CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical framework

2.1.1. Learning Potential

To ensure that training and education are aimed at potentially the most responsive and deserving individuals, it is essential that such individuals have the potential to develop the required skills and abilities. Learning potential relates to the latent capacity, Vygotsky (1979) stated that the functions that haven't matured yet, but are actually in the process of maturing, in a proximal future may reach its maturity. Right now they are in an embryonic state. These functions could be called "cocoons", germs more than "fruits", profits of development.

The idea of learning potential depends on the possibility of increasing the cognitive strategies useful for solving the problem through shared action with an adult or friend. The acquisition of cognitive competence is a social phenomenon (Vygotsky, 1978). Adults and older peers pass on to children the knowledge and skills acquired in their culture. He also acknowledges that individuals differ in their capacity to benefit from mediated learning experience. Ferguson (1954, 1965) holds that abilities are attributes of behavior which have attained a certain stability in the adult through a process of learning. Cultural factors prescribes what is to be learned resulting in different cultures. Abilities emerge through a

process of transfer in which existing abilities contribute to the development of new abilities.

Potential is often defined as individuals' unrevealed innate capacities, which are probably greater than their manifest level of functioning (Feuerstein, Feuerstein & Gross 1997). Shaw and Schriven (1996) defined potential as the ability to acquire competence now and any time in the future. Potential is the measure of learning ability. People with high potential will be able to learn more and adapt to changes more quickly that people with low potential. They also cite that the relationship between a person's potential and values is of central importance. Values are power to motivation. This centrality of values in converting into directed action must be recognized. Situational changes such as increasing the allotted time for performing the task, reducing anxiety or favoring interest, could reveal hidden potential. The impact of external conditions provokes changes in the subject`s behavior that did not previously exist, favoring cognitive modifiability.

A number of leading authorities on learning in organization have declared that ' learning is complex and various, covering all sorts of things such as knowledge, skills, insights, beliefs, value, attitude and habits'. Individuals learn for themselves and learn from other people. They learn as member of team and by interaction with their friends and people outside the organization. People learn by doing and by instruction. The way in which individual learn differ, and the extent to which they learn depends largely on how well they are externally motivated or self motivated. Potential is the measure of learning ability. In learning ability

there are some aspects of the learning process as applied to people in general. These are: reinforce, cognitive, experiential and social learning.

Reinforcement theory is based on the work of Skinner (1938). It express the belief that change in behaviors take place as result of an individual's response to events or stimuli, and the ensuring consequences. Individual can be condition to repeat the behavior by positive reinforcement in the form of feedback and knowledge of results. Gagne (1965) developed his stimulus - response theory, which relates the learning process to a number of factors, including reinforcement namely. Drive - there must be a basic need to drive to learn. In stimulus – people must stimulate by the learning process. Response – people must be helped by the learning process to develop appropriate responses, in other words, the knowledge, the skills and attitudes that will lead to effective performance. Reinforcement – the responses need to be reinforcement by feedback and experience until they learnt.

Cognitive involves gaining knowledge and understanding by absorbing information in the form of principles, concepts and facts, and then internalizing it. Learners can be regarded as powerful information processing machines. Cognitivism is the study of psychology that focuses on mental processes, including how people perceive, think, remember, learn, solve problems, and direct their attention to one stimulus rather than another. Psychologists working from a cognitivist perspective, then, seek to understand cognition. Rooted in Gestalt psychology and the work of Jean Piaget, cognitivism has been prominent in psychology since the 1960s; it contrasts with behaviorism, where psychologists

concentrate their studies on observable behavior. Cognitive learning defines learning as a behavioral and personality change based on the acquisition of information about the environment.

People are active agents of their own learning. Experiential learning takes place when people learn from their experience by reflecting on it so that is can be understood and applied. Experiential learning is also referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration. Learning is therefore a personal 'construction' of meaning through experience. 'Constructivists' such as Rogers, (1969) believed that experiential learning will be enhanced through facilitation – creating an environment in which people can be stimulated to think and act in way that help them to make good use of their experience.

Social learning theory states that effective learning requires social interaction. Wenger suggested that we all participate in 'communities of practice' and that these are our primary sources of learning. Bandura views learning as a series of information processing steps set in train by social interactions. People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura, 1977). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

2.1.2 Speaking English

2.1.2.1 Definition of Speaking English

Speaking skills in an activity to produce utterances in real communication. This ability is involving two or more people in which the participants are both hearer and speaker having to react to what they hear and make their communication at high speed, so each participants has an intention or set of intention that he wants to (Keith & Morrow, 1981). The most natural way to communicate is speaking. By speaking people can interact with their environment and society. For most people, the ability to speak a language is the same with knowing the language since the speech is the most basic mean of human communication.

Thombury (2005) defines speaking as interactive activity and it requires the ability to manage speaking turn. It implies that speaking is an interactive activity where the speaker must able to cooperate in management of speaking turns. Brown (2000) said that speaking is more than just using word in structural framework, it includes habits of expression and relationship, interactive procedures and social functioning. Speaking is productive skills rather than receptive because it is the language system in which established by the use of speech organ, it is use in communicative activity.

Richard and Renandya (2002) stated that spoken communication needs the ability to use the language appropriately in social interaction. Speaking is not only

the way to use kinds of word but it also interactive procedures and social functioning. Beside, to build effective communication, it needs paralinguistic and nonlinguistic. Paralinguistic are pitch, stress, intonation, while nonlinguistic are gesture, body language, expression. The ability of speaking turn is also requirement which is needed in speaking. The successful of speaking is viewed from the ability of demonstrating it.

2.1.2.2 The Characteristics of successful speaking

According to Shojaee (1996: 2), an effective speaking activity has the following characteristics:

1. Students speak a lot

   Classroom activity has to be designed in such ways that provide chances for students to speak up a lot.

2. All have/ get chance to speak

   Talkative students should not dominate the classroom discussion. Students' contribution must be fairly distributed. Classroom activity must be designed in such ways that help all students to take risk.

3. Students' motivation is high

   Students are eager to speak because of interesting topic and teaching strategy, and then they want to achieve the goal of task.

4. Comprehensible language

   Students express themselves in relevant utterances, comprehensible easily by the others, acceptable level of language accuracy. Teacher also should

base the activity by easy language in order ease students to use language
fluently without hesitancy.

5. Students speak target language

The teacher must inure and keep students to speak the foreign language
during classroom activity and when they are outside of classroom.

2.1.2.3 The criteria of speaking

a. Pronunciation

As a result, in a communicative test of speaking, students are asked to
pronounce the language intelligibly even if some influences from L1 remain or
though residual accent is acceptable (Hedge, 2000).They have to :

- Produce individual sounds correctly.

- Link words appropriately.

- Use stress and pitch to convey the intended meaning

- First language accents are acceptable provided and communication isn't
  impeded

b. Fluency

It is necessary to determine the impact of fluency on foreign language
comprehensibility .It refers to the learners' ability to talk with normal level of
continuity (speed) rate and effort to link both ideas and language together to form
coherent connected speech (Hughues, 2002). Its two key indicators are

- Speech rate.

- Speech continuity.

c. Accuracy

In addition, the key indicators for the grammatical accuracy are :

- The appropriate use of subordinate clauses, sentences structure and specifically concerned the number of grammatical errors in a given amount of speech and the communicative effect of error (Hughues, 2002).

d. Interactive communication

Interactive communication" as Thornbury, (1998) observes is;" The candidate's abilities to interact with the interlocutor and the required speed and rhythm to fulfill the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction

In assessing learner's interactive level, teachers have to look after their capability to turn talking and without undue hesitation as well as their ability to participate competently in the different interactive situations and to develop the variety of topics by initiating and responding appropriately.

2.1.3 Discourse Analysis

The term discourse analysis was first employed by Zellig Harris (1952) as name for 'a method for the analysis of the connected speech or writing for continuing descriptive linguistics beyond the limit of a single sentence at a time and for correlating culture and language'. Language is a part of culture; it is a part

of human behavior (Nasr, 1978) so, language is process of someone to communicate something, in this way language is used in many kinds of situation, both in speaking and writing. Discourse analysis is a term used for a variety of processes that examine or deconstruct the underlying meanings in speech or other from of communicative text.

Discourse Analysis can be described as a way to approach and think about a problem. In this sense, Discourse analysis is not a qualitative or quantitative approach, but a way of asking questions about basic assumptions about quantitative and qualitative research methods. Discourse analysis does not provide tangible answers to issues based on scientific research, but it allows access to the ontological and epistemological assumptions behind the project, claims, methods study or - to provide an example from the field of Library and Information Science - a classification system. In other words, Discourse Analysis will allow to reveal the motives behind a text or behind the choice of a specific research methodology to explain that text (University of Texas at Austin, 2016).

Discourse analysis is the study of how stretches language used in communication assume meaning purpose and unity for their users (Johnson & Johnson, 1998). Originally the word ' discourse' comes from Latin, 'discursus' which denoted 'conversations', ' speech'. Discourse as a noun it can mean verbal communication, talk, form of speech or writing on a subject and a unit of text used by linguists for the analysis of linguistic phenomena that range over more than one sentence. According to David Crystal (1971), Discourse analysis focuses

on the structure of naturally occurring spoken language as conversation,

interviews, commentaries and speeches. According to Michael Short (1981),

'discourse' is linguistic communication seen as transaction between speaker and

hearer, as an interpersonal activity whose form is determined by its 'social

purpose'.

Discourse analysis examines how stretches of language, consider in their

full textual, social and psychological context, become meaningful and unified for

user (Cook, 1989). In other words, discourse analysis described the

interrelationship between language and its context (McCarthy, 2002). It differs

from traditional approaches to teaching. Traditional teaching mainly concerns on

the study of words, pronunciation and grammar, thinking language is independent

from outside context. However, discourse analysis could not be separated from

traditional teaching. As was said by Cook, discourse analysis takes traditional

teaching of vocabulary, pronunciation and grammar as the basis of foreign

language knowledge and attends on how apply the knowledge into practice and

succeed in social communication. So discourse analysis relates language forms to

function that a piece of discourse fulfills.

2.1.4 A Pedagogical Approach to Teaching Oral English Skill.

2.1.4.1 An Introduction to Conversation Analysis

Conversation Analysis aim to describe, analysis and understand talk as a

basic and constitutive feature of human social life (Sidnell, 2010). As an approach

to the study of talk-in-interaction, conversation analysis grew out of

ethnomethodology as developed by Garfinkel (1964; 1967), which studies 'the common sense resources, practices and procedures through which member of a society produce and recognize mutually intelligible objects, events and courses of action' (Liddicoat, 2007). Conversation here not restricted to causal and informal talk, but it also includes "all forms of talk in interaction" (Schegloff, 2002), such as talk in educational environment, in workplace or in classroom. It concerns about the macro-level features of discourse, including "power, value systems, prestige and status" (Riggenbach, 1999); and the micro-level features of discourse, including falling or raising intonation, stressed or unstressed syllabus, grammatical structures.

The organization of conversation involves many aspects such as turn taking, turn organization, action formation, sequencing, repair, word/usage selection. Recipient design and overall organization of the occasion of interaction. Therefore, conversation analysis is of much importance in fostering learner' sociolinguistic competence, linguistic competence, discourse competence and strategic competence.

2.1.4.2 The Scope of Conversation Analysis

Adjacency pairs refer to "the pairs of utterances in talk, [which are] often mutually dependent" (McCarthy, 2002), for example, greeting-greeting, congratulation-tanks. Usually, there are two types of responses: a preferred response and a dispreferred response (Cook, 1989). A dispreferred response is often indicated by "a slight pause, or by a preface like 'Well' or 'you see', or by an explanation and justification of the response." (Cook, 1989) Moreover, the

structures of adjacency pairs vary from culture to culture, and are affected by social settings, such as role relationships, situation, etc (McCarthy, 2002).

Turn-taking observes "when and how people take turns in conversation." (Gollin, 1996,). It is concerned with the way in which participants in interaction hold turns, pass turns, get in and get out of a talk. The point at which people alter turns is called Transition Relevance Place (TPR) (Yule, 2000). Usually, there are certain linguistic or paralinguistic devices that people can adopt to take turns. These devices include: overlaps, pauses, eye-contact or body gestures. Sometimes, people who do not want to take turns, may use backchannel responses, such as, mm, yeah, right, really, to indicate that they have no desire to take turns (McCarthy, 2002). Turn-taking may also vary in terms of socio-cultural factors.

Repairs: Participants in interaction can make corrections through repair either on their own initiative (self-repair) or be required by the other participants (other-repair) (Cook, 1989).

Sequences: Among the three types of sequences: side sequences, insertion sequences and pre-sequences. Pre-sequences are of primary concern in sequencing, because they are frequently used by people in interaction. And it is a useful strategy to show politeness (Yule, 2000,). Pre-sequences occur when participants intend to "draw attention to, or prepare ground for the turn they are going to take next." (Cook, 1989)

Feedback: Participants involved in conversation have to give some feedback to the speaker to show that they are interested in what the speaker is

talking. We can employ some paralinguistic devices, such as nodding, facial expression, etc; what's more, we can use some backchannels, such as "yeah", "really?".

Openings and closings: Openings and closings are the words people used to initiate or end a conversation. They vary in terms of different speech community

2.1.4.3 The Value of Conversation Analysis in Teaching Oral Skills

By investigating the transcriptions of native or non-native speakers' spoken data, learners can learn how to organize a conversation appropriately with regards to the socio-cultural factors, hence foster the sociolinguistic competence.

By investigating the sequences of a conversation, learners can learn how to co-construct a coherent discourse that functions hence foster their discourse competence.

By examining the aspects of organizing a conversation, learners can learn how to make choices from target language resources to speak accurately, hence foster their linguistic (or grammatical) competence.

By examining the way people take turns, hold turns, respond, open and close a conversation, learners are able to communicate effectively, hence develop their strategic competence.

2.1.3. Summer Camp Program

The current world is demanding that an "educational system that prepares graduates with the international knowledge and skills to work and live in an increasingly diverse and interdependent world is essential to our future"

(Manitoba Council for International Education (MCIE). Based on phase 1 of study by Glover et al., (2001), camp directors identified five themes concerning the benefits of attending summer camp programs: (1) social integration and citizenship, (2) environmental awareness, (3) self-confidence and personal development, (4) emotional intelligence, and (5) attitudes towards physical activity. During phase 2, positive growth was present in all five themes, in particular for social connections and integration, 65%; emotional intelligence, 69%; personal development and self-confidence, 67%.

Cushner-Weinstein, et al., (2006) have asserts the majority of research related to condition-specific camps examines four primary benefits: an increase in knowledge about the condition with better self-management (Bluebond-Lagner et al., 1990); an increase in self-esteem, self-concept, and/or self-perception (Eng & Davies , 1991); and improvement in adaptive coping skills and quality of life. Anecdotal reports suggest that children benefit from attending condition-specific camps by establishing friendships, having fun, feeling less alone, and improving their self-image (Rabinowitz, 1996).

Lin (2017) asserts that camps especially those organized to explore another places or countries, are an international cross-cultural education model. It is a precious life experience to join in a Study-Tour camp. Students are expected to enrich their knowledge and open horizons, to improve the ability of independence and train multi-angle thinking. Camps were set up in countries around the world where these youth organizations were located. Governments of various countries also explored using the camp experience for learning and youth

development, which explains the current oversight of camps in many countries as resting with their governmental departments of education. Summer camps are an international phenomenon run by organizations with a variety of social, political, religious, educational and educational goals (Glover, 2013). They serve young people from all economic, social and cultural backgrounds, as well as young people with physical, medical and emotional challenges.

Participants in a summer camp wanting to connect internationally must use English as a language to communicate. English is the language of the modern era (Algeo, 2010). English is used in all the different spheres of life. The Economics, e-commerce, medicine, aviation and tourism, all are using English for transaction. Chang (2003) said when people from other countries want to communicate with each other, English is usually the language of their choice. EFL students acquire language through interaction – not only learning in the school. They need surrounded by conversation, will acquire the language that being used around them (Birner, 2012).

Summer camps are increasingly organized around the world because of its great benefits for the students and even for the organizers. Camps especially those organized to explore another places or countries, are an international cross-cultrual education model. It is a precious life experience to join in a Study-Tour camp. Students are expected to enrich the knowledge and open horizons to improve the ability of independence and train multi-angle thinking. Various summer camp conducts class and offer opportunity to experience the development countries system, a foreign language enviroment and the intertionalisation

learning ideas which lay a solid foundation of further undergradute and post-graduate study plan.

Terzian, Moore, & Hamilton (2009) believed summer camp can improve youth development outcomes, improve social problems solving skills, promote chacracter development, promote life sklls, foster positive relationship with caring adults and pro-social peers and reward good behavior. Participation in a summer camp can bring new experiences to the participants. The camps are specially designed to provide access, treatment and support in a fun and attentive environment. The characteristics of the campsite and the ability to learn through outdoor research are intentionally used as a means through the healing and understanding of which can be addressed. (Bialeschiki, Fine, & Bennett, 2016).

2.1.4. EFL Students Interaction during Summer Camp

In the program, EFL students are seen as members of the contexts in which spoken language has social functions (Consolo, 2000). Moreover, in program, from a sociocultural perspective, the language, whether it is English or another languages, is the major medium through activity of program, and students demonstrate what they have learned (Johnson, 1995). Talk is even more important in the programs.

Learners learn through talking, in other words, through verbal interaction (Vygotsky, 1986; Wells, 1993). In addition to friends talk, which has been considered to account for most of program activities (Cazden 2000; Ernst, 1994), the importance of student talk in the target language also has been increasingly recognized in learning. Through talk learners learn both the structural components

of a language and its communicative application (Boyd & Maloof, 2000), and also share in the co-construction of knowledge (Verplaetse, 2000). Through summer school interaction, knowledge is constructed and reconstructed between participants in specific situations, using the cultural resources at their disposal, as they work toward the collaborative achievement of goals that emerge in the course of their activity (Wells, 2001).

With the interaction of EFL students, in addition to easy language acquisition, designing creative learning environments which promote leadership, social and life skills through learning outside the classroom. The evolution of camps was similar within the US and Canada (Clark & Nwokah, 2010). Now, in the 21st century, camps have become a global phenomenon. At summer camp, children are motivated by the fun and camaraderie of peer and staff interaction, interesting settings, and physically dynamic activities. Additionally, the pace of learning is accelerated through personal insights, social interaction, mentorship, and skills development that overlap can occur within a short span of time (Bennett, 2016).

2.2 Inha Summer Camp

As mentioned above, summer camp is an extremely enjoyable environment for students to train themselves. For students of all ages, from young to old, from every country, from the west to the east, the practice of individual skills is necessary. With this study, the research subjects are EFL students, which are students from non-English speaking countries. Inha Summer Camp is a great opportunity for students to practice Social Skills, Speaking Skill and English

Skill, teamwork skills. As participants are students from all over the world such as England, America, Germany, France, these are the developed countries in the world. From there, EFL students can make friends, develop communication skills and have the opportunity to study and learn about other cultures. EFL students' motivation for participating in this summer camp is different such as visiting Korea, visiting Incheon city, accessing Korean education.

2.2.1 Introduction to Inha University, Incheon

Inha Summer School 2017 was held at Inha University located in Inchoen city, South Korea. This is a great place to hold a summer camp. Because South Korea is a modern and civilized country but also incorporates many traditional cultures so that students can participate in learning and understanding. South Korea is one of the most developed countries in the world today. From a very small country with an area of 100,210 square kilometers and a population of nearly 52 million people, South Korea has become a country with a GDP of $ 2.029 billion, ranked 13th in the world. South Korea is one of the Four Asian Economic Dragons. EFL Students can understand more about the people, the endeavors, the perseverance of the Korean people so that Korea can become one of the leading development countries. In addition, Incheon City, where Inha University is located, is also the most developed city in South Korea. Inha University also is one of the best private university in South Korea, and has occupied 10th university ranking in Korea. Inha University offers the best education experience from top professors. Inha Summer School is also a leading program of Inha University. From there students who participate in Inha Summer

Camp, they will receive the best treatment.

2.2.2   Inha Summer Camp Program Description

Inha University annually offers the Summer School program as part of its goal to improve global education. Summer School was first started in 2004 to give overseas students the opportunity to learn Korean and experience cultural and academic life in Korea. Since then, the program has continued to grow and has been enriched with more unique and diverse activities, as well as attracting more participants each year. This short-term intensive program consists primarily of classroom lectures, company site visits, cultural sessions, and field trips to cultural and historical sites. Through the course, international students will have the opportunity to better understand the dynamic aspects of Korean society in the past, present and future. One of the most important and interesting aspects of the program is that learning is not limited to the classroom. From 2015, they offer various cultural classes organized in Tracks so students can engage more closely with Korean Culture. In addition, students will have many opportunities to meet and interact with Korean students during the program and they can also share their experiences and views with each other through presentations throughout their classes. At the end of the program, participants will receive a certificate of completion.

2.2.3 Inha Summer camp Course Schedule

Inha Summer camp offers an intensive short-term study abroad that takes place during your academic holiday and is therefore a great way to gain international experience without spending a semester. EFL Students can earn credits while gaining valuable educational and cultural experience. By learning more about others, EFL students will also learn more about yourself. EFL Students also can become a member of the international community and expand your network. The program runs for three weeks and consists of about 100 hours of contact time (lectures, classroom learning and field trips). Students take one common course plus two elective courses. Most instituitions allow students to transfer credits to be calculated against their home degree programs.

Students can expect exceptional teaching standards delivered in a warm and friendly environment. Programs are designed to be interactive, stimulating and fun. The courses involve a combination of lectures, classroom learning, self study and practical field trips. Students will take 1 required course and 2 elective courses. 2 academic credits will be awarded for each elective course and 1 credit for Korea Culture Workshop. Therefore, students will complete a total of 3 courses and will earn 5 credits at the end of the program.

All of the subject in the program are teaching in English. And the lecturers are all get Master Degree of Doctor Degree in United of America or United Kingdom so they all speak English like native speaker

Table 1: Inha Summer Camp Course Study

	Course	Credit
Require	Korea Culture Workshop	1 credit
Elective	Intermediate Korea	2 SKS for every course
	Advance Korea	
	East Asian Politics and International Relations	
	Introduction to Korea and Its Culture	
	Korean Society And Politics through Films	
	Introduction to Health and Wellness in Korea	
	Introduction to the Korean Business and Economy	
	Global Business English	
	Language And Culture in Practice	
	Sociological Introduction to Korea Society	
	Modern Technologies for the Future	
	Learning Korea through K-Dramas	

Table 2: Inha Summer Camp 2017 Program Schedule

Time	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1st Week	July 16	July 17	July 18	July 19	July 20	July 21	July 22
09:00~11:00	Arrival	Orientation & Special Lecture	Class (A) 1	Class (A) 3	Class (A) 4	[Field Trip] Gangwha Island	Optional Tour
11:00~13:00			Class (A) 2	Class (B) 2	Class (A) 5		
13:00~14:00		Welcome Lunch 12:00~14:00 (Student Center)	Lunch Time				
14:00~16:00			Class (B) 1	Class (B) 3	Class (A) 4		
17:00~19:00							
2nd Week	July 23	July 24	July 25	July 26	July 27	July 28	July 29
9:00~11:00		Class (A) 6	Class (A) 7	Class (A) 9	Class (A) 10	[Field Trip] Show 'Nanta'	Optional Tour
11:00~13:00		Class (B) 5	Class (A) 8	Class (B) 8	Class (A) 11		
13:00~14:00		Lunch Time					
14:00~16:00		Class (B) 6	Class (B) 7	Class (B) 9	Class (B) 10		
17:00~							
3rd Week	July 30	July 31	August 1	August 2	August 3	August 4	August 5
9:00~11:00		Class (A) 12	[Field Trip] Gwangmyeong Cave and Ara Waterway Cruise	Class (A) 13	Class (A) 15	Korean Culture Competition 09:00~12:00	Departure
11:00~13:00		Class (B) 11		Class (A) 14	Class (B) 14		
13:00~14:00				Lunch Time		Farewell Lunch 13:00-15:00 (Student Center)	
14:00~16:00		Class (B) 12		Class (B) 13	Class (B) 15		

2.3 Previous Research

Carruther (2013) in " *Emotional And Social Developmental Benefits Of Summer Camp For Children: Examining The Relationship Between Social Capital And Emotional Intelligence*" has examined children's social capital and

emotional intelligence and the relationship between them. This study examined the change of social capital and emotional intelligence experienced by campers. Findings revealed that increases in social capital caused increases in emotional intelligence. Differences were found based on gender. Furthermore, residential camps were found to have a stronger effect on the relationship between social capital and emotional intelligence than day camps. This study lends itself to furthering the understanding of the development of emotional intelligence and the importance of camp in children's development.

Thurber C. A., Scanlin, Schelur, & Henderson, (2006) in "*Youth Development Outcomes of the Camp Experience: Evidence for Multidimensional Growth*" had given questionnaires measured growth from precamp to postcamp in for domains: Positive Indentity, Social Skills, Physical and Thinking Skills and Positive Values & Spirituality. Parents, children and camp staff reported significant positive change in four domains. Few of camp's structural elements correlated with growth, nor did striking gender, age, or ethnicity differences emerge. The study highlights the particular strengths of camp as an ed- ucational institution and social movement and suggests that different variations of summer camp can provide potent developmental experiences.

Carney (2015) in *" Outcomes Of The Summer Camp Experience For Youth-At-Risk At Camp Tippy Canoe, NB"* have only recently started to gather empirical information on the impact of the summer camp experience for youth-at-risk and as such the literature available on the subject is scant. This research aimed to contribute to understanding in this area through a study of youth-at-risk

attending Camp Tippy Canoe in New Brunswick. Specifically, the purpose of the study was to explore the personal benefits youth-at-risk gain from attending an outdoor summer camp program and to compare the results to the findings of a general focus study of summer camps in Canada. This study was conducted during the summer of 2014 and it was modeled on the Canadian Summer Camp Research Project undertaken in 2011 through the University of Waterloo. In the current study, total of 102 young people ranging from 10-17 years of age were observed by camp staff. Data collection was guided by a set series of questions adapted from the Canadian Summer Camp Research Project, at two intervals (48 hours after the start of camp and at the end of camp). The findings from this study showed youth who attended Camp Tippy Canoe displayed positive change in five key areas of development: social connections and integration, environmental awareness, self-confidence and personal development, emotional intelligence, and attitudes towards physical activity. Further analyses revealed that certain subgroups of campers showed more change in specific areas of development.

Henderson, Bialeschki, Scanlin, Thurber, Whitaker, & Marsh (2007) had investigated *"Components Of Camp Experiences For Positive Youth Development.".* The purpose of this paper is to describe what program components were related to camp environments and positive youth development. These program components related to positive youth development based on a large scale national study of ACA (American Camp Association) accredited camps that included independent, religiously affiliated, government, and not-for-profit organizations. Other aspects leading to positive youth development in

camps were program mission and structure along with elements of accountability, assessment of outcomes, and opportunities for skill building.

Fine (2005) also has a summer camp study in Ontario, Canada that will provide live experiences for students by participating in summer camp activities in researcher "*Contextual Learning Within The Residential Outdoor Experience: A Case Study Of A Summer Camp Community In Ontario*". This research takes a mixed methods approach along with significant narrative aspects to illustrate the findings from the perspective of the researcher, past participants and current participants within The Hollows Camp Study. The intention of this dissertation has been to discover the nature of learning within the physical, personal, and social domains inherent within the summer camp as a research setting. On the theoretical level, the primary proposition of The Hollows Camp Study is that significant learning occurs through residential outdoor experience and that this learning endures within the present day context of the camp setting and within the life lessons of those who have been part of the phenomenon. The mixed methods approach was used to identify the level of concomitance between present and past experiences within the context.

Merryman, Mezei, Bush, & and Weinstein (2012) conducted a study on summer camp experience on exploring self-reported growth in development and resilience. Campers who attended a five-week summer camp were compared to a control group who maintained typical activities throughout the summer. The results showed statistically significant differences in the campers' belief of a good future for themselves. This research contributes to the understanding of the role of

occupational therapies in the design and delivery of effective summer camp experiences for at-risk youth.