

1. Background

- Need for verification of **learners' achievement** by means of **Can-Do lists**
- Roles **English camp** plays in English education (Muto et al., 2013; Muto, 2014)

2. The Study

(1) Research Questions

- [1] How can a Can-Do list for English immersion camp be created?

[2] With a new Can-Do list, how can changes in confidence be proved?

(2) Target camps

- **Two 6-day camps** in the **Kumon English Immersion Camp (EIC)** program
- **Biwako 2** (Aug 7 - 12, 2014) & **Biwako 4** (Aug 18 - 23, 2014)

The EIC Can-Do List

Reading

- R-1.** Can understand the information given on schedule.
- R-2.** Can understand signs and notices.
- R-3.** Can understand English on presentation slides.
- R-4.** Can understand the information given on a price list.
- R-5.** Can understand short messages.

Listening

- L-1.** Can understand the information given in self-introduction.
- L-2.** Can understand the meaning of simple instructions or requests.
- L-3.** Can understand short skits.
- L-4.** Can understand the information given a presentation.
- L-5.** Can understand English spoken by people from various countries.

Speaking

- S-1.** Can give a simple self-introduction.
- S-2.** Can ask simple questions.
- S-3.** Can answer simple questions.
- S-4.** Can ask for repetition when I do not understand.
- S-5.** Can make a presentation about myself if I'm prepared.

Writing

- W-1.** Can write down information about his or her self-introduction.
- W-2.** Can write in my diary.
- W-3.** Can write an explanation about my future dream.
- W-4.** Can write my impression about events.
- W-5.** Can look at information and write it down in my notebook.

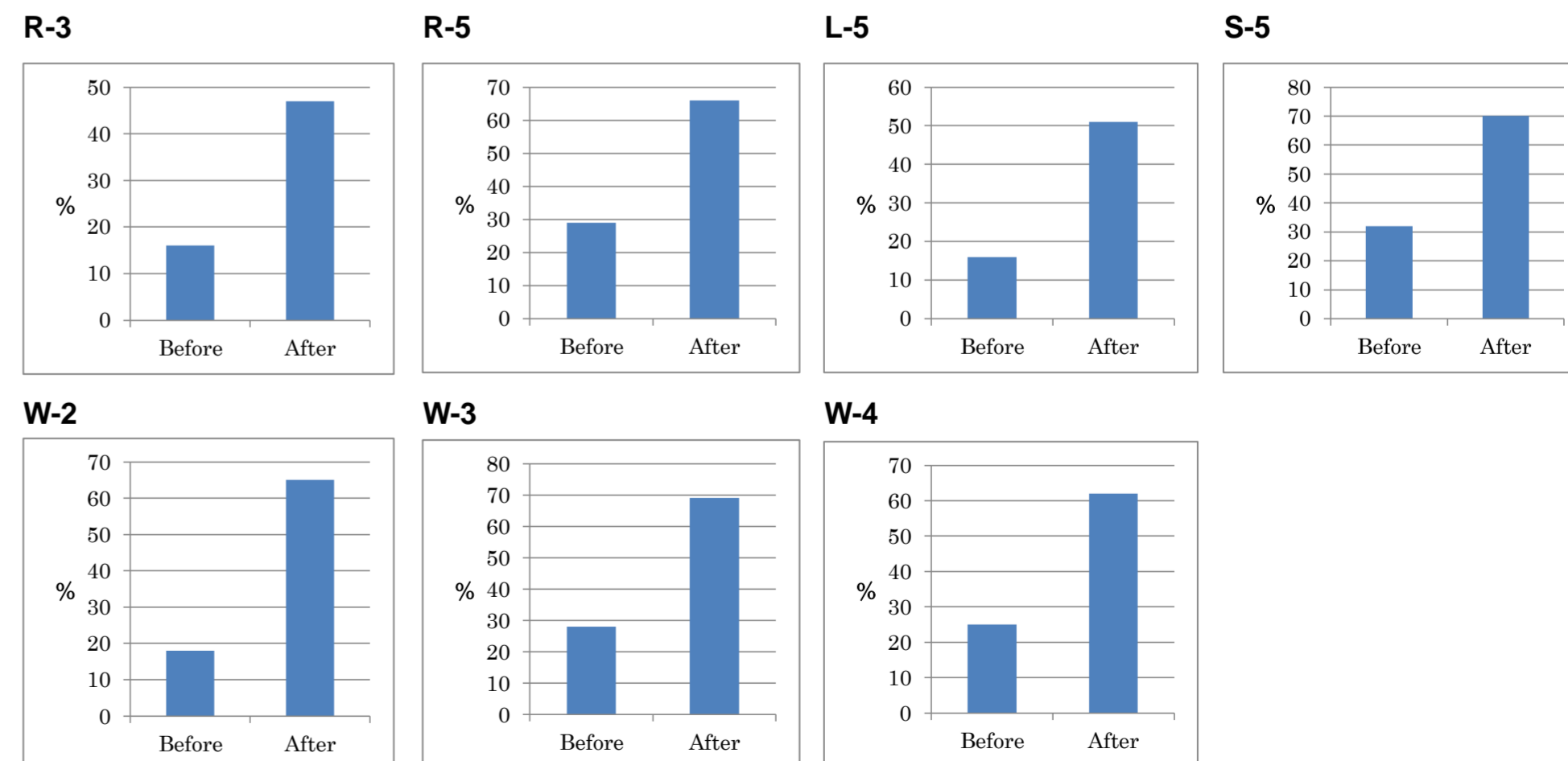
4. Results

Differences between Before and After camp (percent)

CDS	n	None	Little	Some	A lot	CDS	n	None	Little	Some	A lot
R-1	70	101%	94%	78%	126%	S-1	136	100%	93%	81%	126%
R-2	78	100%	92%	86%	122%	S-2	123	99%	96%	81%	124%
R-3	57	101%	84%	84%	130%	S-3	123	99%	94%	88%	120%
R-4	61	100%	102%	72%	127%	S-4	87	99%	96%	84%	121%
R-5	79	100%	96%	68%	135%	S-5	73	100%	91%	70%	140%
L-1	118	100%	97%	90%	114%	W-1	51	100%	80%	102%	118%
L-2	110	100%	99%	95%	107%	W-2	47	98%	77%	81%	144%
L-3	84	100%	78%	97%	125%	W-3	56	102%	75%	81%	143%
L-4	74	99%	81%	98%	123%	W-4	37	100%	81%	82%	138%
L-5	72	92%	82%	92%	135%	W-5	49	96%	94%	85%	125%

5. Conclusion

- **7 out of 20 CDS** showed more than **30% increase in confidence in A lot**
- R-3.** ← Wonder-Land (Day 3) **R-5.** ← Camp Leaders' comments in diary (Day 2 -- Day 6)
- L-5.** ← Throughout camp (Day 1 -- Day 6) **S-5.** ← My hometown (Day 4)
- W-2.** ← Diary writing (Day 2 -- Day 5) **W-3.** ← Dream poster (Day 4 & Day 5) **W-4.** ← Camp impression (Day 5)



⇒ Developing Can-Do list is crucial to capture the distinctive features of English camps

(3) Participants

- **Elementary school children (N=189)**
- Each with English ability equivalent to or above **EIKEN Grade 4**

	Grade 3	Grade 4	Grade 5	Grade 6	Totals
Biwako 2	12 (5:7)	18 (7:11)	20 (10:10)	36 (13:23)	95 (35:60)
Biwako 4	11 (3:8)	12 (8:4)	23 (10:13)	48 (15:33)	94 (36:58)
2 camps	23 (8:15)	30 (15:15)	43 (20:23)	84 (28:56)	189 (71:118)

(4) Method

- Develop a Can-do list with reference to the **EIKEN Grade 4 Can-Do list**
- Participants **self-evaluate** on the list **twice** (1 month before & after camp)
- ➡ Measure their **confidence on 4-degree scale** **None--Little--Some--A lot**
- ➡ Compare **difference** in each of **20 Can-do statements (CDS)**