

REFERENCES

- Ahn, So-Yeon. (2015). Criticality for global citizenship in Korean English immersion camps, *Language and Intercultural Communication*, 15(4): 533-549
- Anderson, J. R., & Bower, G. H. (1970): A Propositional Theory of Recognition Memory
- Alshenqeeti, H. (2014): Interviewing as a Data Collection Method: A Critical Review.
- Aswad, M. (2017). The effectiveness English camp (A Model in Learning English as the Second Language). In ASEAN/Asian Academic Society International Conference Proceeding Series.
- Banwell, D. R. S., & Sasaki, A. (2017). The development and effects of a University English immersion camp.
- Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), pp. 77-101
- Cheng, L. (2012). English immersion schools in China: evidence from students and teachers. *Journal of Multilingual and Multicultural Development*, 33(4), 379-391
- Denzin, N. 1984. On understanding emotion. San Francisco: Jossey-Bass.
- Hargreaves, A. (2001a). The emotional geographies of teachers' relations with colleagues. *International Journal of Educational Research* 35, 503–527.
- Hargreaves, A. (2001b). "Emotional geographies of teaching." *Teachers College Record* 103(6):1056–1080.
- Hargreaves, A. (2005). Educational change takes ages: life, career and generational factors in teachers' emotional responses to educational change. *Teaching and Teacher Education* 21, 967–983.
- Heugh, K., and T. Skutnabb-Kangas, eds. (2010). Multilingual education from the periphery to the center. New Delhi: Orient Blackswan
- Hochschild, A. (1979). Emotion work, feeling rules and social structure. *American Journal of Sociology* 85: 551–575.

- Jeon, M. (2012). English immersion and educational inequality in South Korea. *Journal of Multilingual and Multicultural Development*, 33(4), 395-408.
- Jilin, L. (2018). *Curriculum and Practice for Children's Contextualized Learning*. Berlin, Heidelberg: Springer.
- Lee, J. S., & Jeong, E. (2013). Korean-English dual language Immersion: Perspective of students, parents and teachers. *Language, Culture and Curriculum*.
- Liu, Y (2016): The emotional geographies of language teaching, *Teacher Development*, DOI: 10.1080/13664530.2016.1161660
- May, S. (2008). Bilingual/immersion education: *What the research tells us*. In *Bilingual education*, ed. Jim Cummins and N.H. Hornberger. 2nd ed. Vol. 5 of Encyclopedia of language and education, 15-27. New York: Springer.
- Nias, J. (1996). Thinking about Feeling: The Emotion in Teaching (Introduction to special issue on teachers' emotions). *Cambridge J Educ* 26(3):293-306
- Poon, A. Y. K. (2016). A Global Challenge: Overseas Immersion as an Effective Means to Enhancing English Proficiency? *Department of Education Studies, Hong Kong Baptist University*.
- Qiang, H., & Siegel, L. (2012). Introduction of English Immersion in China: A Transplant with Modifications. *International Education*, 41(2), 6–18.
- Rory, D., & Banwell, S. (2017). *JALT2017 • LANGUAGE TEACHING IN A GLOBAL AGE The Development and Effects of a University English Immersion Camp*. 226–232.
- Rugasken, K., & Harris, J.A. (2009). English camp: a language immersion program in Thailand. *Learning assistance review*, 14(2), 43-51.
- Supriyono, Y., Saputra, Y. and Dewi, N. S. D. (2020): English Immersion Program in EFL Setting: A Modified Model, Implementation, and Effectiveness.
- Velda McCune. (2017): Experienced academics' pedagogical development in higher education: time, technologies, and conversations, *Oxford Review of Education*.
- Yin, R. K. (2003): *Case Study Research Design and Methods*.
- Yin, R. K. (2018) *Case Study Research and Applications*.