Development of English Language Camp Module: Reception and Perception of *Asnaf* Pupils in Malaysia

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Abstract

The *Asnaf-community* in Malaysia, the financially underprivileged group of the Muslim society and thus the recipients of the *zakat*, typically represents the poor and the needy. Many of them are uneducated and therefore have limited knowledge to teach their children. Being poor, they could not afford to provide tuition classes for their children. This often resulted in their children having low academic achievement in school, particularly in the study of English as a second language. Some of these parents resort to sending their children to charity homes so that they could be looked after by more capable adults, and also be taught in the learning of English as a second language. A language camp module was developed to facilitate the children of a charity home in Selangor in building their confidence and motivation to learn English. It is important however that the module be evaluated. The aim of this study is to understand the reception and perception of the Asnaf-children towards the English Language Camp Module. This qualitative case study was conducted on 12 *Asnaf*-pupils. Focus group interviews were conducted to obtain their perception. The main results indicate that the language camp module has enhanced the students' motivation in learning English and developed their confidence in speaking the language. Such a module therefore seems suitable not just for students who wish to improve on their language proficiency, but also for schools in the development of their school curriculum. The main implication of this study is that the language camp module could provide a step-by-step guidance to any English language camp facilitator in carrying out language activities in other similar contexts aimed at increasing language proficiency level.

Keywords: Language Camp Module, English as a Second Language, Language Proficiency, Asnaf-Pupils

Introduction

The English language has always been an indispensable tool to learn new knowledge and communicate. Many countries in the world have also taken measures to increase the standard of English in their country (Derrick & Ecclestone 2008). In view of this, the Malaysian Government has implemented many measures to increase the standard of English in Malaysia (Jantmary & Melor, 2014). It is essential for Malaysians to be proficient in English for the purposes of employment, and exploring and learning new knowledge. Since English has been given a greater emphasis in the recent Standard Based Curriculum for Secondary Schools (*KSSM*: *Kurikulum Standard Sekolah Menengah*) and Standard Based Curriculum for Primary Schools (*KSSR*: *Kurikulum Standard Sekolah Rendah*), many students and parents take their own initiatives to improve their English language proficiency. However, not all parents are capable of doing so especially *Asnaf* parents who could not afford to provide proper education for their own children.

In Malaysia, *Asnaf-community* represents the underprivileged group of the Muslim society who are the recipients of the *zakat*. They are the poor and needy among the Muslims. *Zakat* is the obligatory charity and a form of worship in Islam (Ab Rahman et al. 2012). The legally

sanctioned recipients (of the *zakat*) are called the *Asnaf*. One of the categories of the zakat recipients (*Asnaf*) is those who are very poor. Statistically, the rate of attrition in Malaysian schools among *Asnaf*-pupils is relatively high due to financial difficulties and the lack of support and motivation (Maimun et al., 2011). This certainly speaks strongly of a correlation between economic achievement and academic performance among students in Malaysia.

Parents' income plays an important role in their children's academic achievements. Parents from high socioeconomic status could afford to send their children to get extra lessons outside the school hours, normally sending their children to tuition centers. For the *Asnaf*-community, since they barely have enough money to buy food for themselves, *Asnaf*-parents therefore could not afford to provide tuition classes for their children. Sadly too, they often have limited knowledge and time to teach their children. This often resulted in their children having low academic achievement in schools, particularly in the English subject. Realizing the situation, many *Asnaf*-parents nowadays resort to sending their children to charity homes so that their children could have access to better learning opportunities.

The idea of such existing correlation between socioeconomic status and academic performance is not something new or surprising. Other researches, like those conducted by Hoff-Ginsberg (1998) and Kieffer (2010) to study the relationship between socioeconomic status and students' proficiency in English as a Second Language, have also discovered that low socioeconomic status (SES) is known to have put pupils at elevated risk for early learning difficulties. Differences in SES are associated with differences in accessing a variety of resources that support academic achievement (White, 1982; Sirin, 2005). Pupils with lower SES are substantially at a higher risk of developing learning difficulties during each developmental period, compared to pupils with higher SES. It is less clear however, how SES relates to the risk of late-emerging difficulties.

Language camps are a common sight in Malaysia. The language camp communicative activities provide many opportunities for children to communicate in English in a fun manner. As part of this trending effort, a language camp module was developed for secondary school pupils. Using this newly-developed module, language camp activities were carried out for *Asnaf*-children living in a charity home in the Malaysian state of Selangor. It is important that the module be evaluated in order to identify its feasibility and level of effectiveness. To serve this end, the views of the language camp participants, experts and facilitators should be taken into consideration to ensure that the activities achieved the intended learning outcomes. However, in this paper, only the pupils and facilitators' views were discussed in detail. This study basically seeks to obtain the *Asnaf* pupils' perceptions on the use of the English language camp module that is intended to help them communicate more effectively in English. The participants' responses are important in order to make the necessary changes and improvement to the module so that the module ultimately becomes more suitable not only particularly for such *Asnaf* pupils, but also for other pupils with such needs in general.

What is interesting about the newly-constructed module is that besides learning English, the module is also designed to inculcate Islamic values among the *Asnaf* pupils. For instance, the activity on how to use prepositions in the context of performing the ritual ablution of cleansing or the observing of other religious dictates and values could easily be incorporated.

The language camp module comes with step-by-step instructions. It is a detailed handbook consisting of materials like song lyrics, pictures, and videos where teachers could easily use for teaching and learning purposes. It is hoped that relevant and interested parties could adopt this camp-module and carry

out its activities in other charity homes and institutions for secondary school pupils with similar low English proficiency. With increased proficiency comes increased self-confidence to communicate in English that ultimately leads to students achieving better results in their English language subject, and the suppression of their inferiority complex. Also, good academic achievements and effective communication skills in English could lead them to better employment opportunities and release them from the vicious cycle of poverty (Williams, Priest & Anderson 2016).

Literature review

The stages in developing this language camp module were derived from the ADDIE model. ADDIE is the acronym for Analysis, Design, Development, Implementation, and Evaluation. Aldoobie (2015) states that the ADDIE model is one of the most common models used in instructional design. This model serves as a guide for instructional designers, content developers, or even teachers. Besides the ADDIE model, Krashen's theory has also been used to make the module more suitable for the low language proficiency among *Asnaf* pupils. Krashen's theory helps the researchers understand better second language acquisition.

Stephen Krashen (1985) claims that the Learning-Acquisition Hypothesis is the most basic of his five hypotheses, and believes that adult L2 (second language) learners have two separate paths to internalize the second language they wish to acquire: the '*acquired*' and the '*learned*' paths. The five hypotheses are: (i) the acquisition-learning hypothesis, (ii) the monitor hypothesis, (iii) the natural order hypothesis, (iv) the input hypothesis, and (v) the affective filter hypothesis. In this study, only the input hypothesis is of its main concern.

In input hypothesis, Krashen explains how a pupil acquires a second language and how second language acquisition takes place. According to him, the Input hypothesis is only concerned with 'acquisition', not 'learning'. He further states that the learner improves and progresses when he/she receives a second language 'input' that is one step beyond his/her current stage of linguistic competence.

In the preparation of the module, the researchers had conducted a needs analysis to gauge the pupils' proficiency and maturity level. Their English language grades were obtained from the charity home's principal. The researchers also met the pupils and carry out an informal conversation to identify their levels of English language proficiency, language difficulties, and interests. Based on these inputs, the researchers designed the activities. This measure is to ensure that the activities were parallel to their language needs and interests.

Krashen (1985) contends that the input provided for pupils must be roughly tuned to their level of proficiency. For example, the pupils in this study were very weak in their English proficiency. The researchers therefore needed to use simple vocabulary based on the pupils' familiarized context. Only a small percentage of new vocabulary was introduced during each activity. In Krashen's scheme, new vocabulary, grammatical input, and language expression are considered as added input, noted as '+ 1'. The pupils' current proficiency level and knowledge or schemata is considered as 'i'. Acquisition takes place when a pupil is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Hence, the level of difficulties of the module was suited to the level of English language proficiency of the *Asnaf* pupils. This is to ensure that the pupils are able to fully understand the 'input' given to them by the researchers.

A pupil would not be able to produce the targeted outcome until he/she has developed his/her understanding of the knowledge (Richards & Rodgers, 2014). Richards and Rodgers further explained that pupils' understanding should go beyond the understanding of the word definitions. It also involves the word's

usage in context, explanation, re-wording of unclear parts, the use of visual cues and meaning negotiation. Richards and Rodgers' suggestion is also considered in the design, development and implementation of the module.

Related Past Studies

Sinnappan et al. (2014) conducted a study on 'Development of Basic Reading Module for Primary Indigenous at Urban Areas in Malaysia'. Their study was on indigenous primary school pupils at urban areas in Malaysia. Their findings revealed that a module that is suitable for indigenous pupils should include the activities close to the pupils' real-life experiences, and social background. They also discovered that the activities should emphasize the pupils' commitment to study by respecting the needs of local communities and using their real-life resources such as customs, environment, lifestyle, and language. The pupils' previous experiences must be associated with a new learning experience in developing the pupils' better understanding of the lessons imparted to them. Sinnappan's study is also relevant to this present study as it revolves around underprivileged pupils who have poor English proficiency level.

Sinnappan's study parallels another study by Abidin et al. (2014). Abidin's study was on tertiary students' attitude and motivation towards Arabic Language Teaching Module for Tourism. They discovered positive feedbacks from the respondents with regards to its effectiveness to improve learners' English proficiency in order to enhance employment opportunities in the future. Another related study is on the 'Development of Self Access Internet Based English Module to Support Student-Centered Learning (SCL) of Engineering Education' by Azwin Arif et al. (2014). His findings revealed that in order to ensure optimum learning among students is by replacing the traditional method of using printed module or book and learning activities that rely heavily on the presence of teachers with courseware that strives to meet the learners' learning styles. This will promote more meaningful language learning among the undergraduates.

It is safe to conclude that thus far, very limited studies have been carried out on *Asnaf* pupils staying in charity homes especially relating to the English language learning.

Methodology

Setting and Participants

This study was conducted in a suburban area in the Malaysian State of Selangor. 12 secondary school residents of a non-profit charity house in Bandar Baru Bangi were involved. The participants were within the age range of 13 to 17 years old. The Language Camp was divided into three separate sessions. The sessions were conducted every fortnight. Each session lasted for 3 to 4 hours on three Saturdays. Generally, all the participants' language proficiency level was low (they failed in the English subject) except for two pupils which could be categorized as intermediate.

This section presents a general overview of *Asnaf*-secondary school students of *Rumah Bakti Al-Kausar, Bandar Baru Bangi* through a documentation of students' academic achievement provided by the management. Table 4.1 below shows the students' records of achievement that was analyzed descriptively and presented in the form of percentage.

Table 1: Students' achievement in English subject

Grade	Marks	Interpretation	Frequency	Percentage (%)
A+	90 - 100	Super Distinction	-	-
A	80 - 89	High Distinction	-	-
A-	70 - 79	Distinction	-	-
B+	65 - 69	Super Credit	1	7.69
B	60 - 64	High Credit	-	-
C+	55 - 59	Upper Credit	1	7.69

C	50 - 54	Credit	-	-
D	45 - 49	Upper Pass	2	15.38
E	40 - 44	Pass	2	15.38
G	01 - 39	Fail	6	46.15
			N=12	

From the analysis displayed above, none of the students obtained a distinction (marks ranging from 70 to 100) in English subject. On the other hand, only 7.69% of the students obtained super credit, which is a B+ grade. In general, majority of the students failed to achieve the minimum requirement of passing grade, which is E grade. It is also noted that almost half of the students (46.15%) failed the English subject. Results of the analysis revealed that the students' performance is below average whereby most of the students are generally weak in English language. This is notable through a high percentage of students (76.91%) who obtained marks ranging from 0-49. In addition, most of the students (84.6%) showed a very weak performance as the students failed to achieve the satisfying grade in standard examination which is credit (C and above). The fundamental analysis of students' performance in English led to a conclusion that the students are weak in English language proficiency.

Three facilitators were also interviewed individually to gain their perceptions towards the language camp module and its implementation. These are TESL graduates at the age of 25 years old. They were involved throughout the three language camp sessions. The interview session took place in Universiti Kebangsaan Malaysia (UKM) for about 2 hours each.

ADDIE Model
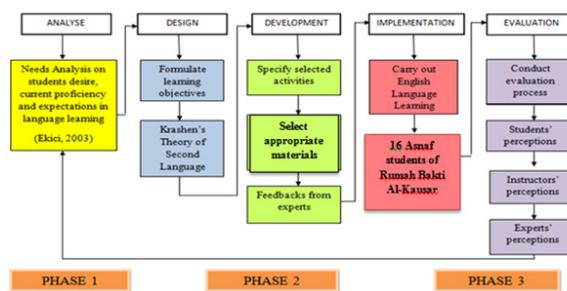
Aldoobie (2015) provides a brief explanation of how the ADDIE model could be applied to produce a module. The first step is analyzing needs and problems faced by the learners. It defines what needs to be trained, focused and analyzed. In this study, the learners are referred to the low English proficiency *Asnaf*-secondary pupils. The researchers went to the charity home to conduct interviews with the pupils. The interview was to obtain more information on the pupils' age, gender, proficiency level, family background, their expectations and interests in English language learning.

It was found that the pupils are very weak in their English as all of them, with the exception of two pupils, failed their English paper in the previous final exam. They were also shy and showed lack of self-confidence and self-esteem to speak in English. The researchers also obtained the pupils' report card in order to identify their academic performance especially in the English language from the charity home caretaker. The researchers also obtained the permission to conduct the study at the charity home. During the visits, the researchers also familiarized themselves with the pupils and the physical environment of the charity home.

After the analysis phase, the researchers designed the instructions and the content to fulfil the learners' proficiency level, age, interests and expectations. The approach suitable for the pupils' interest is learner-centered and emphasized on speaking skills so that effective learning can take place. This means that every component of the instruction is governed

by the learning outcomes, which have been determined after a thorough analysis of the learners' needs. These phases sometimes overlap and can be interrelated. They provide a dynamic, and flexible guideline for researchers-cum-module developers to develop effective and efficient instructions to enhance the pupils' communicative skills. Since these phases often overlap and can be interrelated between one phase to another, the end product of one phase is the starting product of the next phase (Aldoobie, 2015).

The step by step 30-60 minute lesson plans designed to guide facilitators are also accompanied by a set of questions to give instructions and obtain pupils' feedback and reflection. Islamic values are also integrated in the module. The learning objectives are derived from the KSSM syllabus for secondary schools. The language games adopted a student-centered approach based on Bloom Taxonomy. Thus, the activities are divided into six stages for each level (lower secondary and upper secondary school pupils). The list of designed activities is as follows:

and creating the learning objectives in the design phase, the development phase consists of creating and organizing the actual learning material that could be used during instruction (Cheung, 2016). Lesson materials and revisions are completed during the development phase, along with validation of materials (Allen, 2006). After the first draft of the module has been completed, the module underwent the pilot test in order to test its feasibility in real situations. The pilot test was carried out to discover and overcome the constraints that were overlooked during the design. The module was later carried out on the *Asnaf*-pupils at the charity home in the actual study.

The development of the module also involved experts from English language and education domain. There were two experts involved in this study. One of the experts is a Teaching English as a Second Language lecturer who possess a PhD in TESL with 24 years of teaching experience in the related field. Another expert is an English teacher who is currently teaching at a secondary school in Kajang. She has 24 years of teaching experience and a PhD in education. The experts gave their opinions and suggestions

Level	Learning Objectives	Topics
Lower Secondary School	1. Expressing opinions about people 2. Asking and Giving Directions 3. Listening for instruction 4. Listening for specific information 5. Making intelligent guesses 6. Making connection	1. Making Friends 2. My Town 3. Antonyms 4. "Why You Gotta Be So Mean?" 5. Fast And Furious 6. Every Picture Has Story
Upper Secondary School	1. Extracting Information 2. Describing People 3. Giving Instruction 4. Making Guesses 5. Expressing Feelings 6. Speaking It Right	1. The Tragedy Of MH370 2. The Love Of My Life 3. What's Next? (Wudhu' In Islam) 4. "Maybe" 5. My Mother 6. A Shift Of Tone

The development and evaluation process of the module was conducted in a cyclical manner until the module achieved its intended results. After choosing the method(s) of instructional delivery

on both the content and the pedagogical aspects. The researchers amended the content and the instructions accordingly.

The next phase is implementation. This is when the module was being executed on the sample of the study. According to Forest (2014), the implementation stage reflects the continuous modification of the program to ascertain maximum efficiency and positive results are obtained.

The final phase in the ADDIE model is an evaluation. As mentioned by Moody, Smith, and Ragan (2005), the assessment of instructional materials should be intended to provide information to a developer on whether the aims were achieved. The module was evaluated through the responses of the respondents, facilitators, and experts in the form of interview responses and field notes. The responses from the respondents in the pilot study were collected and analyzed. The pilot study was held before the actual implementation of the module. After the pilot study, the responses received were then used to further improve the module. Then, after the module was implemented on the respondents in the actual study, responses were also collected, analyzed and used for further improvement of the module. The researchers carrying out those activities were also assisted by three other facilitators. In this paper, only the *Asnaf* pupils' perception and the researchers' field notes are discussed as a part of the module evaluation.

Research Instruments

This study utilized qualitative research instruments consist of focus group discussion (FGD) with *Asnaf*-pupils, individual interviews with three facilitators, and the researchers' field notes. *Asnaf*-pupils' responses to their motivation, attitude, and interest towards Language Camp are important as the primary aim of this study is to discover their overall perception of the content and implementation of Language Camp. In-depth responses of the *Asnaf*-pupils are also crucial to reflect the module's feasibility and usability. The interview session was conducted after all the language camp sessions were conducted. Each interview session took approximately one to two hours. The interview sessions were conducted at the charity home itself. The interviews were carried out in their mother tongue Malay language to obtain their feedback. Arrangement for the session was done according to the participants' convenience. The participants should be comfortable to answer the interview questions so that it does not deter them from elaborating their answers (Hyett, Kenny & Dickson-Swift, 2014). The interviews with the facilitators serves to illuminate and triangulate the data for the *Asnaf*-pupils' interview responses.

Data Collection Procedure and Analysis

In collecting the data, the researchers also attempted to discover if the two intermediate proficiency learners among the *Asnaf* pupils performed well in the Language Camp due to their interest towards the camp or due to their intrinsic motivation to learn the language. On the other hand, low achievers were also asked about their motivation to learn in the camp and how the camp has triggered their interest to learn.

First, *Asnaf* student' needs analysis in developing a language camp module was obtained through focus group interview with them. The main objective is to discover their interest, needs, and expectations for learning English before the language camp was conducted. Next, the researchers carried out a three-session language camp using prepared instructional materials which were prior validated by ESL experts.

The researchers documented their field notes throughout the three language camp sessions. Lastly, a number of participants volunteered in the focus group discussion interview to give their insights and perception on the language camp. The interview session was conducted after all sessions were completed at a pre-determined schedule for the participants' convenience. In order to increase the reliability of the data, participants were encouraged to give their honest perceptions towards the language camp module.

The interview responses were transcribed in verbatim and be given back to the participants to be checked and verified.

The focus group interview responses were tape-recorded. Data obtained in all phases were analyzed thematically and categorized into several categories. In order to increase the validity of the data, the researchers also triangulated the primary data with other data from another research instrument namely field notes. In the field notes, the researchers observed and documented the pupils' motivation, participation, and interest towards the module used.

Trustworthiness, Reliability, and Validity

FGDs were conducted after the language camp session was completed. The *Asnaf*-pupils participated voluntarily in the sessions lasting 1-2 hours. Verbatim transcription was employed for the data obtained. A few measures were taken into consideration. The researchers included triangulation of data, validation of questions for the semi-structured interview and peer validation. Four main aspects of trustworthiness were postulated in this study by avoiding development of anticipated outcomes, scrutinizing findings through other measures such as peer checking and reviews by ESL experts and verification of transcribed data by the informants. Therefore, data credibility was ensured by employing peer checking and reviews by ESL experts. Transferability was also taken into consideration as the researchers provided a thick description of the research context and the procedure before adopting or replicating the study.

Results and Discussion

This study was carried out to obtain the *Asnaf*-pupils' and facilitators' responses to the English language camp module in helping them learn English in Malaysia. In answering the research questions, the researchers triangulated the data using FGD with the participants, researchers'

field notes, and interview responses from the facilitators. Categories presented in response to the research question were adapted from thematic analysis of the interview. Three emerging themes were visible in the outcome of the study. They are:

(a).Asnaf-pupils' felt motivated during and after the language camp as the activities in the language camp module were interactive;(b).The language camp module was able to promote active participation among *Asnaf* pupils' as the activities were interactive;(c)The language camp module is able to capture the *Asnaf* pupils' interest.

Below are sample of responses from the interviews conducted in the study. The *Asnaf*-pupils are labelled as R1-R12. The three facilitators are identified as F1-F3.

Asnaf pupils' felt motivated during and after the language camp as the activities in the language camp module were interactive.

Generally, the participants showed varied responses towards the Language Camp. This is strongly supported by the researchers' field notes. Two female participants (R3 and R4), who are at intermediate English proficiency level, constantly showed high interest throughout the lessons. While the majority of the participants showed less interest during the first session of the language camp, R3 and R4 actively participated when they were prompted with questions by the facilitator. Establishment of good rapport between students and the facilitators resulted meaningful learning. According to R1 and R5:

R1: "Yes, I feel shy at first and I don't know what to say because I don't know the facilitators, before this I know that learning English is important but I do not have anybody except my English teacher at school. Before this, I think English is boring but now I know it is fun and I feel motivated to learn English"

Another respondent added,

R5: "Because it is morning, so I don't feel like learning. Plus, it is weekend… I like Abang Imran (the male facilitator) and feel comfortable with him. All my English teachers are females and I am afraid to ask any questions. Now, I like to learn English because I feel I like Abang Imran. He makes me feel that English is not difficult and can be learned through games and songs.

Since most of the participants were male participants, their tendency to engage with the male facilitators is higher compared with the female facilitators. From the researcher's field notes, it is noted that when the male facilitator went into the activities, the male participants showed positive reactions towards the lesson. Having a teacher whom the students like and are comfortable with, is important in encouraging the students to actively participate during teaching and learning activities (Aziz et al., 2017). The third respondent (R3) also expressed her excitement throughout the language camp and preferred it to be conducted again some other time. She said in the interview,

R3: "It is too short… I hope to attend the language camp in UKM… It must be more fun than here,".

In terms of her knowledge of learning English, R3 responded that she became more expressive in giving her thoughts and opinion. She uttered,

"At first I feel shy with the facilitators… After a few sessions, I feel less shy,"

Establishing a good rapport with participants provides rooms for social space for teachers and participants in creating a positive learning environment (Aziz et al., 2017). The first respondent (R1) showed positive responses and perceived language camp as useful means for language improvement. She also said that,

R1: "I like English. It would be good if I can do my revision for SPM. I am weak in summary,"
R9: "I think I have seen the video in Facebook, but I don't remember the story. But I know (familiar) it"

The researchers also observed that R1 expressed her intention of having extra classes for her revision with the facilitators. Being a highly motivated participant, she undoubtedly expressed her acceptance towards the language camp by actively engaging with other peers. R11 and R8 added that,

R11: "If we can go to UKM, it would be so much fun… I hope I can attend the language camp in the future at UKM,"

*R8: "The **facilitator helped us out** throughout the lesson. Even though only some of us did not understand, she still repeated the instruction few times,"*

R1's achievement in English is parallel to her high motivation and positive attitudes towards the lesson as participants' achievement are highly affected by their motivation and attitudes towards the learning (Gayton, 2010).

The fifth respondent, R5 expressed that both classroom learning and language camp sessions sparked his interest in English language learning. However, he only participated actively when the facilitators prompted questions in the Malay language. After being asked why he preferred to speak in his native language, he mentioned that,

R5: "I don't know English words. It is easier to speak in the Malay language. I can understand what the facilitators said. After the games, I am more interested to learn English"

R12: "It's hard to speak in English than in Malay. Sometimes, I cannot tell (express) the truth (intended meaning), I can understand little English so I understand if the teacher asks me in Malay".

The researchers noted that when the facilitators asked questions in the native language, R12 became the first person to answer the question. He also showed high interest when the facilitators translated the instruction in the Malay language. When the facilitators addressed the use of the English language to communicate with peers, he found it less motivating as he could not express his thought clearly. Even though there has been much debate that the use of native language in ESL classroom may hinder participants' progress in learning, it is also true that participants gain a better understanding when the explanation of complex ideas was presented in their native languages (Spahiu, 2013).

The language camp module is able to promote active participation among *Asnaf*-pupils' as the activities were interactive.

The activities conducted during the Language Camp consist of both receptive skills: listening and reading skills and productive skills: speaking and writing. When the researchers asked for the respondents' opportunity to participate, R4 and R16 responded that,

R4: "Yes, the facilitators asked questions to us,"

R16: "Sometimes, the facilitators chose the same person. Usually if we don't pay attention,"

This implied that the responses were prompted by the facilitator and the participants were given an equal opportunity to respond when questions were asked. The facilitators also chose different participants to answer the questions. From the FGD done, it is noted that R5 (who was not actively participating from the beginning) was quite reluctant to answer questions in the semi-structured interview. He responded after being prompted a few times. R5 added,

R5: "I like it… I just don't know how to answer when the facilitator asked me many times… But

I like (learning in the language camp),"

In addition, he also mentioned that the facilitators often asked him questions to answer which consequently made him feel anxious. His response to the chances to participate throughout the language camp is supported by F1 who expressed that she purposely chose less participative students to answer questions. In the semi-structured interview with the facilitator, F1 explained that,

F1: "Yes, I purposely chose him to answer multiple times because I wanted him to engage with his friends as well. Most importantly, I tried to avoid him from being left out in the learning,"

From the FGD conducted, the participants (who were also the participants in the language camp) gave varied responses. R3 mentioned that the language camp is too short, but R8 was satisfied with the activities conducted.

R3: "No, not satisfied… It is too short… We only got to do some activities…"

R8: "Fun… yes… activities in the group are the best part… I prefer (the activities) be with group members and do our work… But I don't mind doing the individual task,"

From the researchers' field notes, R1 actively involved in the lesson and volunteered freely when questions posed to all participants. According to R3, language learning at school was mainly a teacher-centered approach whereby her teacher guided the in-group discussion among participants. Customarily, language learning that was carried out at school is mainly syllabus-focused (Abd Hamid et al., 2012).

R3 added, ("Yes, usually the teacher control the lesson… We just follow what she asked us to do… Sometimes we have a discussion too, but still the teacher help…").

According to the participants, language learning in a language camp that they attended was able

to increase their knowledge in English and enhance their motivation level to participate in a lesson. R12 mentioned that;

R12: *"I learned about the subject but I don't feel stress out as it is not really like in the classroom. Plus, we didn't do it for the whole day so I don't feel tired. I feel less stress and enjoy myself. I believe I have learned so much and I want to learn English much more in the future"*

In terms of their motivation to learn, the researcher obtained high agreement and satisfaction of the language camp from R1. According to R1;

R1: *"English is my favorite subject at school… But, learning in a camp like this, it is m o r e encouraging (and motivating) than just learning in a classroom."*

The language camp module is able to capture the *Asnaf*-pupils' interests.

Another important element of the language camp is the teaching materials. Planning a lesson to meet certain learning objectives using appropriate materials is rather burdening (Baecher et al., 2014). However, the effectiveness of the learning process is largely depending on the type of materials used by language teachers. Teachers nowadays should be prepared with current technological equipment to stimulate pupils' motivation to learn (Maimun & Latif, 2014). When respondents were asked if they liked learning activities through Language Camp, all respondents responded positively. R1 mentioned that,

R1: *"I want to have it regularly. Since I will sit for SPM this year, I would prefer this camp to be conducted more often,"*

In language camp, participants are given more opportunity to interact with their peers and friendly environment makes language learning less-threatening (Krashen,1977). According to one of the participants, it provides the opportunities to learn English using interesting materials such as videos and graphics. R7 added that,

"At school, we cannot move a lot like in language camp. We just discuss with friends beside us. In language camp, we are free to move around".

R7 added that language learning at school is restricted to a confined space. In other words, group discussion does not happen actively and participants are not able to move around as much as in a language camp. According to Yunus, Salehi and Nordin (2012), most classrooms in Malaysia are filled with a large number of students. From the researchers' field notes, hands-on activity such as origami, attracted participants' interest more than merely showing videos via LCD. This is supported by a semi-structured interview by the facilitator as he mentioned,

F2: *"I saw that the participants were more interested to learn when we conducted activities that require them to physically do it – like an activity whereby they needed to follow a step-by-step process in origami,".*

According to Shaaruddin and Mohamad (2017), a participant-centered approach triggers participants' active participation and resulted in meaningful learning of the targeted learning outcomes. In terms of the use of ICT in the language camp, R4 said that learning English through the integration of ICT is very helpful as it is more engaging than using a single conventional material such as written text. Her expression was supported by R3 where she mentioned,

R3: *"When the facilitator used ICT such as video, I found that the learning is more interesting. If not I felt sleepy throughout the activities."*

In addition, R12 also mentioned that,

"But if we do something (physical activities),

I don't feel that bored. Like just now we move around (physical movement)"

From the researchers' field notes, participants were likely to participate actively in the activities when facilitators integrated multimedia into teaching and conducted activities that required their hands-on participation. When asked about the aspect that participants liked most about the Language Camp, various responses were given. R2 expressed that he enjoyed doing activities from the module (*"Yes, **most** of the activities are fun. I **like most** of the **activities**. Some activities are not that interesting, but I still enjoyed them"*).

*R5 mentioned that integrating video before starting a lesson was interesting because they could easily relate the topics to be learned ("I **like** the **video** when we need to guess the killer of the story. Even though I don't know the meaning (subtitle) but I understand the story")*

Hands-on activities in grouping session make the learning environment less threatening as they could to share their ideas with their peers. Since the text and explanation are given mostly in English, they could not fully understand them. In the field notes, it is noted that the researchers discovered that the facilitators had to repeat the instructions a few times before they could begin the activities. The facilitators had to give instructions in their native language which is the Malay language. In a semi-structured interview with F2, she mentioned that,

F2: "Yes, we had to repeat the instruction a few times before they could actually do it. For some difficult tasks, we needed to explain one by one to each participant (who are weak). We tried to avoid speaking in Malay, but there were few times that we had to use the native language as the weak participants did not understand at all"

Conclusion

The findings revealed that the Language Camp module has positively impacted pupils in terms of their participation, motivation, and interest in learning. Integrating language activities in a fully immersive context such as a language camp provides wider opportunities for them to learn English. They are able to interact actively with their peers during the language camp. The pupils' interaction with the facilitators is highly improved after they have established a good rapport with each other. In terms of pupils' attitude and motivation towards language learning, the researchers also discovered useful insights with regards to their improvement after the implementation of language camp. In addition, this study has also provided useful insights on language learning enhancement among *Asnaf* pupils. It is recommended for further researches to be conducted using a quantitative approach and involving pupils from diverse backgrounds.

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