Summer camps vs intensive EFL instruction in young learners of English

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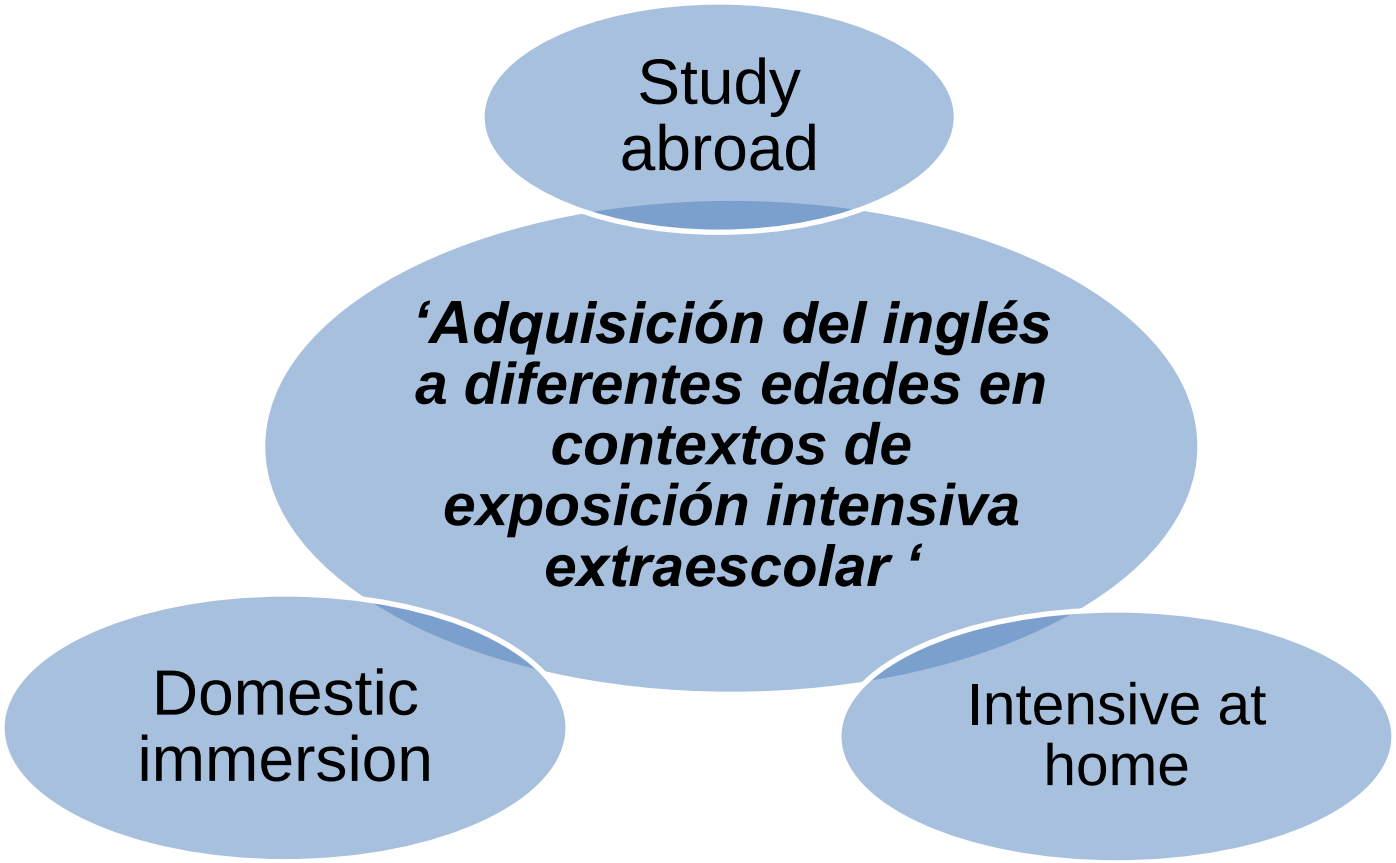
Broader context of this study



Lit review: Intensive instruction

- Underresearched areas
  - Age group: children (Llanes 2010; Song 2011; Llanes & Muñoz, 2013)
  - Context: summer camps (Collentine 2009)
  - Program length: short-term (Evans & Fisher 2005; Llanes & Muñoz 2009)

Research questions

- RQ1: Is there evidence of L2 progress in Spanish children aged 10-12 after a short intensive experience:
  - in an EFL class?
  - in an English summer camp?
- RQ2: Is there a significant difference in L2 development between the two contexts?

Context and Methodology

Main features of programs

English summer Camp

- Length of stay: 18/20? days
- English lessons: 3 h/day
- Afternoon activities in English (crafts, hiking, etc): 3 h/day
- Mostly non-native speaker counselors (not English teachers)

Intensive EFL instruction

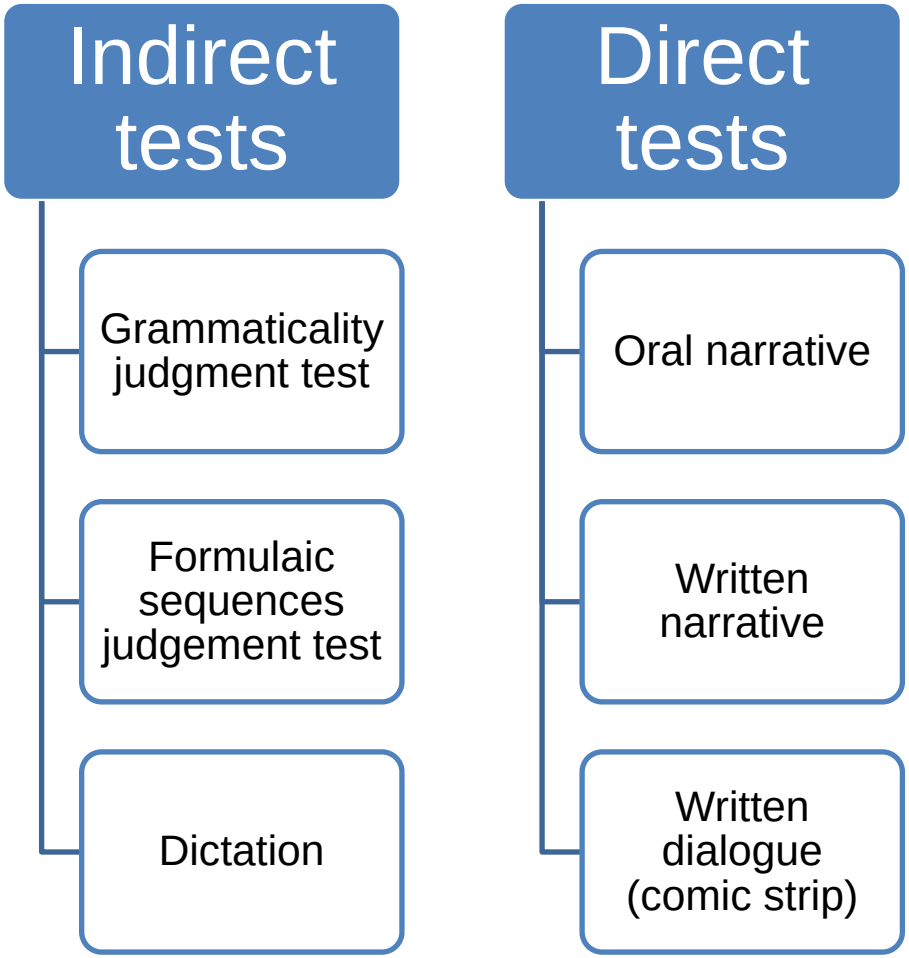
- Course length: 4 weeks, but comparable number of days
- English lessons: 4.5h/day
- Homework: 10h/week
- All teachers are NS and qualified to teach English

Sample

- Age: 10-12

	EFL (n=33)	Camp (n=67)
Mean age	11,4 (SD 0,7)	11,2 (SD 0,7)
Gender	boys 64% girls 36%	boys 42% girls 58%
Highly motivated students	61%	65%
Decision to participate	Parents 84%	Parents 33% Parent+camper 39%

Instruments



	Correct	Incorrect	I don't know
My ~~names~~ name is Mireia.		X	
They come from Barcelona.	X		

3. They drink always water after running.			
4. George don't like living in big cities like New York.			
5. They arrived to London last week.			
6. I am very tired because I've been awake from 3 am.			
7. Martha and his brother live in London.			
8. She's interested in maths and science.			
9. Next week it will be a concert in Montjuïc.			

Frases	Correct	Incorrect	I don't know
1. Thanks you!			
2. Nice luck!			
3. What's the weather like?			
4. Pretty to meet you!			
5. Are you very alright?			
6. I'm very sorry.			
7. What's for dinner?			

Written Dialogue and narrative

Cavall Fort (1119, March 2009), p. 36

Results: indirect tests

Results: Indirect tests

	Time	Context	Time*Context
Grammaticality Judgment Test (GJT)	*		
Formulaic Sequences Judgment Test (FST)	*		
Dictation	*		

Results: direct tests

Analysis of fluency, lexical richness, accuracy and grammatical complexity.

Fluency: measures & ANOVA results

Written dialogue (WD)	Oral narrative (ON)	Written narrative (WN)
• Number of tokens • Tokens per bubble	• Syllables per minute • Repair disfluency rate	• Number of tokens

	time	context	Time*context
Number of tokens (WD)	*		
Tokens per bubble (WD)	*		
Syllables per minute (ON)	*		
Disfluency rate (ON)			
Number of tokens (WN)	*		

Lexical richness: measures & ANOVA results

Written dialogue (WD)	Oral narrative (ON)	Written narrative (WN)
• Guiraud's index • % of content words	• Guiraud's index • Types of nouns •Types of verbs	• Guiraud's index

	time	context	Time*context
Guiraud's index (WD)	*		
% of content words (WD)			
Guiraud's index (ON)	*		
Types of nouns (ON)	*		
Types of verbs (ON)	*		
Guiraud's index (WN)	*		

Accuracy: measures & ANOVA results

Written dialogue (WD)	Oral narrative (ON)	Written narrative (WN)
• Percentage of errors • Errors per bubble	• Correct noun-total noun ratio • Correct verb -total verb ratio	• Correct verb forms-total verb ratio

	time	context	Time*context
Percentage of errors (WD)			
Errors per bubble (WD)			
Correct noun ratio (ON)	*		
Correct verb ratio (ON)	*		
Correct verb form ratio (WN)	*		

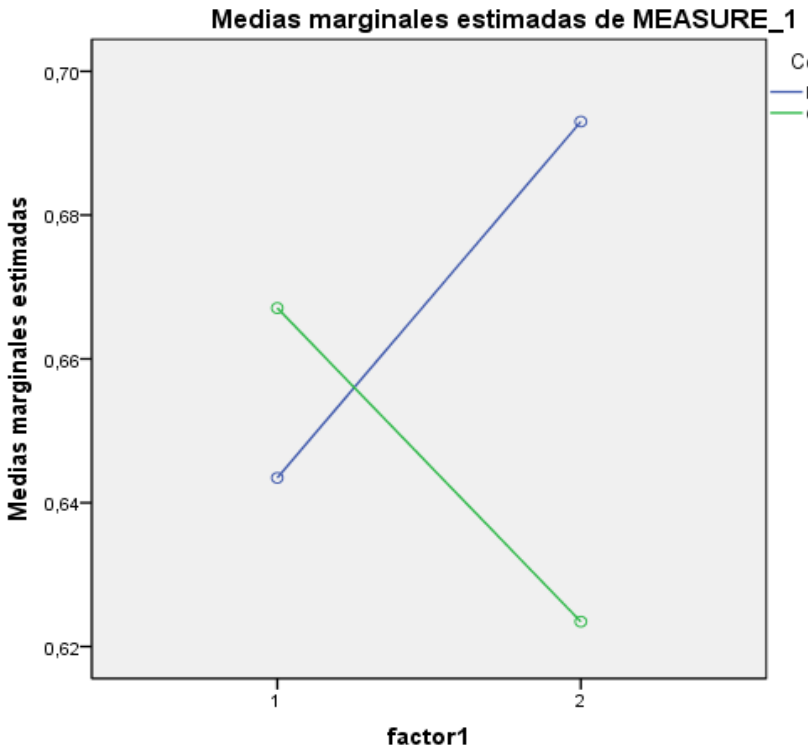
Grammatical complexity: measures & ANOVA results

Written dialogue (WD)	Oral narrative (ON)	Written narrative (WN)
• % of Function words • Function-content word ratio	• Clauses per T-unit • Verb-noun ratio	• Clauses per T-unit • Number of verb forms

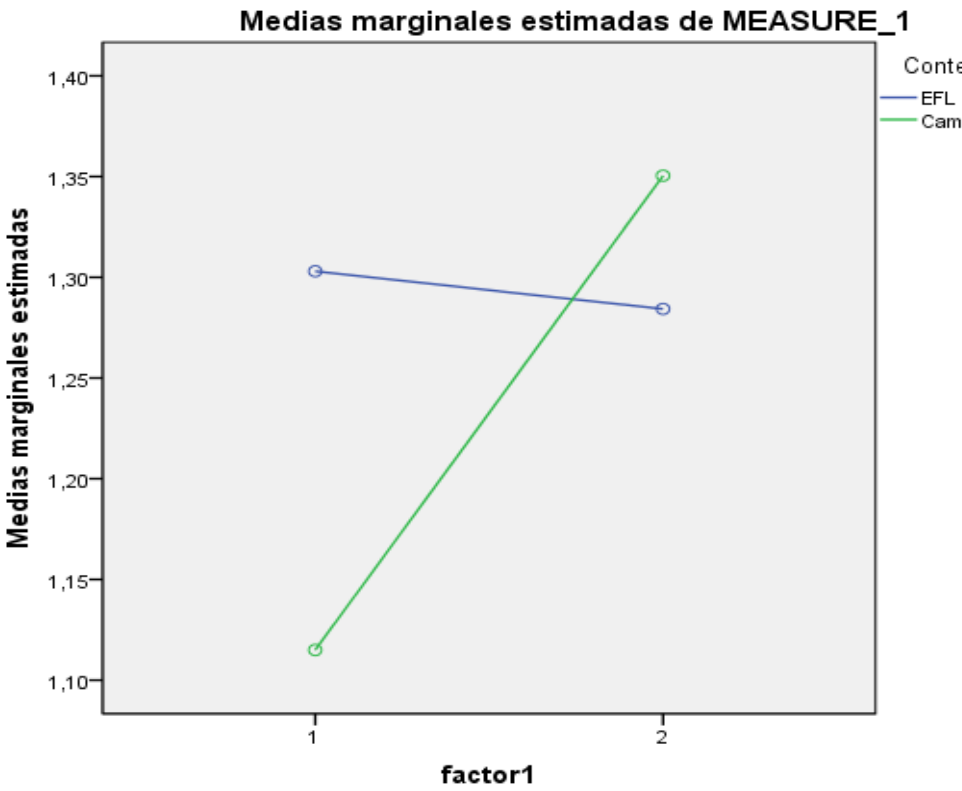
	time	context	Time*context
% of function words (WD)			* (EFL)
Function-content word ratio (WD)			* (EFL)
Clauses per T-unit (ON)	*		* (Camp)
Verb-noun ratio (ON)			
Clauses per T-unit (WN)	*		
Verb forms (WN)			

Grammatical complexity: time*context interaction

Function / content words (WD)

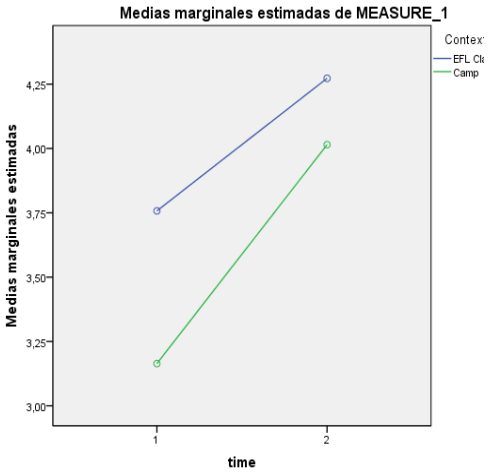


Clauses per T-unit (ON)

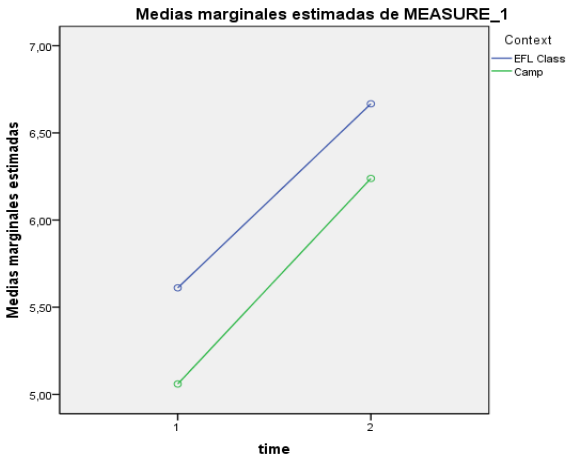


Summary

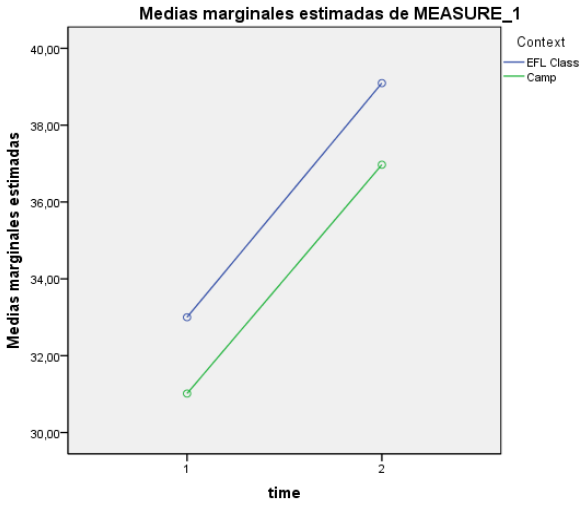
GJT



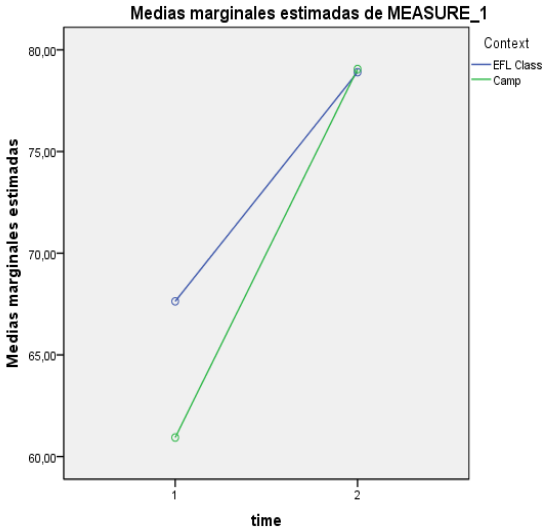
FST



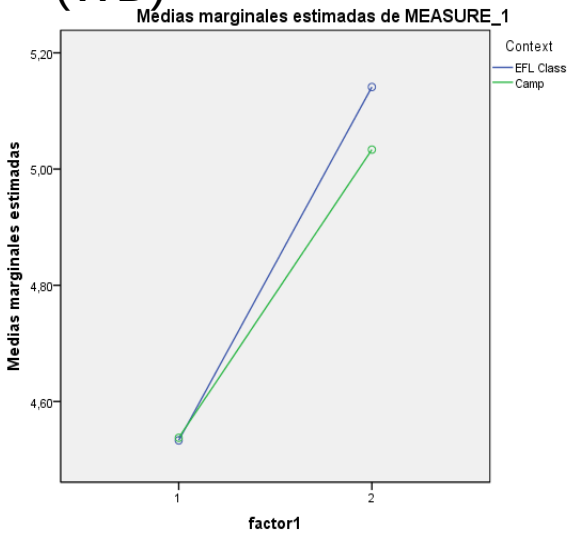
Formulas



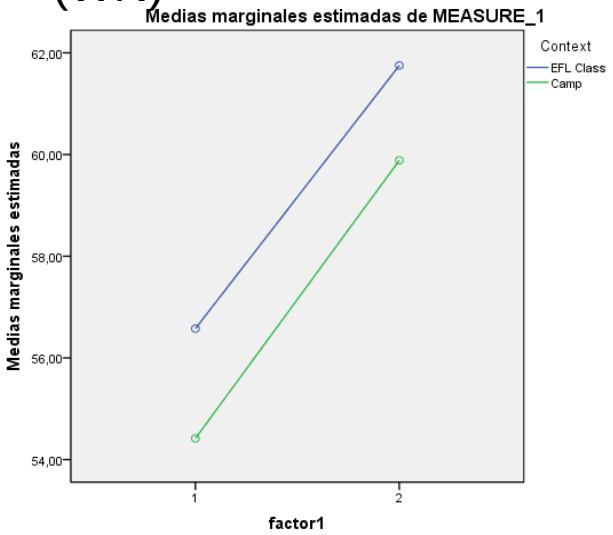
Fluency: Syllables per minute (ON)



Guirad's index (WD)



Accuracy: verb forms (WN)



Conclusions

- RQ1: Is there evidence of L2 progress in children in an EFL class and in an English summer camp?
  - Yes, but task repetition effect?
- RQ2: Is there a significant difference in L2 development of children between the two contexts?
  - No, probablymore time needed.
  - Follow up study of interaction in the two contexts