



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE
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**“Analyzing Communicative Issues of Mexican
Pre-Service EFL Teachers in American Summer Camps”**

**A Thesis submitted to the School of Languages for the degree of
LICENCIATURA EN LENGUAS MODERNAS**

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**“Analyzing Communicative Issues of Mexican Pre-Service EFL
Teachers in American Summer Camps”**

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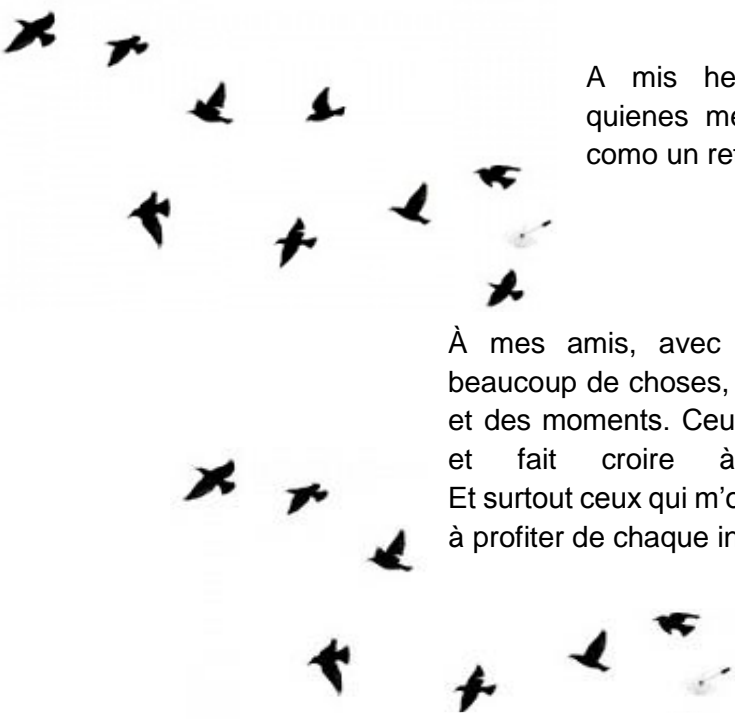
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DEDICATIONS

With a special sense of gratitude to the Creator, I dedicate this thesis to the valuable and extraordinary people who meant and still mean so much to me for their support, values, understanding, wisdom and love.


Nic tlazohcamati in no nantzin
huan no tahtzin ik oh nech
neltokaque huan oh nech kahque
oh nikchi then oh mo nequia
pampa oh ni tlazahlo.



A mis hermanos y familiares
quienes me hacen ver la vida
como un reto a superar día a día

À mes amis, avec qui j'ai partagé
beaucoup de choses, de connaissance
et des moments. Ceux qui m'ont aidé
et fait croire à mes rêves.
Et surtout ceux qui m'ont fait apprendre
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and wisdom through every single
step of my professional training and
development.



An meine Mitstudenten, die
meine Motivation für das
Fremdsprachenlernen
vergrössern.

DEDICATIONS

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To the woman I admire the most, the
owner of my heart and Queen of my
life, my lovely mom Ma Lupe.

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sword, the knight who has taught me
how to face life, my dad Papá Pepe.

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although likes arguing away with me, I
do appreciate so much.

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source of my inspiration.

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CHAPTER I: INTRODUCTION

English is the fourth most widely spoken native language in the world, billions of people from different countries worldwide speak English. Nowadays English language has official status even in nations where it is not the primary spoken language. Therefore, English is one of the languages that are officially taught as second or as a foreign language in many countries. Speaking English has undoubtedly become a necessity which makes it indisputably the primary language of global trade and commerce. Thus, many people find themselves with the desire or necessity of learning another language due to the fact that globalization demands more communicative competences (Dombi, 2013).

Knowing English opens several job and employment opportunities in many countries and markets. Besides getting a better job, travelling and studying abroad are also reasons to learn a foreign language. Consequently, English has become the international key to countries, and it has transcended cultures and influencing everything from fashion and traditions to lifestyles.

English language teachers do their best in educating students in order to equip them with tools so they use them when facing a language in its real context, i.e. that English language professors guide and help students in order to build a personal worldview for facing a changing reality (Jaatinen, 2007).

Pre-service EFL teachers who study at the faculty of languages from the Benemérita Universidad Autónoma de Puebla (BUAP), a university in central México, are conscious of the importance of having contact with the language that is being

learnt in this case English. Moreover, students' desire of putting into practice the acquired knowledge of a foreign language lead them to look for different opportunities in order to experience English in its natural context and to improve it as well.

1.1 Problem Statement

Cultural exchange programs are one of the ways of being in contact with language. Most of Pre-service EFL teachers from the Modern Languages major (LEMO) tend to apply for this program to get a job in an American summer camp. Although summer camp programs are mostly offered as a cultural exchange, participants tend to ignore it astonished with the fact of travelling, being in another country plus the lack of information provided from the sponsors.

No matter the lack of information, participants go to summer camps without knowing what they will face. Once they are in a camp, they have a culture shock not facing only American culture but some others. Consequently, participants experience negative aspects which they use to link to their lack of English proficiency making evident problems regarding communication.

Pre-service EFL teachers encounter understanding difficulties when interacting with native-speakers of English as well as with international people who apply for a cultural exchange program with the same purpose of improving English. Not being able to hold neither to establish a conversation are problems of some students attending to those camps.

1.2 Purpose of the Study

There are some options for a pre-service teacher to travel abroad, such as studying or working which are mostly offered as cultural exchange programs. However, communication is different in a native environment, consequently once crossing boundaries communicative problems may appear (Teh, 2011).

This research aims to explore pre-service EFL teachers' experiences from LEMO who have already attended to an American summer camps. By analyzing participants' experiences it is intended to find out communicative problems that might have produced an uncomfortable environment, frustration aspects in students while staying in a camp, the strategies to overcome such problems as well as to discover whether they were aware of what a cultural exchange program demands or not.

1.3 Research Questions

The specific research questions that led the research are:

1. - Which communicative problems do Pre-service EFL teachers face in a summer camp?
2. - What are the reasons of such communicative problems?
3. - How do Pre-service EFL teachers overcome those communicative problems?

1.4 Significance of the Study

Results from this research will help Pre-service teachers from the faculty of languages who apply for a summer camp job to know what a cultural exchange means. By revealing factors involved in this exchange students and teachers will be aware of what is awaiting in a cultural exchange especially when they face a language not only in its context with native speakers, but in a multicultural environment as well.

On one hand, EFL teachers can use the gathered information from this analysis to redesign and implement extra sources when teaching. On the other hand, students could be more prepared before travelling abroad. Thus, students would profit from a cultural exchange gaining more experience as well as knowledge.

1.5 Justification

The desire of carrying out this research appeared after our second time being in a summer camp. We have already been abroad facing language in context. For us it was not an easy experience at all. We observed certain factors that interfere specially when communicating with native speakers of English, and even more with people coming from other countries. Through analyzing and sharing our own experiences with other people who have been abroad too, we found many aspects from the first and others from the second experience were alike theirs. Thus, we consider that those similarities are not causality, and knowing about it will be worthy for students before travelling.

1.6 Limitations

Analysis of data will be limited to find out the communicative issues of pre-service EFL teachers who study the major of Modern Languages at the faculty of languages from the BUAP University. Experiences of only eight Pre-service teachers who have applied for an American summer camp were examined.

1.7 Key Terms

The main terms in this research are the following:

Culture

Culture, as Brown (1986, p.188) suggests, can be defined as a way of life, as the context within which people exist, think, feel, and relate to others, as the “glue” that binds groups of people together. Culture refers to all aspects of shared life in community (Qu, 2010).

Cultural exchange

Regarding Exchange programs, the National Student Exchange organization in the United States (2012) describes an exchange program as the process in which opportunities to gain insight into the historical and cultural makeup of different regions, improves communication skills with individuals from different backgrounds, and prepares to live and work in a culturally diverse society.

Communicative competence

The ability not only to apply grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use the sentences and to whom (Richards, Platt & Platt, 1992).

Intercultural communication

Intercultural communication comes primarily out of an interpersonal orientation and addresses the mutual negotiation of social reality among participants referring to communication between people from different cultures. People have different hobbies and customs because of cultural backgrounds (Zhang, 2010).

Pre-service teacher

Pre-service teachers are teachers who have taken the first steps into professional development, training themselves to gain knowledge and improve skills for teaching (Wilke, 2003).

CHAPTER II: LITERATURE REVIEW

In this literature review it is intended to provide background information related to the main issues that concern to this research. On one hand, knowing about the implications of learning a foreign language and the opportunities students have to travel abroad. On the other hand, the impact of these factors on students once they have to face English in context.

Little have researchers paid attention to this phenomenon that there is hardly any research about it. Nevertheless, there is research that can be related to this field. First of all it is important to know the difference between learning point Pre-service teachers abroad describe the two types of exchange programs, studying abroad and working/ traveling. Due to the fact that all the exchange programs besides promoting a professional development, promote cultural exchange, culture and features of culture such as culture shock, acculturation as well as the role of culture in language learning and in classroom are presented.

Regarding communication issues, the type of communication faced in an exchange program is presented, followed by the some stages that may be experienced in a foreign country such as culture shock, and acculturation in which intercultural competence is needed in order to overcome or to avoid them. Finally, it closes with some previous researches focused communication issues faced abroad by people.

2.1 Learning a Language

Learning a language is a process of social and personal invention. “Language is not a gift given to just a few people” (Goodman, 2005). Everyone has the capacity of acquiring and learning more than one language. Language is necessary to communicate, share experiences and learn through the interaction with other people.

2.1.1 Language

Language surrounds human beings. It gives a feeling of identity to members of a nation and the most remarkable aspect is that language is the basis of all human interaction. The term language is a wide, complex concept hard to define since language implies an extensive range of features. Traditionally, language was seen just as a code built up of a set of words governed by a set of rules (Liddicoat & Scarino, 2009).

Brown (1986, p.5) States a complete understanding of the term language based on a consolidation of definitions and describes language into eight statements as follows.

1. Language is systematic and generative.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.

8. Language is acquired by all people in much the same way – language and language learning both has universal characteristics.

Language is linked to our experiences; the way we acquire our native language is the way we perceive our world. As a child is surrounded by people who make certain actions, gestures, movements and noise, the child get used to specific input; consequently, his desire to interact with others is unavoidable. Little by little the infant realizes unconsciously that all the behavior and sounds that people make have a meaning and purpose in human interaction (Bonvillan, 2011).

2.1.2 Learning EFL

Nowadays, learning a foreign language is a critical issue due to the fact that Globalization is involved. Globalization brings changes in education which means that education has to adapt to new circumstances (Burbules and Torres, 2000). Furthermore, Globalization implies linkages of goods, capital, people, knowledge, images, crime...and beliefs across territorial boundaries (McCrew, 1992 cited in Tomlinson, 1999). People learn foreign languages to communicate with somebody that belongs to other culture; some of them aim to learn it and use it for instrumental purposes, for fulfilling a requirement in a university or gaining reading knowledge within a field of specialization. In some other cases, learning a foreign language seems to be part of a person interest which may tend to pass from curiosity to highly technical linguistic interest (Brown, 1986). Nevertheless, the reasons for learning a foreign language may differ from person to person and country to country as

consequence of globalization (Block & Cameron, 2002). Changes demand to be competent, it is better if is related to another languages. Since English has gained importance in matter of employment and education, institutions have encountered the necessity of implementing English as a second language into the curriculum. Mexican Institutions have implemented English into the curriculum since the proximity to the United States of America has influenced somehow culture, commerce and education as well (Mugford, 2011).

2.1.3 EFL Teachers in Mexico

Traditionally, native speakers have enjoyed a natural prestige and preference as language teachers since they are not just seen as an authentic mean that represents the use of language, but as a reliable mean which represents an original cultural context as well (Kramsch, 1998).

In Mexico foreign language (FL) teachers are preferred the most if they are native speakers. There are also opportunities for non-native English teachers. There are some institutions that tend to hire EFL teachers taking into account their English proficiency or their teaching training. In contrasts, a native speaker who asks usually for job is received with open arms (Hubbard, 1995). But to be a native speaker teaching English do not guarantee to teach properly, non-native speakers are successful due to the fact that they know what the process of learning is like (Hubbard, 1995; Osborn & Reagan, 2002).

Foreign language teachers have to be competent in language use, which means that they have to understand linguistics and sociolinguistics, features of language knowledge of learners, knowledge of educational ends as well as the role of this language in his or her community (Osborn & Reagan, 2002). Some universities in Mexico offer the major in English teaching, in the curriculum students' receive training to become teachers, and at the same time they learn English as a foreign language.

Learning a foreign language is to learn a language which is not the native language in a country (Richards, Platt & Platt, 1992). It is taught at school and it is mainly studied to communicate with the community who speaks that language or to understand any material in that language. EFL teachers in Mexico received their training mainly using this language in classroom. They received linguistic knowledge, teaching methodology, pedagogy, and culture. They thought their training develops each skill in the way they were taught and the way they believe is easier for them.

2.2 Pre-service EFL Teachers Abroad

The desire of students to put into practice all the knowledge they have acquired of a language lead them to look for different opportunities in order to have an experience of English in its natural context and to improve the language as well. One of the ways for students to be in contact with language is through an exchange program.

2.2.1 Exchange Programs

The desire of students to put into practice all the knowledge they have acquired of a language lead them to look for different opportunities in order to have an experience of English in its natural context and to improve the language as well. One of the ways for students to be in contact with language is through an exchange program.

Regarding Exchange programs, the National Student Exchange organization in the United States (2012) describes an exchange program as the process in which opportunities to gain insight into the historical and cultural makeup of different regions, improves communication skills with individuals from different backgrounds, and prepares to live and work in a culturally diverse society.

Exchange programs, either studying or working abroad are options in which students face language in its real context. The concept of study abroad or study away in practice is any opportunity that allows students to experience life from a different point of view. Selby (2008, p. 9) states that “a successful study abroad experience involves choices about retaining what one has learned in another culture while reaffirming things one appreciates in one’s own culture” .

Although studying abroad is a great opportunity for growing professionally, students mostly do not receive financial help to afford what an exchange program implies and requires. As a result just few students have the opportunity of studying abroad. Latha (2012, p. 51) describes students who study abroad as those “who are

academically inclined or academically bright, financially sound and well groomed English language”.

Due to the fact that most of the time students do not have all the financial resources for applying in such program as studying abroad, they decide to apply for a program in which they can practice the language but at the same time to work in order to pay their expenses.

2.2.2 Work and Travel Programs

Jobs in summer camps in the United States are other options that are offered to students as cultural exchange programs. In these programs students are sponsored by agencies. Summer camp sponsors are associations that serve worldwide. Camp Leaders, American Camp and Work Experience (ACAWE), and Camp Counselors USA (CCUSA), for instance, are associations that work as a mean between students and camps that serve mostly the part of North America. To understand better what each program offers, Table A has the purpose of comparing the mission, vision, and the objective of each of them.

TABLE A: Cultural Exchange Programs

Elements of the camp programs	Camp Leaders	ACAWE	CCUSA
Mission	To give students the opportunity of working in a camp located in the US.	To provide qualified, service-oriented Exchange Visitors to cover camp needs	To help young people from all over the world to have the experience of a lifetime as they work and travel in the USA.

Vision	To provide students the experience of working and travelling abroad, interacting with native speakers of English, and learning more about this language.	To improve and promote a better understanding of the American culture, people and seeing the “real America”	To make students gain confidence, independence, maturity, communication and valuable lifelong skills that will broaden their horizons and future career.
Objective	To place students in a summer camp job where they will work and share a part of themselves with others.	To offer opportunities to students for culture experiences in the United States.	To give university students the opportunity to experience life in the US as more than just a tourist.

More detailed information can be consulted by visiting the web pages of each sponsor.

Information in table A shows that the three programs are addressed to students who have the desire of traveling abroad. The programs offer them opportunities to travel and experiment being in a new country, being in contact with native speakers of English or other international staff as well as having a proximity to real American culture. A cultural exchange is what they attempt to provide to applicants within their programs with the expectation of sharing their experiences when returning home.

Although the characteristics that cultural exchange programs present to the participants, it seems not to be tempting pre-service teacher due to the fact that language teachers have just the desire to improve the language they study and teach. There is no other place for a language learner in which to improve the language regarding linguistic skills than being surrounded in its real context (Selby, 2008).

2.2.3 Culture

Liddicoat & Scarino (2009) suggest a very broad definition of culture. It can be seen as a body of knowledge that people have about a particular society, i.e. knowledge about cultural artifacts, works of art, places and institutions, events and symbols or ways of living. Moreover, culture, as Brown (2007) suggested, can also be defined as a way of life, as the context within which people exist, think, feel, and relate to others, as the “glue” (p.188) that binds groups of people together.

Hollins (1996) defined culture in three aspects: culture as artifact and behavior in which social interaction is emphasized (rituals, traditions, ceremonies, dress, and other social practices); culture as social and political relationships that are shared by a group who transform certain aspects when sharing them (Nieto, 2002); and as affect, behavior and intellect that functions as a guide of people development that is shaped by the social influences.

2.2.4 Culture and Language

Wherever there is a language there is a culture behind. Language cannot be separated from the culture that surrounds it (Qu, 2010). In addition, understanding the linkage between language and culture is a main issue in the process of learning another language (Liddicoat & Scarino, 2009).

Learning a second or foreign language implies not leaving aside students' own culture neither culture in which meaning is created. Both plays an important role since

it is language in its cultural context that creates meaning (Goodman, 2005; & Liddicoat & Scarino, 2009).

2.2.5 Culture in the Classroom

“Language learners, keen on slipping into someone else’s shoes by learning their language, attach great importance to the cultural authenticity of French bread or German train Schedules, and the cultural appropriateness of Japanese salutations or Chinese greeting ceremonies. Their desire to learn the languages of others is often coupled with the desire to behave and think like them in order to ultimately be recognized and validated like them”.

(Kramsch, 1998, pp. 80-81)

Foreign language standards establish the range of language teaching contents including the four skills(listening, speaking, reading, and writing) as well as the study of culture (Phillips, 1999). Nevertheless, the task of teaching culture in a classroom is a very complex issue for teachers. Language educators are aware that what can be taught in the classroom is inevitably only a partial picture of language and culture; which might help students not to develop stereotypical views and misconceptions of the cultures in their minds (Liddicoat & Scarino, 2009; Qu, 2010).

EFL teachers work in an environment different from the one where the target language takes place. Phillips (1999) stated that teachers teach culture in their own way, give students chunks of culture in isolation that seems not to have relation with what is taught. Nevertheless, if culture is included, teachers try to create an environment to practice, and as a result they develop artificial foreign language classrooms (Littlewood, 1981; Rubin & Thompson, 1994). The fact of learning a

language out of its context left a gap on students that teacher sometimes cannot cover. EFL teachers do their best while educating students in order to equip them with tools that students can use when facing a language in its real context, i.e. that English language professors are to guide and help students in order to build a personal worldview for facing a changing reality (Jaatinen, 2007).

2.3. Communication in a Cultural Exchange

Culture is a symbolic representation of a particular people group; even if they left their community they retain certain standards of their culture (Kramsch, 1998). Since the very moment in which a language learner crosses national boundaries and enters a new environment, the feeling of not fitting in the new context is predictable because the people they will interact with do not share common aspects with them (Teh, 2011).

2.3.1. Culture Shock

Brown (1986) states that this feeling experienced by any language learner in a second culture is associated with feelings of estrangement such as anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness and even physical illnesses.

Hooker (2003) defines culture shock as unfortunate issues experimented when arriving in a new place far away from home where the non-understanding of the language, the situation, and the behavior is present. These aspects that are faced also goes with not to know how to deal with the situations that may be annoying.

As it can be seen, this experience that language learners face when they are in the host country is a critical issue that determines the progress in language learning since learners will either “sink or swim” (Brown ,1986, p.38).

2.3.2 Acculturation

Anyone who experiences any degree of difficulty when entering a new social or geographical context is considered to be facing culture shock (Teh, 2011). According to Brown (cited in Valdes, 1986) culture shock can be perceived as a part of the process of acculturation. Acculturation is the result of a cultural and psychological process in which the contact between cultural groups and their individual member are involved. (Berry, 2005, cited in Savicki et. al, 2008). In addition Jackson, Nwonsu, and Onwumenchili (cited in McDaniel, Porter & Samovar, 2009) claim that studies related to acculturation and reacclturation include understanding of culture shock, patterns of adjustment and communicative competence. There are different degrees of acculturation that are experienced on every single type of language learning. Language learners who practice a foreign language in its context must find ways to survive since he depends totally on both aspects for establishing communication (Brown, 1986).

Acton & Walker (1986, p. 22) states four stages that entails acculturation.

1. Tourist. The early phase, in which the new culture is almost totally inaccessible: the phase often referred to as entailing some degree of culture shock. The language spoken might be termed “phrasebookase.” Learners draw extensively on first language strategies and resources.

2. Survivor. The stage of functional language and functional understanding of the culture. One must pass through this stage to be considered an educated, competent speaker of the language. Many do not. For example, manual labor jobs often require little more than “survivor” competence in language and culture. To remain at this stage is to speak something akin to a “pidgin”
3. Immigrant. The degree of acculturation we expect of an educated learner, one who is literate in his or her own language. It is the stage reached by most literate people who spend an extended period of time working and living in a foreign culture. Most, however, do not progress beyond this stage.
4. Citizen. The stage that is almost the level of the native speaker, in which one has acculturated to the degree that one is only rarely tripped up by the subtleties of the language and culture. We would expect this person to have both pronunciation and gesture very similar to those of natives.

Learning a language especially in a foreign context involves a clearly deepest degree of acculturation (Brown, 1986). Therefore, context can influence somehow the language learner since the immersion of the context in which the language is being used can shape one’s behavior.

2.3.3 Communicative Competence

For an appropriate interaction among members of the same culture it is necessary to follow the rules established by the members. These rules plus patterns developed by the society are used for behaving and communicating in certain contexts (Bonvillian, 2011). By using these patterns “parents, peers, and children

acquire communicative competence” (Bonvillian, 2011, p. 181). Communicative competence is a term in linguistics introduced by Dell Hymes which refers to the appropriately and effectively use of language focused on knowledge and social conditions (Phillips, 1999).

Latha (2012, p. 55) identifies components that are considered to be essential for communication in order to be communicative competent:

1. - *Linguistic Knowledge and the Para-linguistic Cues*. These include elements of verbal and non-verbal language such as sentences, phrases, behaviors, body language, proximity, etc. Also elements of discourse in written and spoken language, and the variants and meaning that depend on the context.
2. - *Interaction Skills*. It includes norms of interaction, strategies to understand, perceive, and achieve goals as well as perception of verbal and non-verbal features in communication plus and an understanding of appropriateness.
- 3.- *Cultural Knowledge*. This knowledge includes social structure, values, attitudes, and cognitive schemes and the cultural transmission processes.

Communicative competence allows people from different countries to interact effectively and productively, at the same time that makes them aware of the multicultural environments that surround their society (Chen; McDaniel, Porter & Samovar, 2009).

2.3.4 Intercultural Competence

Being communicative competent allows people to communicate with members of a community who share the same set of cultural standards as them. Nevertheless, when crossing borders it is necessary to develop another competence, intercultural competence, due to the fact that a new culture with other standards is faced. Liddicoat & Scarino (2009) states that learning to be intercultural it is not only knowing about other culture but learning and understanding how one's own culture shapes own perceptions of the world and the relationship with others as well.

Intercultural competence is the knowledge and skills that allow people to interact successfully with people from other cultures. "Intercultural communication is used when referring to communication between people from different cultures" (Zhang, 2010, p.225). Zhang (2012, p.64) states that "When someone has a high degree of intercultural competence, they are able to have successful interactions with people from different groups", this means to have the ability of interacting across cultures, and understanding "cultural experiences, achievements of individuals who are identified by ethnicity, race, religion, gender, physical/mental disability, or sexual orientation, the cultural history, the interrelations between dominant and non-dominant cultures, either in the United States or elsewhere (Sinicrope et al cited in Zhang, 2012, p.64).

Zhu (2010) carried out a research in China by analyzing differences between Chinese and western culture; in here misunderstanding are identified between Chinese students and EFL teachers. This research shows the teacher's irreplaceable

role in the cultivation of intercultural communication competence. Some scholars once vividly proposed the formula: language plus culture, plus teacher, equal communication competence of language

Bennett (2008, pp. 16-17) states that there are five principles for developing intercultural competence.

1. Cultural knowledge does not equal cultural competence. Learners can be knowledgeable about objective culture (history, politics, geography, literature, etc.) and still be unsuccessful in their daily interactions. Such effectiveness requires attention to subjective culture, the learned and shared values, beliefs, and behaviors of a community of interacting people.
2. Language learning may not be sufficient for culture learning. If learners concentrate only learning language and fail to learn the culture, they might become fluent fools, able to insult people at ever-higher of sophistication. When individuals are articulately rude, it is often an unrecoverable error.
3. Culture learning suggests that disequilibrium need not lead to dissatisfaction. The resulting teachable moments, or trigger events, are often the stimuli for developing intercultural competence. Well facilitated, such event can turn culture shock into culture learning.
4. Cultural contact does not necessarily lead to competence. The mere intermingling of individuals in intercultural context is not likely to produce, in itself, intercultural learning. Learning emerges from our capacity to construct those events and then to reconstruct them in transformative ways.
5. Cultural contact does not always lead to a significant reduction of stereotypes.

2.3.5 Facing Communicative Issues

Little research has been done concerning Pre-service EFL teachers in an environment where they can practice language in its context no matter as a teacher, student or as a worker.

Lee (2000) in his research “Cross-cultural awareness raising in TEFL Pre-service preparation courses” focuses on the adaptability to teach and live in a new environment as well as awareness of cross-cultural differences especially in native English speakers of English who want to teach EFL abroad. As he mentions, trainees EFL teachers as soon as they finish their courses look for opportunities in which they can teach abroad. Nevertheless, they do not know that they may find the task to be difficult since they are not totally prepared to cope with cultural differences. In addition, Lee (2000) suggests that it is not information about culture which trainee teachers should be aware of, but also they should develop sensitivity to cross-cultural differences.

Regarding communication issues it is possible to find issues that represented and obstacle as follows.

1. Cultural barriers
2. Being misunderstood in terms of cross-cultural communication
3. Language problems

Lee (2000) found that his participants had a great deal of difficulty in the process of adapting to working in a new environment. Moreover, aspects of cultural shock were shown by participants who experienced:

1. Language barriers
2. Different customs, traditions or values
3. Feeling of loneliness, insecurity and homesickness
4. Being stared at street because of their appearance
5. Personal space being intruded
6. Difficult political situations

The main findings of his research points out that participants faced problems they were not aware of. Adjustment to work, language barriers (miscommunications), prejudice of appearance, cultural barriers, cultural shock, and reversed-cultural shock; which was experienced by three participants when they returned home. In contrast, those who had a previous input on cross-cultural understanding did not find difficult the task of adapting to life in a new environment.

It is possible to see that native EFL trainee teachers face issues when living in a new environment and even issues concerning communication. When a member of a community leaves his community to encounter a new one, he may retain a common system of standards that help him to decode the way he perceive, believe, evaluate and act; these standards are what it is commonly known as his culture (Kramsch, 1998).

At the time when foreign language learners face a real context of the use of language to communicate with native speakers they have the impression of not knowing how to establish a successful conversation even all the knowledge and grammatical rules learned in class are not enough. The sentences they produce may

cause discomfort or misunderstanding. It has to do with the non-understanding of cultural connotation, and cultural background that lead to have difficulties when communicating, the presence of uncertainty, as well as the difficulties to lead with turn-taking.

Not knowing how to behave or establish a conversation may cause uncertainty, nervousness and anxiety that affect the Interaction with someone from a different culture in a foreign environment (Neuliep, 2009). Bonvillian (2011) says that conversations are influenced by assumptions related to the situation and the participants. These assumptions are linked mainly to cultural and linguistic patterns of interaction. Furthermore, conversations principles of turn-taking are also important, and they are influenced by the context. On the other hand, Paul Grice (1989, p. 27) stated that in conversation, each of the participants make a contribution. For this contribution to accomplish what the other person requires, it has to be attached to certain principles. His cooperative principle is related with the acceptance or the rejection of what is said.

As it was shown in this literature review, language is the basis of this research due to the fact that to communicate we need a language, and it works the same either for a first or a foreign language. The difference may lead in the way it is learned, taught, perceived, understood and performed by the learner. Mentioning something about EFL teachers' education in Mexico demonstrates the reasons why students tend to look for their own 'professional development' without realizing of the real aim of such programs in which they apply. For this reason, the main aspect of their experience abroad that is mainly affected is communication. In addition facing culture

shock or being involved in a process of acculturation shows the competences reached by the speakers. Coping with Intercultural and communicative competence may be seen at this moment as the key for a successful communication in a new culture. Nevertheless in order to see whether this competences work in the same way for all pre-service teachers, to analyze communication issues they face is needed.

CHAPTER III: METHODOLOGY

This chapter aims to describe the process and the methods that were followed in order to gather the information, analyze, and present it, including the selection of participants, the instruments, as well as the strategies and techniques used to analyze data. Qualitative data is needed in order to answer the research questions. Thus, a qualitative method will be used.

Denzin and Lincoln (2005, p.3) define qualitative research as “a situated activity that located the observer in the world ... a set of interpretative, material practices that makes the world visible. These practices... turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self”.

Since the purposes of analyzing qualitative data are to explore participants' experiences, an exploratory research will be carried out. Exploratory research is used when data belong to a social issue that is new, and whose problems have not been already analyzed. By exploring, researchers can develop insights and hypotheses. Furthermore, according to Lewis and Ritchie (2003, p, 110) an exploratory research is designed “to understand underlying values, concepts and norms ... to involve a number of questions, encouraging the participants to take the lead and to shape their own narratives”.

3.1 Participants

The participants in this study were a group of eight pre-service EFL teachers from the State University of Puebla. The selection of the participants was done using a purposive sampling method in order to choose the same characteristics. This method is explained in the following paragraph.

3.1.1 Sampling

For the purposes of this work *Purposive Sampling* was used to select the participants since it suggests working with people with specific characteristics (Patton, 1990). In this work we took into account age, major, times they have been in an American summer camp and number of target language courses they took before travelling abroad.

3.1.2 Description

Eight participants were chosen with the following characteristics: they are currently Pre-service EFL teachers aged 22 to 23 studying the major in Modern Languages at the State University of Puebla (Benemérita Universidad Autónoma de Puebla, BUAP) in central Mexico. They have taken between five to six target language courses out of eight integrated in the curriculum of the major before going on camps, and all the participants worked in American summer camps from one to three times, and some of them have realized that they experienced communication issues when interacting with American people as well as other international students.

3.2 Instrument: Narratives

“The story is not all mine nor told by me alone. Indeed, I am not sure whose story it is; you can judge better. But it is all one, and if at moments the facts seem to alter with an altered voice, why then you can choose the facts you like best; yet none of them is false, and it is all one story”

Le Guin (Cited in Merriam, 2002, p. 292).

Due to the fact that the purpose of this study is to explore communications issues faced by pre-service EFL Mexican Teachers, the methodology focuses on experiences while staying abroad in an American summer camp. In order to understand students it is important to have the knowledge of American culture that is present as well as how the interaction with their own culture and the new one is; this can be reflected through students' stories (Watkins, 2006).

The instrument used to collect data was a narrative (**See Appendix A**) written by the participants on issue. Narratives are forms of qualitative research written in first person presenting experiences in a story format (Merriam, 2002). By using narratives it was expected that participants provide authentic data. Nevertheless, this request may seem to be too broad making participants to provide more or not enough information than it is required; for those reason, specific criteria was designed in order to scope the sense of writing about their experience.

3.3 Procedures

Participants were first selected following a purposive sampling method. Once identified the eight participants, they were requested to provide narratives where they

expressed their experiences of being abroad, especially in a summer camp, and the communication issues that they faced.

3.3.1 Data Collection

Data was gathered through narratives. Each participant was contacted individually in order to explain him/her the aim of the research. Once they agreed to participate, a handout was given to them with the specific directions to write the narrative. They were asked mentioned the most relevant experiences regarding communication issues when trying to communicate in English as well as the strategies they used to overcome such issues. Participants had five days in order to accomplish the task. There was not an established length of this piece of writing participants wrote about two pages, though. Some participants preferred to send it by mail and other to hand it in.

3.3.2 Data Analysis

As participants delivered the narratives a number from 1 to 8 preceded by the letter P was given for each to be used along the rest of the research. Communicative issues and the causes were gathered and registered on a table in the following way: two cells were used for each participant to present the issues he/she had, one to write the issues and the other one the causes. Then, those were compared to find similarities with other participants which were written in the chart in order of appearance from the narrative. In order to represent findings regarding issues and

causes in the table, data was codified into percentage to have a clear idea. Narratives were read again in order to identify the strategies. Another chart was needed to present this information. In this one the data was analyzed and contrasted. Finally, the whole information was triangulated.

3.3.3 Limitations

There are many pre-service teachers who have been abroad in the faculty of the Languages, nevertheless, this research project just focused on participants from the Modern Languages major rather than from the Teaching English major LEI (Licenciatura en la Enseñanza del Inglés) due to the fact that the curricula differs one from another; for instance the courses they receive related to English language and culture.

This research was focused just on eight participants due to the fact that narratives need time to be analyzed. Furthermore, just the concerned points mentioned will be analyzed and shown.

CHAPTER IV: FINDINGS

The main purpose of this chapter is to discuss the findings from this study. The findings are organized in three sections as follows: communicative issues, reason that lead to communicative issues and strategies to overcome communicative issues (**See Appendix B**). In each section the issues can be found in detail and illustrated with examples taken from the narratives.

4.1. Communication Issues

Regarding problems they faced when communicating with native and non-native speakers, there were identified many. Participants mentioned problems when being in camp but most referred to all interaction they had with native speakers while being abroad. The principal issues they faced were a) Not establishing good conversation, b) Not being able to express their ideas clearly c) Not understanding the whole message and d) Misunderstandings.

As it can be seen the main struggles participants had were related to the performance of their listening and speaking skills at the time of interacting. It can be inferred that it is due to the lack of emphasis those skills in a language classroom.

4.1.1 Not Establishing Good Conversation

When participants arrived abroad, not having problems when communicating was unavoidable. Through narratives 87% of participants mentioned that most of the

cases when they wanted to communicate there were problems which interfered in their conversations. This represented a problem for participants who were confidential about their level of English before travelling overseas at the time of not having a good level of understanding with native speakers. In words of participant 5 this can be illustrated.

“...while I was having a conversation with native speakers of English, there was always a moment in which I wanted to be so descriptive that I missed the names in English of some words...”

4.1.2 Not Being Able to Express their Ideas Clearly.

Using English in its real context was a real challenge for every participant. Although, 75% of the participants consider themselves as having a good level of English, the situation of facing native speakers changed it. Having a lot of knowledge about the language did not help so much participants when it was time for them to express their ideas. The following quote illustrates this.

“... I wanted to explain my situation, but he did not understand what I want I was saying...it was difficult for me to communicate what I wanted. I was answering slowly, in order to express myself in a clear way” (P1)

4.1.3 Not Understanding the Whole Message.

Besides participants had problems while not establishing a good conversation, and not being able to express clearly their ideas, 75% of them had trouble when

trying to understand the input they received in conversations. It is not the same to watch a video which you can stop and play as many times as you wish rather than being part of the scene where everything is spontaneous.

“I might have recognized a word and guess its meaning in a written paper, but in this case, it was more difficult because I had not enough time to think” (P4)

The fact of having a conversation and trying to catch everything the speaker is saying represented a problem for most participants that mostly did not allow the understanding of the message. The quote above illustrates how they were used to take more time the input they receive and most of the time it was necessary a visual aid.

4.1.4 Misunderstandings

The last of the main communication issues that were found is facing misunderstandings. Participants' experiences revealed that sometimes when they had a conversation, they understood incorrectly the message. It led 62% of participants to develop certain misconceptions.

“Another misunderstanding I experience had to do with the word “girlfriend”. I didn't know that this word was used to refer to a female friend. This misunderstanding happened with one of the female chef. The first time she talked about her girlfriend made me think she was lesbian or something like that.” (P4).

Quote from participant 4 illustrates that this can be caused by many reasons which include since the influence of their mother tongue until certain cultural aspects.

4.2 Reasons that Lead to Communication Issues

All these communication issues mentioned before have a reason to happen. Participants were asked to mention in their narratives why they think these problems happened to them. This section presents some of important reasons participants could identify.

4.2.1 Lack of Vocabulary

87 % of Participants believe that they could not establish a good conversation due to the lack of vocabulary. They learn the language in an academic environment. Thus, they do not learn the **informal language** that native speakers use in their daily life as participant 3 stated "... They break every single rule I was taught...they speak so fast and with a lot of different slang that only they can understand" For instance, they faced conversations that included a wide range of a) unknown phrasal verbs, b) idioms and c) specific type of genre from their work area. The following quotations illustrate them.

- a) "I remember one "brake up" he said that we were all the time just broke up as soon as someone of the team work said something funny about us or our daily job'. We did not know its meaning, through the time we noticed it is used to refer when someone laughs a lot of something" (P2).
- b) "I was trying not to make any mistake so he could see that I have a good level of English but he started to speak very fast using a lot of idioms and vocabulary that I didn't know such as " throwing the kids in the pool" with means to defecate " (P7).

- c) "...My job was being maintenance staff member; sometimes I did not know the names about home repair material for example nails, screws or wire mesh. So, when I needed some specific tool in order to finish or repair something I was in troubles..." (P2)

As it can be seen the quotes above show that participants have a big problem with the informal language since they are surrounded by an academic style. So the opportunities to gain more idiomatic expression are limited. When they heard a word their main problem was that they focused on the literal meaning rather than in the idiomatic meaning.

4.2.2 Insecurity

Regarding the problem of not expressing well their ideas, 38% of participants mentioned that fear, nervousness and impotence lead them to feel insecurity which interfered in the communication process. In the words of Participant 1:

"My first day at work was very confusing; I felt that I had forgotten all my English. I understood almost everything my boss was telling me, but I did not know how to answer him, it looks that I was speaking in English but nobody understood it. I felt bad but it was because I was very nervous "

Furthermore, insecurity and the fact of not being understood caused a self-questioning of competence made participants to doubt about their level of English as Participant 7 said:

"I went through a lot of situations regarding language use that I realized that my level of English was so poor when being in a real context with native speakers and speakers of other countries".

4.2.3 Pronunciation

Regarding pronunciation, it was another feature of spoken language which struggled 75% of the participants while communicating; either to understand what it is said or to make themselves clear as participant 5 said:

“...I faced to some problems with the “pronunciation of some words” while talking about something there were some occasions in which others did not understand the meaning of some things that I told to them because of the way I pronounce.”

When not understanding the correct message, narratives revealed that **fluency, speed & pace, and accent varieties** were the factors that affected participants understanding. This can be illustrated in the following words from participant 4:

“I didn’t understand most of the words the person in charge of the dining room told me. I guess it was not the words that I couldn’t understand but the speed of the woman talking”.

The fact that any native speaker speaks fast in his language represents a problem to any language learner. Fluency of English native speakers did not allow participants to take time to understand some words

Since summer camps tend to hire people from different countries around the world, most of them where English is spoken, participants had difficulties when interacting with the rest of the staff in camp. 50% of participants mentioned having problems trying to understand native speakers from other countries. The following quotations illustrate this.

“...I met people from countries where English is spoken very different according to American pronunciation that is the one I speak and trying to talk to them it was super difficult ...The people who I struggled to understand a lot were from Wales, Australia, England, Hungary, Ireland, New Zealand.”(P6)

“...It was then when I started to have some problems when communicating due to the fact that some of the foreign people from the kitchen staff had different accents, more knowledge of the English (vocabulary), and different ways to call the things (British English vs. American English)... (P8)

It can be seen that participants were surrounded by several accents from different speakers of English native or foreign language learners, and the most remarkable issue was to differentiate British English from American English mainly differences in pronunciation and vocabulary.

4.2.4 Cultural Issues

Furthermore, the contrast with **Cultural issues** from one culture to another cannot be taken aside from this research since the 50% of the participants mentioned that culture is also an important and elusive aspect when trying to communicate or to understand people from different places. This can be illustrated in the following quotations.

“...Also there were presented some communication barriers, I mean differences in background or experiences among us in the work and some employees of the staff. Sometimes our cultural differences may also cause difficulties in verbal and non-verbal communications, causing mixed messages”. (P2)

... Many of the cultural problems I face abroad were with Jamaicans... They are a totally different culture and they see the world with different eyes... they are sincere, they mean what they say and they don't care about what you may think about them. I think that is why some people consider them as rude". (P3)

Participants think that they faced misunderstandings due to the different cultural backgrounds each people they interacted with have such as different beliefs, ways of thinking, and behavior patterns.

4.3 Strategies to Overcome Communicative Issues

After analyzing the communicative issues and their causes, it is also important to know whether they could solve those issues or not and how. From all the eight narratives there were identify some strategies that the participants developed and use while being in a camp such as asking for explanation, asking someone for help, getting more vocabulary, understanding the main idea, and others (See table B).

TABLE B. Problems and Strategies

Communicative issues	Strategy	Participant that used that strategy
Not establishing good conversation	Asking for explanation/ repetition	P1 ,P2, P7, and P8
	Asking someone for help	P3 and P7
	Getting new vocabulary	P3 and P8
	Trying to understand the main idea	2 P7 P8
	Reviewing vocabulary related to the job	P1
	Have a native person that helps to understand	P1 and P7
	Asking for the meanings of some phrasal verbs	P2

Not expressing clearly their ideas	Spending more time with native speakers	P3
	Speaking slow and clear	P1
	Using synonyms or act with 'mimic'	P2
Not understanding The whole message	Asking for explanation/ repetition	P1 ,P2, P7, and P8
	Paying even more attention	P4
	Practicing more speaking	P1
Misunderstanding	Realizing what was wrong to improve later	P5
	Understanding cultural differences	P3
	Trying to get used to that environment	P5

The table above shows a summary of the main strategies each participant used in order to overcome the communication issues they were facing and to improve the way they communicate. It can be seen that the majority of the participants asked for explanation or repetition when they did not understand some words or when the message was not so clear that caused misconceptions. Other strategies that were more common were asking for help, either a native speaker or not, getting more vocabulary, doing an effort to understand the message. Furthermore, as each participant faced those problems in different environments, there were found particular strategies that just some participants implemented such as spending more time with a native speaker, practicing more speaking, using mimic, understanding cultural differences and getting used to the foreign environment.

CHAPTER V: CONCLUSIONS

The aim of this chapter is to discuss briefly the information gathered along this research in order to answer the research questions stated in the first chapter. Thus these answers can be found and explained with a short discussion per each. This will lead to general conclusions and finally the further research that can be done about this phenomenon.

An important factor of learning a language seems to be when learners are in contact with the new language in a natural context. “Their desire to learn the languages of others is often couple with the desire to behave and think like them in order to ultimately be recognized and validated like them”(Kramsch, 1998, pp. 80-81). According to the findings from this research, participants realized that it is not the same using the language in a classroom rather than in a real situation, where the language is the only tool to survive. EFL teachers do their best, to equip students with tools that they can use when facing a language in its real context, to guide and help students in order to build a personal worldview for facing a changing reality (Jaatinen, 2007). Nevertheless this was not enough for the participants to be successful when communicating.

The aim of this research was to find out which communication problems pre-service EFL teachers from LEMO faced when being in American summer camps by answering the following research questions:

1. - Which communicative problems do Pre-service EFL teachers face in a summer camps?

2. - What are the reasons of such communicative problems?

3. - How do Pre-service EFL teachers overcome communicative problems?

5.1 Which Communicative Problems do Pre-service EFL Teachers Face in a Summer Camp?

After analyzing the narratives, there were found four main communication problems they faced while communicating with speakers of English. Among the most common-faced problems, Participants mentioned the following: not establishing a good conversation, not being able to express their ideas clearly, not understanding the whole message and misunderstandings. All these problems affected communication by interfering in their daily routine as well as brought self-questioning of competence.

5.2 What Are the Reasons of Such Communicative Problems?

Participants considered that those problems they faced were due to lack of Vocabulary they related to informal language, unknown phrasal verbs, and vocabulary related to their work area since they have been learning a language in an academic context; Insecurity when facing language in an everyday context which make students to have that feeling of not having the adequate level of English.

On the other hand, pronunciation was another cause when understanding a native speaker. The fluency, speed & pace, and accent varieties of people the participants interacted with were issues that they had to cope with.

Besides language skills issues there was another important factor that has to do with culture. Little do pre-service teachers learn in a classroom about culture that facing aspects, beliefs, costumes or traditions of a different community may lead to experiment struggles when communicating. As Liddicoat & Scarino (2009) and Qu (2010) mention, Language educators are aware that what can be taught in the classroom is inevitably only a partial picture of language and culture; which might help students not to develop stereotypical views and misconceptions of the cultures in their minds. That means that this experience enhanced those minimal but important aspects that cannot be covered at all in an artificial foreign language classroom as Littlewood (1981) and: Rubin & Thompson (1994) mention.

5.3 How do Pre-service EFL Teachers Overcome those Communicative Problems?

Participants mentioned that they reviewed vocabulary related to their job area and the environment where they were living, asked to native speakers for help to understand, as well. By using these strategies they could improve the way of communicating. Participants also asked native speakers to speak slow and clear, and they were encourage to practice more speaking in order to understand the message and to make themselves clear. They realized that it was important to pay more attention to what was being said, used mimic if necessary, asked as many time as needed, and when something was wrong to analyze the mistakes along the communication process. The fact of dealing with different accents was a complicated issue not easy to overcome, the only way to cope with that was spending more time

with them if possible. And finally to avoid misunderstandings it was necessary to understand and get used cultural differences due to the fact that the environment is a multicultural one (**See Table B**)

As Brown (1986) mentioned, every language learner who practices a foreign language in its context must find ways to survive since he depends totally on both aspects for establishing communication.

Oxford and Scarcella (Cited in Oxford, 2003 p.2) define leaning strategies as “specific actions, behaviors, steps, or techniques --such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning” .From the data analysis, it was found that participants solved their communication problems, every one with a different techniques or strategies since the communication issues were not similar at all (**See Appendix B**). The following strategies are the ones that the participants used during their communication process with foreign people in a new context.

5.4 General Conclusions

Applying for a summer camp has gained popularity among students who apply for it every summer. It is supposed that in a cultural exchange culture is the key to interact and learn. Nevertheless, as data revealed, pre-service EFL teachers who attended to a summer camp just attend following their desire of being abroad and practicing the English language. It seems that most of them did not take into account

cultural aspects that may be one of the most important causes of not understanding what happens when arriving abroad facing a culture shock.

There are many factors that participants identified which were the causes of their communicative problems. Most of the participants relate some problems to their professional training where they are taught an academic language and others to the new environment. However those who had a previous input on cross-cultural understanding do not find difficult the task of adapting to life in a new environment .As Lee (2000) suggests, is not information about culture which trainee teachers should be aware of, but also they should develop sensitivity to cross-cultural differences, otherwise with the academic language and the stereotypes they learn at school it can be deduced that Pre-service EFL teachers are not prepared enough to interact in an everyday conversation when traveling abroad.

By developing strategies to overcome such communication problems, participants were in the “Survivor” stage, the second level out of four which entails the acculturation process, proposed by Acton & Walker (1986). This is the stage of functional language and functional understanding of culture. Most manual labor jobs often require little more than “survivor” competence in language and culture. Due to the fact that their stay was not so long enough they could not reach the following stage where it implies a more deep involvement of culture which could be helpful to improve language proficiency.

5.5 Further research

This research was focused on communicative issues faced abroad (causes, and strategies). Thus, first it is intended to apply the same methodology to pre-service teachers from the LEI program at the BUAP University in order to see if their training prepares them better to encounter a foreign environment. Second, research about cultural exchange implications, whether participants were aware of those implications as well as the goals they could reach in that experience could be done. In addition, to analyze the impact these experiences left on pre-service teachers and how it changes their professional training to see if it is advisable for pre-service teachers to apply for such programs. And finally, research regarding the importance of being intercultural competent when learning a foreign language either in a national or international context.

5.6 Conclusions

To conclude, it is important to emphasize what the aim of a cultural exchange is and the factors they may face to give an idea for future pre-service teachers going to a camp to be preventive before departing abroad. Nevertheless, it is not enough for a language learner nor for a future EFL teacher to be communicative competent. Since the aim of a cultural exchange program is to improve communication skills with individuals from different backgrounds, and to prepare to live and work in a culturally diverse society, it is important to develop another competence, “intercultural competence”, due to the fact that new cultures with different standards are to be

encountered. It implies to develop the abilities to interact with foreign people, to receive and give messages as well as understand the context and handle problems caused by cultural differences during a communication process.

Besides travelling abroad needs to be prepared for a new environment, it is important not to leave aside one's own culture. Liddicoat & Scarino (2009) stated that learning to be intercultural it is not only knowing about other culture but learning and understanding how one's own culture shapes own perceptions of the world and the relationship with others as well.

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Appendix A

INSTRUMENT 1- NARRATIVES

January 2013

“Analyzing Communicative Issues of Mexican Pre-Service EFL Teachers in American Summer Camps”

Margarita Sofía Zepeda Arce & Pedro García Osorio

The aim of this instrument is to collect data regarding communication issues you faced while being abroad, especially in a summer camp. For that reason it is needed to share your experience wrote in a way of a narrative emphasizing; a) which communication problems you faced; b) the reason you think you had them; and c) how you solved them. Focus only on the problems that you faced while trying to communicate in English with native speakers. Try to provide some examples. Thanks for your participation.

Participants name:

Times you have in a summer camp:

(The length of the narrative is up to you)

*(Source: Original)

Appendix B

Narratives' analysis: communicative issues of Mexican pre-service EFL teachers in American summer camps.

Participants	Problems they faced when communicating	Why they think they happened?	How they could solve that?
Participant 1 Female 22 years old. She has been three times in a summer camp	<ul style="list-style-type: none"> -Not establishing a good conversation. -Not being able to express her ideas clearly. -Not understanding the whole message. 	<ul style="list-style-type: none"> -Academic language learned from school. -Not understanding anything even when listening carefully. 	<ul style="list-style-type: none"> -Speaking slowly and clear. -Practicing more speaking. -Reviewing vocabulary related to the job. -Asking for explanation when the message was not understood. -Asking for help to coworkers and friends. -A boy from Boston helped her by giving her vocabulary to learn.
Participant 2 Female 22 years old. Has been once in a summer camp	<ul style="list-style-type: none"> -Not understanding the whole message. -Misunderstandings. 	<ul style="list-style-type: none"> -Lack of vocabulary -Informal language (phrasal verbs). - Differences in backgrounds. -Cultural differences - Homesickness. 	<ul style="list-style-type: none"> -Using synonyms or acting with 'mimic'. -Asking for the meanings of some phrasal verbs. -People around her used to explain her by doing things to make it easy to understand.
Participant 3 Male 22 years old. Has been three times in a summer camp	<ul style="list-style-type: none"> -Not establishing a good conversation. -Not understanding the whole message. -Misunderstandings 	<ul style="list-style-type: none"> -Lack of vocabulary -Academic language learned from school. - Accent varieties - Informal language - Speed and pace -Different contexts 	<ul style="list-style-type: none"> -Asking someone for help. -Getting new vocabulary. -Spending more time with native speakers. -Understanding cultural differences. –Adapting to another culture.
Participant 4 Female 22 years old. Has been in a summer camp once	<ul style="list-style-type: none"> -Not establishing a good conversation. -Not understanding the whole message -Misunderstanding 	<ul style="list-style-type: none"> - Speed and pace -Academic language learned from school. - Lack of vocabulary - The different meaning of a word. - Lack of vocabulary 	<ul style="list-style-type: none"> - Paying even more attention -Asking for clarifications. - Asking a native speaker for the different uses and meanings of a word.

<p>Participant 5 Female 22 years old. Has been in a camp once in Minnesota</p>	<p>-Not establishing a good conversation. -Misunderstandings.</p>	<p>-Lack of vocabulary. -Informal language. -Pronunciation. -Cultural issues.</p>	<p>-She tried to get used to that environment. - She did nothing special to overcome those problems but realized what was wrong to improve later her English.</p>
<p>Participant 6 Female 22 years old. She has been in a camp three times</p>	<p>-Not establishing a good conversation. -Not being able to express her ideas clearly. -Misunderstandings.</p>	<p>-Self-questioning of competence. -Lack of vocabulary. -Nervousness -Different accents. -Pronunciation problems. -Fluency -Different cultural backgrounds.</p>	<p>-She has a relative who lives in the USA that helped to trust in herself. -She asked for repetition when she did not understand.</p>
<p>Participant 7 Male 23 years old. Has been in a summer camp three times.</p>	<p>-Not establishing a good conversation. -Not understanding the whole message.</p>	<p>- Lack of vocabulary - idioms -Speed and pace -Accent varieties. - Lack of vocabulary</p>	<p>-Asking a native speaker for help. -Trying to understand the main idea.</p>
<p>Participant 8 Male 22 years old. Has been in a summer camp four times.</p>	<p>-Not establishing a good conversation. -Not understanding the whole message.</p>	<p>-Lack of vocabulary -Fluency -Speed and Pace -Accent varieties</p>	<p>- Writing a new list of words and learning the meaning by heart. - Searching the word in internet to get the correct meaning. - Trying to understand the main idea -Paying attention to body language. -Asking someone to explain.</p>