

The Impacts of an Intensive English Camp on English Language Anxiety and Perceived English Competence in the Japanese EFL Context

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The purpose of this study is to explore how students' anxiety about learning English and their perception of their English communicative competence change through participating in a five-day English camp. Eighteen first-year university students majoring in English language and cultures participated in the camp. The participants were randomly selected among more than 50 students hoping to participate in this camp. During the camp, they were obliged to communicate only in English with each other as well as the instructors. In this study, the Foreign Language Classroom Anxiety Scale (FLCAS) and the Perceived English Competence Scale (PECS) were employed in order to examine students' affective factors toward communicating in English. The FLCAS is a self-report measure of language learners' feelings of anxiety, consisting of 33 statements, which are reflective of language learners' anxiety in the foreign language classroom. The PECS, consisting of 12 items, measures the affective components of language learning. They were asked to complete a background questionnaire, the FLCAS, and the PECS before and after taking part in the camp. They were also asked open-ended questions before and after the camp for exploring factors which the scales might not reveal. The results indicate that participating in an English camp, even just for five days, had an influence on decreasing some students' anxiety factors and increasing their perception of English communicative competence. The findings can be considered to show that learners' English proficiency level has a relatively influence on the way of dealing with English communication. The significance of running English camps is also discussed from the perspective of the governmental policy of English education in Japan.

Keywords: English camp, English language anxiety, perceived English competence

1 Introduction

In 2003, the Action Plan to Cultivate "Japanese with English abilities" was announced by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), following a Strategic Plan to Cultivate "Japanese with

English abilities” in the previous year. Almost a decade later, MEXT adopted the policy of fostering young people’s abilities in 2012 (Go Global Japan Project) in order to have them play an active role in global society in the future. One of the main focuses of the project is to foster young people’s “communicative English competence”. It is generally believed that the most desirable way to acquire English communication skills is to study abroad (e.g., Du, 2013; Hernández, 2010; Kinginger, 2011; Yang, 2016). However, the number of students studying abroad has been decreasing (MEXT, 2017). It seems that students have problems such as the costs and anxiety related to living in a foreign country by themselves.

On the other hand, participating in English camps in Japan does not impose so much of a burden on students and their parents, either mentally or financially. Therefore, it is important to investigate the effectiveness or otherwise of Japan-based English camps as an alternative to study abroad in enhancing practical English communication skills. This study in particular investigates whether English camps can give students “simulated experiences” of studying abroad, and whether the camps can lead to any positive changes in their anxiety about learning English and other affective variables such as their perception of their English competence.

2 Literature Review

This study focuses on anxiety in second language (L2) and perceived communication competence in L2 during the intensive English camp. There are two reasons for this focus; one is that anxiety in L2 and perceived communication competence in L2 have a great influence on learners’ willingness to communicate (WTC) in L2, which leads them to be able to engage in actual L2 speaking activities (MacIntyre & Charos, 1996; Yashima, 2002), and the other is that since most of the activities in this camp are student-oriented, it is hypothesized that a self-motivated learning style in the camp would have a positive effect on students’ anxiety and their perception of their L2 competence.

2.1 Foreign language anxiety

According to Spielberger (1972), anxiety is part of a person’s emotional structure, and the term is commonly used to denote a “transitory emotional state or condition characterized by feelings of tension and apprehension and heightened autonomic nervous system activity” (p. 24). From the perspectives of causes of anxiety, Izard (1972) insisted that anxiety includes not only fear reactions but also more than two basic emotions: distress, anger, shame on the negative side, and interest and excitement representing the positive side. In educational settings, anxiety is generally categorized as

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being trait or state. Trait anxiety is considered as a relatively stable personality trait, and it is defined as the “individual likelihood of becoming anxious in any situation” (Spielberger, 1983).

On the other hand, state anxiety, which is more associated with the experience of emotion, is a temporary condition experienced at a specific moment. The last one, situation-specific anxiety, describes anxiety that occurs consistently over time in a given situation. MacIntyre and Gardner (1994) stressed that it is necessary to distinguish language anxiety from the other kinds of anxiety. They define language anxiety as “the feeling of tension and apprehension specifically associated with L2 contexts, including speaking, listening, and learning” (p.284). Most research into language learning anxiety has taken the position that this type of anxiety is significantly related to learners’ WTC in a foreign language, because language learning can be classified as situation-specific (e.g., Horwitz, 2001; MacIntyre, 1999; MacIntyre & Gardner, 1991). In order to gain insight into L2 situational anxiety, Gardner (1985) developed the socio-educational model identifying four main states: social milieu, individual differences, second-language acquisition (SLA) contexts and outcomes determining the SLA process. His model stressed that L2 situational anxiety exerts a direct influence on the formal and informal L2 learning contexts, which leads to enhancing learners’ language proficiency.

By referencing Gardner’s socio-educational model (1985), Horwitz, Horwitz, and Cope (1986) made an epoch-making contribution to theorizing and measurement concerning language learning anxiety. The research paper, based on a study employing American first-year university students studying Spanish, paved the way for future research in this field. They provided a definition of foreign language learning in a classroom context by describing the psychological symptoms of the condition from a general to a more specific perspective. They integrated three related anxieties in their conceptualization of foreign language anxiety, which were communication apprehension, test anxiety, and fear of negative evaluation. Based on their research, they developed the measurement of Foreign Language Classroom Anxiety Scale (FLCAS) for researching “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128). In response to some studies which have challenged their theory and the scale (Aida, 1994; Park, 2014; Sparks & Ganschow, 1991, 1995, 2007; Tran, 2012), the original author Horwitz (2016) stressed the necessity of considering the specific learner populations and learning context, especially studying foreign language anxiety in different cultures. For the last three decades, their scale has been widely used by many researchers for investigating learners’ anxiety when studying foreign languages in various settings (e.g., Al-Saraj, 2014; Falout, 2004; Jing & Junying, 2016; Liu & Zhang, 2013; Lu & Liu, 2011; Motoda, 2000; Pae & Misieng, 2012; Park, 2014; Rodriguez & Abreu, 2003; Sato, 1994; Yashima, Noels, Shizuka,

Takeuchi, Yamane, & Yoshizawa, 2009; Young, 1986), and the results obtained have proved its reliability.

2.2 Perceived communication competence in L2

Perceived communication competence is one of the elements of “willingness to communicate (WTC)” (MacIntyre, 1994). WTC was originally developed by McCroskey and Richmond (1987), which was heavily influenced by the concept of unwillingness to communicate (Burgoon, 1976). In order to systematically investigate WTC and other affective factors such as anxiety and perceived communication competence, MacIntyre (1994) developed a path model which illustrates that WTC is based on a combination of good perceived communicative competence and a low level of communication anxiety. MacIntyre and Charos (1996) applied MacIntyre’s hypothetical structure of the WTC model in an L2 situation (1994), taking account of McCroskey and Richmond’s WTC model (1987) and Gardner’s Socio-Educational Model (1985). They claimed that reducing students’ anxiety and giving them confidence to communicate in L2 both have positive influences on their WTC in L2. Based on several studies conducted among French immersion students in Canada, they concluded that communication apprehension in L2 and perceived communication competence in L2 are strongly related to students’ WTC in L2 (e.g., Baker & MacIntyre, 2000; MacIntyre, Babin, & Clément, 1999; MacIntyre, Baker, Clément, & Conrod, 2001; MacIntyre, Baker, Clément, & Donovan, 2002; MacIntyre, Clément & Donovan, 2002).

In the Japanese English as a foreign language (EFL) context, Yashima has conducted several studies on Japanese students’ perceived communication competence in English (e.g., Yashima, 1998; Yashima, 1999; Yashima, 2002; Yashima, Zenk-Nishide, & Shimizu, 2004). One of her studies investigated the influence of L2 proficiency, attitudes or motivation, L2 communication confidence and international posture on L2 communication (Yashima, 2002).

She claimed that communication anxiety in L2 and perceived communication competence in L2 were the same variable, which she called L2 communication confidence. This variable has been found to have a great influence on WTC in L2.

2.3 Intensive English camp

There are some studies investigating the effects of exposing English learners to “English only” situations, and one of these situations is the English camp. The English village in South Korea (henceforth Korea) project promotes a unique participation-reinforced English immersion edutainment space for English learners within Korea (Lee, 2011). Jong (2008) states that students in Korea have been able to immerse themselves in a close-to-natural English

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speaking environment without leaving the country. Through providing a short-term immersion English experience in a live-in environment where only English is spoken, they are supposed to acquire “English fluency and an international outlook” (Lee, 2011, p. 146). According to Seong (2012), the studies on English camps in Korea “have mainly focused on reporting the making and running of the individual camp programs and the effects of it” (p.50). They found positive results for the camp programs, providing theoretical support for the ongoing camps in Korea (e.g., Cho, 1999; Yoo, 1999).

By conducting research on the intensive camp programs, Seong (2011, 2012) investigated the participants’ perception of satisfaction with the English camp programs. The length of the camp was three weeks, and the daily camp schedule ran from 9 am to 8 pm. The instruction was delivered using a textbook focusing on communicative competence in English. The daily lessons consisted of general conversation, survival English, listening, topic discussion, creative writing, TOEIC (Test of English for International Communication) speaking, presentation, and activities. Speaking English was encouraged throughout the camp. The class size was 12-13, and the students were grouped according to their English proficiency. The results of the students’ reflection paper and questionnaires showed that the participants were very satisfied with the program, and the program was adequately effective in reducing students’ affective self-defense system (Seong, 2012, p.52). Rugasken and Harris (2009) studied how the English camps work for the English learners, from the perspective of the framework of the immersion programs. The camp met for 15 consecutive days; the daily camp schedule entailed three hours of classroom instruction, lunch, and an afternoon field trip with the students. The morning classroom lessons consisted of grammar, clarification of idioms, oral practice, TESOL exercises, and reading and writing activities. Besides that, informal conversations in English occurred throughout the afternoon field trips between the students and the teachers. The results of this study indicated the immersion program had some benefits on not only language acquisition but also on cultural understanding for all the program participants. The authors also stressed the students’ experience from the English camp could be considered an alternative to studying abroad (p.43).

Some researchers have focused on the effectiveness of participating in English camps from the standpoints of learners’ affective factors. Muto, Shinohara, Adachi, and Kikuta (2012) studied how participants’ attitudes toward English change, and investigate what are considered key factors for fostering internationally-minded students. The details of the English camp used in their research were as follows: the length of camp was five days, the number of participants was 86, their age range was from 3rd to 6th grade (age 8-12), and their English ability was equivalent to STEP Eiken level 4 or above. By employing a quantitative (questionnaire) and qualitative (interviews and observation) analysis, they found participants became more motivated to learn English, more internationally-minded, and their fear and

anxiety about speaking English decreased. Based on these findings, the researchers concluded that the following three points would play a crucial role in helping participants become more internationally-minded: “(a) relieving the fear and anxiety that learners have when they use English, (b) stimulating them to take a strong interest in a variety of cultures and customs, and (c) encouraging them to develop a clear awareness of their own objectives in learning English” (p.541).

As for investigating the changes in participants’ confidence after the camp, Muto (2014) studied 223 children taking part in the camp by employing a can-do list and a self-evaluation questionnaire. In this study, he found that even a six-day English immersion camp for children (grades 3-6) has a positive impact on increasing the confidence of participants. Fujii, Wright, Reynolds, Nguyen, Whittinghill, and Gergley (2014) investigated the effectiveness of English language immersion camps in terms of their affective factors toward learning English and other culture. Their study found that despite the short length of the camp, the students taking part in the English camp believed the experience helped with their motivation to study English, deepened their understanding of other cultures, and reduced their anxiety about speaking English. In Shiratori’s research (2017), he studied whether English camps increase the participants’ motivation and proficiency in English. The findings suggest that the exposure to English during the camp and the experiences of successful communication in English helped to enhance the participants’ confidence, interest and motivation throughout the camp, particularly because they were encouraged to speak English without being too concerned about their grammatical errors. He concluded that giving meaningful communication in English through such a camp is extremely important, especially for students who do not have a chance to go abroad. He also mentioned the importance of student-centered language activities such as speeches, presentations, debate and discussions, which are more likely to be employed as activities at a camp rather than the normal classroom routines used at school.

The English camps seem to have had many positive influences; however, they have generated criticism as well. They are sometimes criticized as unnatural and fake, and some educators are concerned about the “English divide”- a belief that knowing English leads to a better job, while those who do not know English start out at an economic disadvantage (Jeon, 2012; Slavin, 2006). Holding these camps may be one of the only ways of providing a native English environment within a non-English speaking country. With that in mind, educators should consider how to give a fair opportunity for students to participate in English camps in order to minimize an “English divide” between children of wealthy parents and those from lower income families.

3 Research Method

3.1 Participants

The students were participating in a five-day English camp program that took place during the summer of 2015. The participants were 18 first-year undergraduate students (8 men, 10 women) majoring in English language and cultures at a private university in central Japan. The average age is 18.6. This camp was an elective course, and the participants were selected randomly among more than 50 students hoping to participate in this camp. During the camp, they were obliged to communicate only in English with each other as well as the instructors, so that they could have a simulated study abroad experience without getting too far out of their cultural and geographic comfort zone. The activities in this program (see Appendix 1) were mainly student-oriented and the participants needed to collaborate with other students in English, because the main goal of this camp was to enhance students' English communication skills and positive attitudes toward speaking in English. They were also encouraged to think creatively (it is called "creative thinking" in Japan), by performing a short-play, singing, and making stories in English. The instructors in the camp were two full-time professional native-English-speaking teachers at the university, so the participants knew them before the camp.

3.2 Procedures and measurements

The participants were asked to complete a background questionnaire, the FLCAS (Appendix 2), and the Perceived English Competence Scale (PECS) (Appendix 3) before and after taking part in the camp. The FLCAS and the PECS were utilized to measure the affective components of language learning.

The FLCAS, developed by Horwitz et al. (1986), is a self-report measure of language learners' feelings of anxiety in the foreign language classroom, consisting of 33 statements, which are reflective of communication apprehension (CA: 11 statements), test anxiety (TA: 15 statements), and fear of negative evaluation in the foreign language classroom (FNE: 7 statements) (p.129). The students were asked to rate each item on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). When statements of the FLCAS were negatively worded, response were reversed and recoded. Since this scale asked especially about English anxiety, the words of "language(s)" and "(the) foreign language" in the FCLAS changed to "English". The range of the total score is from 33 to 165.

The PECS, consisting of 12 items, was originally developed as measuring perceived communication competence (PCC) by MacIntyre and

Charos (1996). The PCC, which measured self-perceived communication competence, is used to measure the affective components of language learning. In this study, the PCC was modified as the PECS in accordance with Yashima's study (2002). Respondents indicated the percentage of time for which they felt competent when communicating in English with each type of receiver (strangers, acquaintances, and friends) and in each communication context (public speaking, talking in meetings, talking in small groups, and talking in dyads). The range of the total score is from 0 to 400 for each type of receiver, and from 0 to 300 for each communication context.

The reason for employing the PECS as well as the FLCAS is that because anxiety in learning L2 is related to students' affective variables in L2 including perceived L2 communication competence (e.g., Horwitz, 2001; MacIntyre, 1999; MacIntyre & Charos, 1996; Yashima, 2002; Young, 1986; 1990), this study tried to examine how the anxiety about learning English and perception of their English competence would be changed because of the camp.

In order to translate English into Japanese, back translation was conducted for the questionnaires. In this study, a nonparametric test (Wilcoxon signed-rank test) was employed for statistical analysis, because the data did not show the normal distribution based on the Kolmogorov-Smirnov test. The participants were asked open-ended question in Japanese before and after the camp in order to explore factors which the scales might not reveal. They were able to express their feelings and reflect on their experiences during the camp in their own words.

4 Results

4.1 Questionnaires

Overall, the results indicate that the living and learning in an "English only" environment had a significant influence on students' affective factors, even though the period at the camp was short. All of the aspects of the FLCAS (communication apprehension, test anxiety, and fear of negative evaluation) decreased significantly after the camp (see Table 1). As for the PECS, all of the categories except interpersonal conversation significantly increased after the camp (see Table 2).

Table 1. The FLCAS ($N = 18$)

| | Pre | Post | z |
|-----|---------------|---------------|---------|
| CA | 34.67 (19-48) | 28.82 (14-44) | -3.02** |
| TA | 42.42 (28-62) | 36.76 (24-56) | -3.37** |
| FNE | 20.67 (14-25) | 18.50 (8-29) | -2.08* |

median (interquartile range) * $p < .05$ ** $p < .005$

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Table 2. The PECS ($N = 18$)

| | Pre | Post | z |
|------------------------------|----------------|-----------------|---------------|
| Stranger | 113.50 (0-220) | 171.11 (13-272) | -3.62** |
| Acquaintance | 156.61 (0-260) | 222.28 (26-325) | -3.44** |
| Friend | 205.94 (0-368) | 251.22 (51-335) | -2.99** |
| Group Discussion | 125.72 (0-195) | 172.17 (21-243) | -3.41** |
| Meeting | 109.38 (0-185) | 151.83 (35-223) | -3.38** |
| Interpersonal Conversation | 134.56 (0-200) | 143.94 (24-222) | -.42 |
| Public Speaking | 106.38 (0-170) | 176.67 (10-260) | -3.73** |
| median (interquartile range) | | | ** $p < .005$ |

In order to examine these findings in more detail, the participants were categorized into two groups according to their TOEIC score from one month before the camp. The average score of the upper group was 437 and the average score of the lower group was 310. The reason for this division was to see if there were any significant differences in students' anxiety and perceived English competence depending on English ability. Although neither group is "high" in terms of the average score of university freshmen in Japan (433) (TOEIC, 2018), such a comparison may still give insights into how current English level mediates the impact of the camp on student anxiety and perceptions of their English competence.

The results showed that though there were no significant differences in the PECS between those groups, some differences existed between the upper and lower groups in the FLCAS (Table 3 and 4).

Table 3. The FLCAS ($n = 9$) The upper group

| | Pre | Post | z |
|------------------------------|---------------|---------------|---------------------------|
| CA | 35.89 (19-48) | 27.11 (14-44) | -2.67** |
| TA | 43.61 (28-62) | 36.22 (25-56) | -2.55* |
| FNE | 21.00 (14-25) | 18.11 (8-29) | -1.55 |
| median (interquartile range) | | | * $p < .05$ ** $p < .005$ |

Table 4. The FLCAS ($n = 9$) The lower group

| | Pre | Post | z |
|------------------------------|---------------|---------------|-------------|
| CA | 33.44 (27-43) | 30.75 (15-41) | -1.16 |
| TA | 41.22 (32-49) | 37.38 (24-46) | -2.20* |
| FNE | 20.33 (18-24) | 18.89 (14-26) | -1.55 |
| median (interquartile range) | | | * $p < .05$ |

As mentioned above, the findings show that the students perceived their English communication competence to be better after participating in the camp except for their one-to-one English communication style, regardless of their English level (Table 2). In terms of anxiety, the results were different: while communication apprehension in English and English test anxiety were reduced significantly in the upper group (Table 3), only English test anxiety was reduced in the lower group after the camp (Table 4). It can be presumed that a five-day English camp was not enough to influence students' fear of negative evaluation in English regardless of their English level, whereas all the students felt less English test anxiety after the camp. After the camp, communication apprehension in English was only significantly decreased in the upper class. These differences in the results might have been induced by the length of the camp and the students' English proficiency level.

4.2 Open-ended questions

Researching from a qualitative point of view, the open-ended questions were posed before and after the camp in order to find any factors the scales could not reveal. Here are some of the students' comments on the camp (n = the number of comments). Some of the students gave several comments on each question.

Before the camp

1. *Please describe your worries about the English camp.*

- I am nervous about whether I can communicate in English smoothly. (n = 6)
- I guess I want to speak in Japanese at some point. (n = 3)
- I am worried whether I can express my opinions in English. (n = 2)
- It is very tough for us to communicate only in English for five days. (n = 2)
- I am scared about suddenly being spoken to in English. (n = 1)
- I am worried about whether I will be able to understand teachers' instructions and do activities. (n = 1)
- I doubt if I will catch teachers' English, because their talking will be so fast. (n = 1)
- I worry whether I will be able to communicate by using gestures if I do not understand what others say in English. (n = 1)
- I have to think about the things I want to say in Japanese first because my English is not good enough to communicate. (n = 1)
- No comments. (n = 2)

2. *What do you expect from the English camp?*

- I would like to enhance my English (communication) abilities/skills. (n = 11)

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- I want to make friends. (n = 3)
- I would like to memorize daily English conversation. (n = 1)
- I want to challenge myself to communicate in English as much as I can. (n=1)
- I would like to get accustomed to communicating in English. (n = 1)
- I want to raise my TOEIC score after the camp. (n = 1)
- I want to eat delicious food. (n = 1)
- Not in particular. (n = 1)

After the camp

1. *How do you perceive your English communication ability after the camp?*

- I feel sure that my listening ability has improved. (n = 8)
- I have become more willing to communicate in English. (n = 3)
- I have learned some useful English expressions for daily conversation. (n = 2)
- I feel less nervous about speaking English, and my listening skill is getting better. (n = 1)
- I have a feeling of closeness to English, and it is easy to use. (n = 1)
- I think I have gained a positive attitude toward speaking in English, and my listening skill is also getting better. (n = 1)
- I have acquired some knowledge of English, and I am sure that I have gained English skills during the camp. (n = 1)
- I became willing to communicate in English. (n = 1)
- I believe my English ability has not changed, because the conversation and the activities during the camp were not that difficult for me. (n = 1)
- No comments. (n = 1)

The results of the open-ended questions revealed students' mixed feelings clearly. Most of them worried about taking part in the camp to some degree because of "English only" policy while they also seemed to be excited about enhancing their English communication skills. After the camp, most of the participants gave positive comments on the camp in terms of their English communication ability. It is important to note that almost half of them felt that their listening skill improved. Since the studies indicate that reducing anxiety and having higher perceived competence in L2 lead to WTC in L2 (MacIntyre and Charos, 1996; Yashima, 2002; Yashima, Zenk-Nishide, & Shimizu, 2004), the results of the questionnaires and the open-ended questions in this study are supported by the previous findings.

5 Discussion

This study found out that participating in the camp gave students some beneficial influences on their affective variables such as anxiety and

perceived English competence. As for anxiety about learning English, there were some different findings depending on their English level. According to the findings from the FLCAS, communication apprehension and test anxiety decreased significantly in the upper level group and only test anxiety decreased in the lower group. These results can be considered to show that learners' English proficiency level has a relatively important influence on the way of dealing with English communication. The possible reason why only test anxiety decreased in the lower group is that the five-day camp was not long enough to affect their anxiety relating to internal affective factors such as apprehension and fear of evaluation. It is presumed that the five-day camp has a positive influence on changing students' attitudes toward taking English exams, even though it may be too short to affect their "internal" affective factors such as apprehension and fear of evaluation.

The findings regarding perceived English competence suggest that the activities of singing, performing a short-play, creating a story with the others, and filming in English have a positive effect on increasing students' perception of their communicative English skills, while there was no significant impact on interpersonal communication in English. Since the activities during the camps tended to be group-oriented activities such as games, show and tell, cooking, and a field trip (Fujii et al., 2013; Shiratori, 2017), some one-to-one activities such as pair-work need be added to the program in order to enhance students' perceived interpersonal communication competence.

Analyzing the students' comments revealed that the students had uncertainty about the English camp as well as being excited to spend time in an "English only" environment before the camp, and they had built confidence and had "willingness to communicate in English" after the camp. In terms of English ability, eight of them felt they had improved their English listening ability. Given that studies have found that decreased student L2 anxiety, student perception that their L2 communication skills are higher, and student gains in WTC in L2 are related to improving their L2 proficiency (e.g., Dörnyei, 2003; MacIntyre & Charos, 1996; Tanaka & Ellis, 2003; Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004), the findings of this study imply that a short-term intensive English camp can motivate learners to communicate in English more than studying in a classroom setting, and so may lead to improve their actual English proficiency.

6 Conclusion and Implications

6.1 Major findings

This study explored how students' anxiety in English changed through a short-stay, all-English camp. The findings show that an intensive five-day English camp had a significant positive influence on students' affective

variables such as some kinds of anxiety and perception of their own English communication skills. These results support previous research findings (e.g., Cho, 1999; Seong, 2012; Shiratori, 2017; Yoo, 1999). As affective variables and L2 proficiency are correlated closely (e.g., Dörnyei, 2003; MacIntyre & Charos, 1996; Tanaka & Ellis, 2003; Yashima, 2002; Yashima, et al., 2004), it is worth mentioning that exposing students to “English only” environments could lead to improvement in their L2 proficiency. The results of analyzing the students’ comments revealed that through the English camp, they fostered positive attitudes toward communicating in English.

In 2003, MEXT announced a language education policy, the Action Plan to Cultivate “Japanese with English abilities”, recommending measures such as setting higher achievement goals for English proficiency in secondary education; establishing Super English Language High Schools (immersion education in English); improving teacher quality by utilizing commercially available tests; and introducing English to the elementary school curriculum. This reform seemed to “drastically change” English education in Japan; however, it is a fact that students’ English abilities have not significantly increased (MEXT, 2018). Some researchers have pointed out the defects and problems that the Action Plan did not reflect current English teachers’ opinions or the reality of EFL education in Japan (e.g., Erikawa, 2005; Moriizumi, 2004; Okuno, 2007). Okuno (2007) argued that because Japan is an island nation with no history of prolonged governance by English-speaking countries, Japanese see little necessity for English in everyday life. Instead, for most it is merely a hurdle for university entrance or job applications.

Considering their reasonable claims, one of the possible solutions for giving students a chance to communicate in English is to conduct an intensive English camp. Though it may seem to be just a short-term experience for students, the findings of this study showed that such camps have significant positive influences on students’ affective variables such as English anxiety, which is more likely to lead to enhance their WTC in English and to improve their English proficiency. Besides, compared with studying abroad, participating in an English camp is more economical, and may be safer for young English learners.

6.2 Limitations and suggestions for further research

As an attempt to investigate the influences of an English camp on learners’ English anxiety in the Japanese EFL context, the study has several limitations. The number of students was relatively small and a five-day English camp would not be long enough to enhance students’ English proficiency. Furthermore, a study investigating how students’ English proficiency changes not only during the English camp but also after the camp should be conducted. Therefore, a future study of how students’ affective factors, such as English anxiety and perceived English competence, relate to their English proficiency should be conducted. This should be a longitudinal study with more subjects.

It is also important to consider what kinds of skills and experiences participants are expected to acquire during the camp. Though there may be differences depending on purposes of learning English and participants' English proficiency levels, creating some basic guidelines for conducting an intensive English camp could be beneficial for learners as well as instructors.

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**Appendix 1
Camp Schedule**

| | |
|---|--|
| <p>Day 1</p> <p>16:00-17:30 Orientation</p> <p>17:50-19:30 Dinner and Free time</p> <p>19:30-21:00 Playing card games in English</p> | <p>Day 3</p> <p>16:40-18:00 Cooking (Teachers explain how to cook)</p> <p>18:10-20:00 Barbecue in English</p> |
| <p>Day 2</p> <p>9:30-12:30 Performing children's stories</p> <p>12:40-13:30 Lunch</p> <p>13:40-17:00 "Opera" (performing songs in English)</p> <p>17:00-20:00 Dinner and Free time</p> <p>20:00-21:30 Movie night (watching a movie in English)</p> | <p>Day 4</p> <p>9:30-12:30 Filming (students film their story)</p> <p>12:40-13:30 Lunch</p> <p>13:40-16:00 Filming (students film their story)</p> <p>16:00-17:30 Free time</p> <p>18:00-19:00 Dinner</p> <p>19:30-20:30 Viewing students' film</p> |
| <p>Day 3</p> <p>9:30-12:30 Acting a short play</p> <p>12:40-13:30 Lunch</p> <p>13:40-16:30 How stories work (Preparation for filming/Planning for filming)</p> | <p>Day 5</p> <p>9:30-11:30 Feedback discussion</p> |

**Appendix 2
Foreign Language Classroom Anxiety Scale (FLCAS) (English version)**

Directions: Please circle the number how you feel in each type of situation.
1 = strongly disagree, 5 = strongly agree

1. I never feel quite sure of myself when I am speaking in my English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
2. I don't worry about making mistakes in English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
3. I tremble when I know that I'm going to be called on in English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
4. It frightens me when I don't understand what the teacher is saying in English.
1 ----- 2 ----- 3 ----- 4 ----- 5
5. It wouldn't bother me at all to take more English classes.
1 ----- 2 ----- 3 ----- 4 ----- 5

6. During English class, I find myself thinking about things that have nothing to do with the course.
1 ----- 2 ----- 3 ----- 4 ----- 5
7. I keep thinking that the other students are better at English than I am.
1 ----- 2 ----- 3 ----- 4 ----- 5
8. I am usually at ease during tests in my English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
9. I start to panic when I have to speak without preparation in English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
10. I worry about the consequences of failing my English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
11. I don't understand why some people get so upset over English classes.
1 ----- 2 ----- 3 ----- 4 ----- 5
12. In English class, I can get so nervous I forget things I know.
1 ----- 2 ----- 3 ----- 4 ----- 5
13. It embarrasses me to volunteer answers in my English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
14. I would not be nervous speaking English with native speakers.
1 ----- 2 ----- 3 ----- 4 ----- 5
15. I get upset when I don't understand what the teacher is correcting.
1 ----- 2 ----- 3 ----- 4 ----- 5
16. Even if I am well prepared for English class, I feel anxious about it.
1 ----- 2 ----- 3 ----- 4 ----- 5
17. I often feel like not going to my English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
18. I feel confident when I speak in English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
19. I am afraid that my English teacher is ready to correct every mistake I make.
1 ----- 2 ----- 3 ----- 4 ----- 5
20. I can feel my heart pounding when I'm going to be called on in English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
21. The more I study for an English test, the more confused I get.
1 ----- 2 ----- 3 ----- 4 ----- 5
22. I don't feel pressure to prepare very well for English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
23. I always feel that the other students speak English better than I do.
1 ----- 2 ----- 3 ----- 4 ----- 5
24. I feel very self-conscious about speaking English in front of other students.
1 ----- 2 ----- 3 ----- 4 ----- 5
25. English class moves so quickly I worry about getting left behind.
1 ----- 2 ----- 3 ----- 4 ----- 5

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26. I feel more tense and nervous in my English class than in my other classes.
1 ----- 2 ----- 3 ----- 4 ----- 5
27. I get nervous and confused when I am speaking in my English class.
1 ----- 2 ----- 3 ----- 4 ----- 5
28. When I'm on my way to English class, I feel very sure and relaxed.
1 ----- 2 ----- 3 ----- 4 ----- 5
29. I get nervous when I don't understand every word the English teacher says.
1 ----- 2 ----- 3 ----- 4 ----- 5
30. I feel overwhelmed by the number of rules you have to learn to speak English.
1 ----- 2 ----- 3 ----- 4 ----- 5
31. I am afraid that the other students will laugh at me when I speak English.
1 ----- 2 ----- 3 ----- 4 ----- 5
32. I would probably feel comfortable around native speakers of English.
1 ----- 2 ----- 3 ----- 4 ----- 5
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.
1 ----- 2 ----- 3 ----- 4 ----- 5

Appendix 3
Perceived English Competence Scale (PECS)

Directions: Imagine that you live in an English-speaking country. Below are 12 situations in which you might need to communicate in English. People's abilities to communicate effectively vary a lot and sometimes the same person is more competent to communicate in one situation than in another. Please indicate how competent you believe you are to communicate in each of the situations described below.

Please indicate in the underlined space provided at the left of each item the percentage of your competence in each type of situation.

0 = incompetent, 100 = completely competent

1. _____ Talk in a small group (about 5 people) of acquaintances.
2. _____ Present a talk to a group (about 30 people) of strangers.
3. _____ Present a talk to a group (about 30 people) of friends.
4. _____ Talk in a small group (about 5 people) of strangers.
5. _____ Talk in a large meeting (about 10 people) of strangers.
6. _____ Talk in a large meeting (about 10 people) of friends.
7. _____ Talk with a friend.
8. _____ Talk in a large meeting (about 10 people) of acquaintances.

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9. _____ Talk with an acquaintance.
10. _____ Present a talk to a group (about 30 people) of acquaintances.
11. _____ Talk with a stranger.
12. _____ Talk in a small group (about 5 people) of friends.

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