of realization of the camp's goals. The survey analysis shows that most participants think the intensive camp was very effective in improving their English. In addition, the changes in students' Opic scores allow us to conclude that most participants' English speaking proficiency levels improved quite dramatically. Lastly, the paper deals with additional suggestions for improving the camp in the future. (Hansung University)

**Key Words:** immersion English camp, communicating in English, business English, games and drama performances, students' evaluation

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\* This paper was financially supported by Hansung University.

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## I. Introduction

With the South Korean education market set at approximately over 10 billion dollars a year, South Koreans have become some of the largest consumers of English (Lee, 2010). The intense passion to learn English has resulted in claims that Korea is headed towards a sociolinguistic change from Korean monolingualism to a thriving Korean-English bilingualism (Lee, 2006). Park (2009) points out that in Korea, education is viewed as being the most powerful way to advance in society and obtain economic prosperity. Therefore, several Korean parents feel like that their children can be helped by making education a priority (Park, 2009). English is viewed as an integral part of Korean society as it is included in the National Scholastic Aptitude Test, which is a factor in becoming admitted into a university (Eun, 2001). In fact, English proficiency even determines promotions and raises at most companies in Korea (Kim, 2009).

Furthermore, numerous governments including the Korean government stress the importance of English competence and enforcing English immersion in schools has become a way to successfully live in a globalized world (Jeong & Kang, 2016). Jung (2001) describes the traditional English teaching methodology in Korea as mainly consisting of grammar translation lessons based on rote memorization of grammar and vocabulary and line-by-line translation. Parker (2016) points out that traditional English classrooms in Korea are prone to encourage less participation from the students when it comes to language study. The teachers are greatly respected and revered for their qualifications, knowledge and expertise in teaching methodologies, and thus students are more inclined to pay close attention to their lectures. (O'Donnell, 2006; Shin, 2007). However, the more authority teachers have in a language class, the more obedient and passive students tend to become. "Lack of real life experience of using English" (Park, 2006, 92) has been another significant obstacle for Korean learners of English. Korea has been a monolingual society, which means Korean students would not have enough opportunities to

practice their English outside the classroom. As a result, most Koreans who are taught English as a second language for at least ten years with this kind of instruction do not possess adequate oral proficiency as they are unable to speak or understand the language (Jung, 2001).

In this situation, English immersion has emerged in Korea “as an innovative approach to learning and teaching English.” (Park 2006, 92). The English immersion education especially became popular in 2008 as “the Korean Presidential Transition Commission floated the English immersion program” (Chang & Seong 2015, 304). Jung’s (2001) research supports the notion that innovative immersion approaches to learning English are more effective than learning through the traditional method. When an appropriate program fit for local conditions is well implemented, it can lead to success, but it is important to note that no single program model can be successful in every situation (Jung, 2001).

This study aims to introduce the effectiveness of a 3-week immersion English camp in terms of how it affects the students’ English speaking skills and level of confidence. It also provides some useful insights into how immersion camps can be developed to help improve students’ English speaking proficiency levels in enjoyable ways. This study seeks to answer the following research questions:

1. How can we design and hold an effective English immersion camp?
2. How can we prove the camp was helpful in improving participants’ English speaking proficiency levels?

## **II. Literature Review**

A general internet search would reveal that at least 50 English camps in South Korea, where interactions with native English teachers would be provided (Ahn, 2015). Ahn (2015) states that it is reasonable for students and parents to explore

opportunities to learn English through cultural and linguistic immersion programs amidst the intensifying social pressure to improve English proficiency.

English as a foreign language (EFL) immersion camps in Korea are quite distinct from the basic features usually found in immersion programs in some Western countries even though they have a similar goal of immersing students in a second language (L2) environment (Johnson & Swain, 1997). According to their study, it can be said that there are three differences between Korean English immersion camps and those of native English speaking countries. First, the curriculum of Korean English camps heavily concentrates on learning English, and not on other content areas like science or mathematics through the medium of English, which differs from more traditional approaches to the immersion model in language education. Furthermore, an ‘English only policy’ conspicuously prohibits the use of Korean, while Canadian immersion programs, for example, provide support for the first language. Finally, the native English-speaking teachers are commonly English speakers with very limited expertise in Korean or sometimes without any proficiency in Korean, thereby generally not bilingual speakers of both languages. In this study, immersion pertains to an intensive foreign language camp program where students are exposed to the target language, which in this case is English, for extended periods of time.

There is a common misconception that in order to become fluent in a foreign language, one must live in the country where the target language is naturally spoken. Accordingly, “more and more Korean students go abroad for an English immersion program during the summer or winter vacations” (Park, Gab-yong, 215). Although this method could be the ideal solution due to its advantages, many students who want to learn a foreign language do not have the money or time to do so. A possible second option for learning a language could be participating in a short English immersion camp, where students can become engaged in the target language through discussions, task-based lessons (TBL), games, and drama activities. The ultimate goal of the camp is to arouse an interest in learning English so that the

learners can become motivated to continue learning English beyond the camp.

Heretofore, lots of studies have dealt with the effectiveness of domestic English immersion camps. For example, Chang and Seong (2015) carried out a study on the effects of an intensive domestic English immersion camp held at a Korean university. They focused on “the relations among the English speaking competence, language learning strategies, and intercultural sensitivity” (301). According to their research, “the effectiveness of the IDI(Intensive Domestic Immersion) English camp was confirmed by ... the results of the VERSANT speaking test” (314). They also assert that their camp greatly contributed to improving participants’ “use of language learning strategies and intercultural sensitivity” (315), which can be proved by the results of the comparison analysis for SILL(Oxford’s Strategy Inventory for Language Learning) and the ISS(Intercultural Sensitivity Scale). Their study, however, leaned too much towards quantitative factors in language learning.

Nam and Kim (2014) conducted another research on a short-term intensive English program. Their camp, however, focused on improving students’ TOEIC score, which is not closely related to the topic of this article. Kim and Joo (2014), also conducted a study on an English immersion camp. What is interesting is that they analyzed the perceptions and responses to the immersion camp of different age groups such as elementary school, middle school, and college students (37). What is worth noting is that “the college students had the most positive attitudes and the middle school students exhibited the least positive attitudes towards English camps” (37). Jeong and Kang (2016) conducted a similar study on an intensive immersion camp. Their study is very similar to the three-week immersion English camp at Hansung University in that they tried to introduce useful camp courses and incorporate a lot of TBL activities in their classes. However, their study was conducted with middle school students, so its results might not be applied to and be compared with this research. There are other studies which introduce effective programs for immersion camps, most of which, however, were focused on elementary and middle school students as their main targets.

While curriculum planners and teachers may provide the tools to enhance language learning, language learners should also take some ownership and responsibility for their own learning. In short, the main purpose of this paper is to give an assessment of a short-term English immersion camp held at a Korean university. To meet this goal, this paper delineates which programs the camp was composed of and then, gives the qualitative and the quantitative results to assess its overall efficiency in terms of improving participants' speaking abilities.

### **III. Methods**

#### **3.1 Participants**

##### **3.1.1 Instructors**

All of the camp classes were conducted exclusively in English and taught by at least four of the seven full-time native English speaking instructors, one female from the US, four males from the US, one female from South Africa, and one male from South Africa. Each professor had a master's degree and all of them had at least 5 years of English as a Foreign Language (EFL) teaching experience. All of them have been teaching various English classes, including credit and non-credit courses.

##### **3.1.2 Students**

There were a total of 52 University students, who participated in the English camp in February of 2018. The range of the students' English levels were from intermediate to advanced. In terms of their majors, the majority of the participants (24) were majoring in social science, followed by 12 in engineering, 10 in humanities and 6 in art.

The students were divided into four cohorts according to their level of fluency which was decided through one-on-one interviews. Each of the intermediate classes,

Class A and C consisted of 14 students, whereas there were 12 students in each of the advanced classes, Class B and Class D.

Table 1. Class Distribution by Majors

Majors	intermediate A	intermediate C	Advanced B	Advanced D
Arts	1	1	2	2
Engineering	5	5	1	1
Humanities	2	2	3	3
Social Sciences	6	6	6	6
Total	14	14	12	12

### 3.1.3. Settings.

All the students are housed in campus dormitories which are located within ten minutes' walk from the campus. All instruction and activities, however, are mainly conducted on campus, which means there were not special programs held in dorms. Instead, students are supposed to spend their free time preparing for quizzes given every morning. Weekend cultural activities included a short field trip to a big shopping complex located outside of Seoul. The camp lasted for 3 weeks. On the weekends, students are allowed to go home and return to the camp on Monday morning.

## 3.2 Winter Immersion Camp Programs

### 3.2.1 Camp Courses

The purpose of the camp was to enhance the students' communication skills and serve as a springboard to help motivate them to continue to study English in the future. The students were enrolled in the following four courses: Communicating in English, Business English, Games, and Drama.

The first week of the Communicating in English classes focused on teaching students how to describe people and their appearances. The students also learned how to talk about their families, homes and neighborhoods. The second week

concentrated on interesting topics like movies, travel, sports, and education. They also learned how to ask for and give directions. In the third week, students learned how to have discussions related to shopping, socializing, dating, food, and drinking.

Table 2. Communicating in English Class Schedule

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
1	Describing Appearances	Describing People	Family	Homes	Neighborhoods
2	Movies	Education	Travel	Places and Directions	Sports
3	Shopping	Socializing and Dating	Food	Drinking	Gaming Summary

The Business English classes focused on giving students practical skills for their future careers. For instance, students practiced how to make effective presentations during the first week and how to get a job during the second week. In the second week, students learned how to write effective cover letters and resumes, and practiced interviewing for jobs through mock interviews. The third week gave students practice discussing and debating topics related to future jobs and how to become competitive in the job market. The students also learned how to solve problems and market products.

Table 3. Business English Class Schedule

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
1	Presentations	Presentations	Presentations	Presentations	Final Presentations
2	Cover Letters	Resumes	Networking	Job Fair	Job Interviews
3	Future Jobs	Hiring Choices	Start-Ups	Problem Solving	Marketing

The Games classes included a wide assortment of games that focused on building teamwork, solving problems and most importantly having fun. The first week

included ice breaker type games like speed dating, Scattergories, and the Marshmallow Challenge. Students also played games that helped enhance their critical thinking skills through River Crossing puzzles. The first week ended with Scene It, the TV version, which helped improve the students' listening comprehension skills. The second week included games like Jeopardy, Minute-To-Win-It and murder mystery games. The students also worked together to discuss and debate how to survive a zombie apocalypse. The final week included useful English language games like Pictionary and Taboo as well as English scavenger hunts.

Table 4. Games Class Schedule

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
1	Let's Talk Bingo Speed Dating	Scattergories Family Feud	Marshmallow Challenge	River Crossing Puzzles	Scene It TV Version
2	007/Minute-to -Win-It	Jeopardy	Murder Mystery	Zombie Apocalypse	Scene It Movie Version
3	Pictionary Taboo	Star Wars	Overwatch	Kakao Talk	

The first week of the Drama classes taught students about non-verbal communication and improvisation. The second week focused on working with scripts. The final week mainly gave students time to practice and rehearse for their final drama performances, which they performed in front of all of the students from the camp on the last day.

Table 5. Drama Class Schedule

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
1	Ice Breakers Intro to Drama	Non-verbal Communication	Voice Improvisa- tion	Improvisation	Class Performance
2	Improvisation Intro to Scripts	Intro to Scripts Stage Directions	Working with Scripts	Working with Scripts	Working with Scripts
3	Brainstorming	Script Writing	Practice	Practice	Final Drama Performances

### 3.2.2 Procedures

We designed a three-week immersion camp because we thought three weeks would be the most appropriate length of a short ESL camp, which is indirectly proved by Kim's research (2010, 150). Each class day from Monday through Friday consists of 7 hours of formal instruction in class; 2 hours in Communicating in English in the morning and 2 hours of Business English in the afternoon. After a one-hour break, a 90-minute Games class is given which is followed by another 90-minute Drama Class. Thus, the total amount of time for formal instruction is 105 hours; 7 hours for 15 class days.

Every morning at 9:00 am except for the first and last mornings, the students took a fill-in-the-blank quiz to test their use and understanding of expressions, phrasal verbs, and vocabulary they had learned in the previous Communicating in English class. The materials for the quizzes were inspired from the following textbooks: *English Phrasal Verbs in Use Intermediate* (McCarthy & O'Dell, 2017) and *Idioms & Phrasal Verbs* (Gairns & Redman, 2011). Then, at 10:00, depending on which class cohort they were in, the students would either attend a Business English class or a Communicating in English class.

The majority of the classes were taught based on the task-based approach. The focus for each lesson was on the communication task itself and the task may have incorporated student production of language, and it would typically consist of both

productive skills like speaking and note-taking as well as receptive skills including listening and reading (Willis, 1996). In other words, in task-based language teaching (TBLT), learners are encouraged to utilize their target language as a means of completing tasks with a more holistic language learning experience (Willis 1996). The role of the native teacher is to act as a facilitator by providing students with some examples of the task.

The last two courses were Games and Drama. It was decided to place these courses at the end of each day in order to give students a mental and physical break from their traditional classroom studies and help them release any stress they may have had earlier in the day. The Games classes focused on enhancing students enjoyment of English through fun and exciting games. The majority of the games taught students skills emphasizing critical thinking, problem solving and collaboration. They also received more practice of the expressions they had learned earlier in the day. The Drama classes gave students opportunities to use English in role plays and physical activities. They learned about voice improvisation and ways to communicate through both verbal and non-verbal means. The Drama classes were unique because on the last day of the camp, students would perform a short skit in front of all the students from the camp based on a short story or a story they created. The daily schedule is as follows.

Table 6. Daily Schedule

Time	A Class (Intermediate) 14 Students	B Class (Advanced) 12 Students	C Class (Intermediate) 14 Students	D Class (Advanced) 12 Students
9:00-10:00	Quiz	Quiz	Quiz	Quiz
10:00-12:00	Communicating in English	Business English	Business English	Communicating in English
1:00-3:00	Business English	Communicating in English	Communicating in English	Business English
4:00-5:30	Games	Drama	Games	Drama
6:30-8:00	Drama	Games	Drama	Games

The first week of the camp was geared towards making students feel at ease with an intense English-only environment. For example, in the Communicating in English classes, students learned how to accurately identify individual differences in physical appearances and personalities of themselves and of their new classmates, who they would be spending the next three weeks with. The Business English course provided students with assistance and practice in learning how to make presentations. The Games classes focused on ice breaker activities and encouraged students to work together in the hopes of building a comfortable and amicable atmosphere among their fellow classmates. During the first week, in the Drama classes, the students were introduced to drama, ways of communicating non-verbally and voice improvisation.

The second week was aimed at continuing to enhance the students' fluency and critical thinking skills. In the Communicating in English classes, they learned useful expressions related to movies, learning, education, travel, places and sports. During this week, students learned how to think critically by understanding how to argue and defend their opinions through a class debate on education. The Business course aimed at preparing students for life beyond university by helping them write cover letters and resumes, learn how to network and attend job fairs. They even participated in mock job interviews to help them overcome their fear of speaking in English. Games classes were designed to provide students with an opportunity to show off their intellect while also participating in fun physical games like putting pieces of cereal boxes together or reading English tongue twisters while trying to get an Oreo cookie into their mouths while reading tongue twisters in English (Albrecht, 2013; Minute to Win It Gamers, 2017). The Drama classes concentrated on script writing for their final drama performances. Scripts included American or Korean short stories or scenes from movies. Students were encouraged to be creative and come up with their own interesting interpretations.

The last week of the camp focused on expanding the level of fluency of the students. The topics covered in the Communicating in English classes this week

included shopping, dating, cooking, food and drinks, and creating a board game. The idioms and phrasal verbs they learned this week helped them discuss these topics in more detail and gave them a wider range of vocabulary. The Business English classes focused on business-related topics like future jobs, hiring practices, start-ups, problem solving and marketing. During these classes, Ted Talk videos were shown including Anthony Goldbloom's *The Jobs We'll Lose to Machines* (Goldbloom, 2016) and Regina Hartley's talk on hiring choices (Hartley, 2015). The Games classes had the students compete competitively for snacks through PowerPoint games around popular themes like Overwatch, Kakao Talk and Star Wars. The aim of the last week of the Drama classes was to prepare students for their final performances. The students wrote their own scripts and they spent half of the week practicing.

In addition to the four sets of courses, students had an opportunity to participate in a special one-day field trip on Saturday of the second week to Starfield Goyang, a huge western style shopping mall in Korea. The purpose of the trip was to give the students a break from the classroom setting of the camp. On the field trip, students participated in a photo scavenger-type competitive game in which teams of about 7 or 8 students worked together to solve English riddles that eventually led them to the corresponding store whereby they would have to take a group selfie of everyone posing in front of the store. Prizes in the form of gift certificates were passed out to the top three winning teams. An English-only policy reinforced the English immersion environment, which helped the students continue to improve their English fluency. Students learned how to cooperate and work as a team as well as enhance their critical thinking and problem solving skills.

### 3.3 Materials

The changes in the students' English proficiency levels between the pre-camp and post-camp OPIc speaking tests were analyzed to see if there were any changes in their speaking skills. Furthermore, feedback of the participants through a survey

analysis described their personal impressions of the camp. Finally, the students' comments would provide key insights for improving the camp in the future.

### 3.3.1 Pre/Post Opic Test

Fifty-one out of the total 52 students took the pre-camp English OPIc test. Fifty-one students took the post-camp English OPIc test, too. However, one student who had missed the pre-camp Opic test took the post-camp one, while another student who had taken the pre-camp test couldn't take the second one. Accordingly, both tests have the same number of participants.

Both tests were administered through a computer online and it took about 20-30 minutes as well. It consisted of 15 questions designed by the American Council on the Teaching of Foreign Languages, also called ACTFL to rate a person's speaking ability. Each participant was given a different set of questions depending on the person's answers to the background survey, which included topics about work, school, home, personal activities and interests. The test's interviewer was personified by an avatar figure named Ava. Ava's picture on the screen helped to engage the test participants in a one-on-one conversation with a native speaker.

Table 7. Pre-Camp & Post-Camp OPIc Result

(n=50)

level	number	
	pre-camp test	post-camp test
NM	5	0
NH	14	1
IL	25	21
IM1	2	7
IM2	3	17
IM3	1	4
Total	50	50

Table 8. Analysis of Pre-Camp and Post-Camp OPIc Results

(n=50)

number of students whose level has improved	40 (78%)
number of students whose score has improved	49 (96%)
average score improvement	64.1
average level improvement	1.3

Out of 50 students who took both of the tests, 49 students' (96%) scores have improved. Level improvements were found in 38 participants (76%). On average, their scores have improved by 45%. It is worth noting that 19 novice students stepped up to the intermediate level except for one. Though the main goal of the camp was not to enhance the speaking test scores of the participants, those results can be regarded as one indicator which proves that the camp was effective in improving the speaking abilities of the participants.

### 3.3.2 Questionnaire

The students completed post-camp questionnaires, which allowed the researchers to gather data from a significant number of students simultaneously. The survey was conducted online by using a learning management system, name Blackboard. Students were supposed to respond to a survey. However, just 44 out of the 52 students answered the questionnaire. The questionnaire was composed of the following questions.

Table 9. Post-Camp Questionnaire Questions

Numbers	Questions	Type
1	The English camp was helpful in improving my English skills.	5-point scale
2	Do you have more confidence in speaking English through the camp?	5-point scale
3	Which skill do you think has been improved most through the camp?	Multiple Choice
4	Which course do you think was the most effective in improving your English?	Multiple Choice
5	Which course was your favorite?	Multiple Choice
6	Would you recommend the English camp to others?	5-point scale

First, participants' evaluations about the overall effectiveness of the camp are recorded using a five-point Likert scale: Strongly agree, Agree, Neutral, Disagree, Strongly disagree. After that, another question is given to assess whether the camp contributed to improving their self-efficacy in terms of speaking English. Then, questions regarding specific courses are recorded: Which skill has most improved? Which course or class is the most helpful to improve their English? What is the most popular course? The last question asks the participants whether they would like to recommend the camp to others.

#### IV. Findings and Discussions

Though all participants were supposed to answer the online survey, just 44 out of the 52 students responded to the questionnaire. 18 respondents (41%) were female and the other 26 (59%) were male students.

Table 10. Effectiveness of the Camp and Increased Confidence in Speaking English

Number	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The English camp was helpful in improving my English skills.	0% (0)	7% (3)	20% (9)	39% (17)	34% (15)
2	Do you have more confidence in speaking English through the camp?	0% (0)	5% (2)	11% (5)	43% (19)	41% (18)

A majority of the respondents (73%) said the immersion camp was helpful in improving their English skills. This can be an indicator to show most of the participants were satisfied with the overall contents of the camp. Few respondents thought the camp was not effective in enhancing their English competencies.

To the question, “Do you have more confidence in speaking English through the camp?,” a majority of respondents (84%) said yes. As Park’s research suggests, many Korean students believe that “building self-confidence is the crucial key to improving their English language skills” (Park 2009, 221). Therefore, these figures can be counted as another indicator which shows that the camp was successful in achieving its educational goal.

Table 11. The Most Improved Skill

(n=44)

	Reading	Writing	Listening	Speaking	Others
Percentage (Number)	0%(0)	0%(0)	41%(18)	55%(24)	5%(2)

To the question, “Which skills do you think have been improved the most through the camp?” most of the participants (55%) believed their speaking skills have been improved the most through the camp, which is followed by listening

skills (55%) and others (5%). It is interesting to note that nobody answered that their reading and writing skills have been improved through the camp. In a sense, this is a natural and understandable result because the camp was originally designed to focus on improving the speaking abilities of the participants.

Table 12. The Most Effective Camp Course

(n=44)

	Drama	Games	Communicating in English	Business English	Others
Percentage (Number)	16%(7)	0%(0)	59%(26)	11%(5)	14%(6)

To the question, “Which course do you think was the most effective in improving your English?” a majority of the participants (59%) answered that the Communicating in English course was the most effective to improve their command of English, which is followed by the Drama course (16%) and Business English course (11%). It is quite understandable that the Communicating in English course which focuses on teaching everyday English was the most helpful to improve their English. We may infer from the figures that students tend to put how fluently they can carry out daily conversations first when they evaluate their own English proficiency.

Table 13. The Most Favorite Course

(n=44)

	Drama	Games	Communicating in English	Business English
Percentage (Number)	36%(16)	43%(19)	20%(9)	0%(0)

To the question, “Which course was your favorite?” almost half of the

respondents(43%) answered they liked the Games course the most, and then the Drama course(36%) and Communicating in English course (20%). No one chose Business English as their favorite course, which could mean we need to totally revise the contents of the class to meet participants needs more closely. It is also interesting to see that there was a difference between students' preference and the efficiency of the types of courses.

Table 14. The Ratio of Participants Who Would Like to Recommend The Camp to Others  
(n=44)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Percentage (Number)	2%(1)	0%(0)	9%(4)	45%(20)	43%(19)

To the last question, "Would you would recommend the English camp to others?" a majority of them (88%) said yes. This suggests that the students were generally satisfied with the camp.

## V. Conclusions and Implications

This paper examined the effectiveness of a three-week intensive English immersion camp on university students in Korea. The study focused on the students' personal opinions regarding the usefulness of the camp in terms of improving their English, which skills were enhanced, and which course was their favorite. The students' perceived improvement in their confidence levels was also determined. Furthermore, the students were asked if they would recommend the camp to others. Quantitative data from the OPIC Speaking tests was also collected to measure the change in English proficiency levels before and after the camp.

Based on the students' positive responses to the survey and the improved scores

on the OPIc Speaking test, it is reasonable to conclude that the intensive English Camp was successful in enhancing the participants' English speaking abilities. The students found the camp to be helpful in improving their English skills and they became more confident as their listening and speaking skills progressed. Although the Communicating in English course was found to be the most effective in improving their English skills, the students enjoyed the Games course the most.

Overall, the English immersion environment simulated by the camp allowed the students to learn English in a natural way without the pressure of learning English through rote memorization or by learning mundane grammar rules. Task-based lessons seemed to encourage the students to participate in the activities with more intent and increase their interest in English language learning while also increasing their confidence in speaking in English during the process.

For future camps, the Business English course could be changed to make it more interesting for the students and the Games course could become more effective in helping students improve their English. Moreover, a more varied rotation of teachers could be beneficial for the students because it would expose them to more teaching styles and offer them an opportunity to listen to various accents in English.

Other universities in Korea could benefit from an English immersion camp during the summer or winter vacation periods similar to the one conducted at Hansung University because it provides students with a cost-effective means of learning English in a constructive and fun atmosphere without spending a lot of money at an English academy. Furthermore, immersion camps can create strong bonds and friendships among the students, which can encourage everyone to use English without being too self-conscious. However, due to the lack of data, the study's findings cannot be generalized. Additional data would need to be collected through various data collection methods to uncover the reasons for the effects. For example, one-on-one or group interviews, daily journal entries from the students and detailed classroom observations from the instructors could provide a more robust study in the future to analyze their behaviors in a more logical way.

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