実用英語教育学会紀要

SPELT JOURNAL

第 10 号

The Society of Practical English Language Teaching

2021　3

実用英語教育学会

目次

巻頭言

SPELT JOURNAL 第 10 号の発刊に寄せて

　実用英語教育学会の紀要発行は、第 10 号となる。コロナ禍の状況にもかかわらず本紀要に 2 本が寄稿された。

　1 本目は、「A Consideration of the Required English Education Goals for 2030: The Case of Taiwan's Challenge」である。この論文の著者は、共同で 4 年続けて台湾の英語教育をターゲットにしている。台湾の英語教員養成教育に着目し、日本の教員養成カリキュラムや教育実習、また両国の中学校英語教科書の関係詞節から見る言語活動を比較、分析した。また、vocabulary、readability、types and timings of new grammar structures についても調査をしてきた。今回は、Education First. EF English proficiency index の資料データを引用し、台湾と日本の英語教育の動向を分析して示唆する内容である。データの抽出を上手に行い分析し、日本より少し良い効果が出ている結果に視点を当てて比較・考察した。台湾の英語教育の施策として「2030Bilingual　Country　Project」がある。その継続施策が、課題もありながら台湾の英語教育の効果をいかに引き上げているのか、日本にとって大変参考になる内容である。CLIL の教授法は、ヨーロッパでは伝統があるが、日本ではまだ機能が十分に発揮されていないと言われている。台湾では CLIL の教材やその指導方法がどのような効果をもたらしていくのか興味がまた注がれた。

　2 本目は、「Storytelling of Manga for oral proficiency development: Providing pair work based on Willingness to Communicate」である。著者は Willingness to Communicate（WTC）の視点から、特に 4 技能（5 領域）の中で今注目されている speaking skills にフォーカスし大学での実践教育を通して、データを集め分析した内容である。Speaking skills の能力を計測するのは、なかなか難しい作業であるが、pair work を行い漫画の storytelling をする活動を導入しての調査・分析である。Pre と Post-storytelling のアンケート調査を行い、その分析から今後の展望を示唆した内容である。このような実践教育からは、多種多様な英語教育のアプローチを学ぶことが可能になるし、継続して調査・分析することでデータの蓄積が出来て、もっと展望が見えて来ることが期待出来る論文である。

　本紀要では、英語教育をどのように今後考えていき、そして、具体的な策を出して、課題解決に向けてそれを皆さんといかに共有していくか追求している。豊富なデータ収集の分析・検証や実践教育を通して、理論と実践を往還する確かな研究を積み重ねていく所存である。

実用英語教育学会会長
札幌学院大学　釣　晴彦

A Consideration of the Required English Education Goals

for 2030: The Case of Taiwan's Challenge

Noriko IMAI   Rie SUGIURA
(Kochi University)   (Tokai University)

Abstract

With the rapid development of Information and Communication Technology (ICT), globalisation has advanced throughout the world. Along with this, the role of English education has become much more important. One of the goals of language teaching is to foster students' abilities to convey information and ideas or communicate with each other in English. The purpose of this study is to discuss the achievements and challenges of the Taiwan's English education reform, and to provide some guidance for English education in Japan for the future. First, we focused on an investigation of the English language proficiency by organizing the latest results of the EF English Proficiency Index (EF EPI) to analyse and examine the results from three perspectives, namely, 'context of English use', 'language distance', and 'English education background'. Among those results of EP EFI scores in Asia, we selected the case of Taiwan, whose score was slightly higher than that of Japan in 2019, and investigated its national project, called the '2030 Bilingual Country Project.'

Introduction

There are approximately 7.8 billion inhabitants in the world (United Nations, 2019). Of these, nearly 400 million are native English speakers and 2.1 billion people in fifty-four countries use it as an official or semi-official language (Ministry of Education, Culture, Sports, Science and Technology: MEXT, n.d.). In fact, English does not rank first regarding the number of the first language speakers, rather, it has gained prominence from its popularity as a foreign language in many countries and areas, including Japan. In addition, according to the Power Language Index ranking by Chan (2016), English is now the most dominant language. Therefore, it is indisputable that the English language plays a crucial role as a useful medium in the world.

Moreover, due to the growing impact of Information and Communication Technology (ICT), globalisation has made great progress, and as a consequence, the role of English education has also been growing. Therefore, reforms to English language education across nations and their regions have occured.

Because it is an advanced nation, we selected Taiwan, as an example of a nation in the same English educational context as Japan. It has launched a national project called the '2030 Bilingual Country Project'. In Japan, we can observe that recent changes to curriculum guidelines made teaching English mandatory in elementary schools as of the 2020 academic year. Moreover, the emphasis of educational goals in junior high and high school English classes has shifted to put more emphasis on the enhancement of the ability to use English. MEXT has pushed hard to enhance English education so that students can improve their English proficiency. Next, we discuss the achievements and challenges for Taiwan's English education reform and provide teachers with some suggestions for English education in Japan for the future.

In the light of the above, first we reviewed the investigation of the English language ability itself and then analysed and examined the results from three perspectives: context of English use, language distance, and English education background.

1. From the Perspective of the English Proficiency Level

As an indication of English proficiency, the 'EF English Proficiency Index (EF EPI)' (Education First, 2020) is helpful. It is the world's most comprehensive ranking of countries and regions by English skills with 100 countries and regions. The report analysed the results of 2.2 million adults who took the EF Standard English test in 2019, as shown in Table 1.

The English proficiency ranking shows that the Netherlands is ranked at the top of 100 countries. The rankings of Denmark and Finland have risen from 5th to 2nd, and from 8th to 3rd, respectively since the previous year. Looking at Asian regions, Singapore has been ranked first (10th globally), while Japan came in 9th (55th globally), behind South Korea, which was 4th (32nd globally) and China, which was 6th (38th globally). Japan's EP EPI score was 487, and its position in Asia was 9th out of 24. While the ranking of Japan in Asia rose from 11th in EF EPI 2019 to 9th, it has slipped from the global perspective. Additionally, its rank has been decreasing from moderate to low proficiency (see Table 2).

Table 1

Global Ranking of Countries and Regions in English Proficiency

(Based on Education First, 2020)

Top ten out of 100	Score	Top 10 in Asia	Rank in 100	Score
1. Netherlands	652	1. Singapore	10	611
2. Denmark	632	2. Philippines	27	562
3. Finland	631	3. Malaysia	30	547
4. Sweden	625	4. South Korea	32	545
5. Norway	624	5. Hong Kong, China	33	542
6. Austria	623	6. China	38	520
7. Portugal	618	7. Macau, China	45	505
8. Germany	616	8. India	50	496
9. Belgium	612	<u>9. Japan</u>	55	487
10. Singapore	611	10. Nepal	60	480

Note. 94% of all respondents were under the age of 60. The median age was 26.

The average score was 500.

Table 2

The English Proficiency Trend of Japan Over a Decade

(Based on Education First, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020)

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
Rank	22/54	26/60	26/63	30/70	35/72	37/80	49/88	53/100	55/100
Level	M	M	M	M	L	L	L	L	L

Note. M stands for 'moderate', and L stands for 'low'.

Although the global ranks of Taiwan in 2017 and 2018 were close to those of Japan, Taiwan ranked 38th in 2019 (Table 3). As for 2020, the result was not presented for Taiwan. However, Taipei city in Taiwan ranked 28th with the score of 550 according to EF EPI city scores, which ordered English proficiency level of 79 cities, Tokyo being 38th with a score of 513 (Education First, 2020).

Table 3

The English Proficiency Trend of Taiwan Over a Decade

(Based on Education First, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020)

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
Rank	30/54	33/60	30/63	31/70	33/72	40/80	48/88	38/100	NL
Level	L	L	M	M	M	L	L	M	NL

Note. NL stands for 'not listed'.

The proficiency bands of five levels in EF EPI are aligned with the Common European Framework of Reference (CEFR) (see Tables 4 and 5).

Table 4

Correlation between EF EPI Scores and CEFR Level

(Based on Education First, 2020)

	EF EPI Scores	CEFR
Very High Proficiency	700-800	C2
	600-699	C1
High Proficiency	500-599	upper half of B2
Moderate Proficiency	400-499	lower half of B2
Low Proficiency	400-499	upper half of B1
Very Low Proficiency	400-499	lower half of B1
	300-399	A2

Table 5

EF EPI and CEFR (Based on Education First, 2020)

	Rank Range	Score	EF EPI Scores	CEFR
Very High Proficiency	1~	652	600-699	C1
	12	607		
High Proficiency	13~	599	500-599	B2
	29	555		
Moderate Proficiency	30~	547		
	47	503		
Low Proficiency	48~	499	400-499	B1
	74	453		
Very Low Proficiency	77~	448		
	100	430		

Japan (487 points) is banded to low proficiency, which corresponds to the upper half of B1, and Tokyo (513 points) is in the moderate proficiency, while Taipei (550 points) is banded to high proficiency, which corresponds to a CEFR rank in the upper half of B2.

2. Analyses of EF EPI from Three Perspectives

In this section, we analyse the results of EF EPI in terms of three perspectives. That is, we consider the context of English, how the language distance influences English proficiency, and English education, focusing on Taiwan and Japan.

2.1 Context of English Use

The spread of English around the world is often discussed in terms of three distinct groups: English as a native language (ENL), a second language (ESL), and a foreign language (EFL). The classification of English as ENL, ESL, and EFL is referred to Kachru's (1985) Inner, Outer, and Expanding Circles, respectively. In this model, the Inner Circle consists of countries where English is historically the first language to be used. The Outer Circle is comprised of countries where English plays a role as an official language or influences business. The Expanding Circle is made up of countries where English has been learned as a foreign language at schools.

Looking at the top ten countries or areas in EF EPI 2020 in Asia, the top three belong to the Outer Circle (see Table 6). Japan ranked 9th within the Expanding Circle. Although Taiwan was not presented in this segment, it also belongs to the Expanding Circle.

Table 6

Classification of the Outer Circle and the Expanding Circle in Asia
(Based on Kachru, 1985)

Circles	Countries or regions in Asia
Outer Circle (ESL)	1. Singapore, 2. Philippines, 3. Malaysia, 5. Hong Kong, China, 8. India
Expanding Circle (EFL)	4. South Korea, 6. China, 7. Macau, China, 9. Japan, 10. Nepal

When viewed in this light, it seems reasonable to argue that the language environment has a strong influence on English proficiency and both input and output are necessary. However, neither exposure to input nor ample opportunities for output are provided in the EFL context compared with the ESL context. Ortega (2009) described the different amounts of time required in each circle as below:

> At three hours a week by nine months of school a year, students enrolled in a foreign language in school may experience as little as 540 hours of actual instruction and L2 exposure over five years. By contrast, in the same chronological time window, learners in L2 environments may accrue about 7,000 hours of L2 exposure (if we calculate a conservative four hours a day). (p.17)

It has been found that the amount of L2 exposure varies between ESL and EFL. It is commonly acknowledged that some sort of input is

essential for language learning (Gass, 1997).

2.2 From the Perspective of Language Distance

Language distance means how different one language is from another linguistically, genetically, typologically, and according to other parameters. According to Hawkins' (2007) "An Initial Scale of Typological and Genetic Distance from English (using basic word order and head ordering as (the only) typological features and Indo-European (IE) vs nonIE, and divisions with IE, as (the only) genetic features)" (p.8), Japanese is far from English (see Table 7). Taiwanese is considered to be in the same position as Chinese linguistically. This is because the language differences between the two languages are not dramatic (Chang-Castillo and Associates, 2013). Therefore, Taiwanese can also be said to be far from English.

Table 7
Language Distance from English (Based on Hawkins, 2007)

	1	2	3	4	5	6
Languages	English	Spanish French German	Russian Polish	Vietnamese	Chinese	Japanese Korean Turkish

The Foreign Service Institute (FSI) in the U.S. Department of State has created a list of language difficulty rankings. It is an indication of how long a native English speaker would need to reach proficiency in a number of different languages. There are five categories ranked comparatively from easier to the more difficult languages based on the approximate time a learner would need to learn a specific language as an English native speaker. Languages that belong to category I are closely related to English, and require 575-600 hours. Similarly, the number of hours required for category II (languages similar to English) is 750 hours, for category III (languages with linguistic and/or cultural differences from English) the figure is 900 hours, for category IV (languages with significant linguistic and/or cultural differences from English) it is 1,100 hours, and finally, category V (languages which are exceptionally difficult for native English speakers) requires 2,200 hours. FSI estimates that languages used in Asia are sufficiently difficult. Furthermore, Japanese is considered to be one of the most challenging languages to learn for an English native speaker (Tables 8 and 9). Although Taiwanese was not presented in this list, it is also considered to belong to category V.

Table 8

Intralingual Distance from English Language in the World

(Based on the Foreign Service Institute, n.d.)

Top ten out of 100	Official Language(s)	Category from I to V
1. Netherlands	Dutch	I
2. Denmark	Danish	I
3. Finland	*Finnish	IV
	Swedish	I
4. Sweden	Swedish	I
5. Norway	Norwegian	I
6. Austria	German	II
7. Portugal	Portuguese	I
8. Germany	German	II
9. Belgium	Dutch	I
	French	I
	German	II
10. Singapore	Mandarin	V
	English	—
	Malay	NL
	Tamil	NL

Note. NL stands for 'not listed'.

Languages with an asterisk (*) are usually considered to be more difficult than other languages in the same category.

It is worth noting that Finnish is ranked at the top even though it is considered to be more difficult than others in the category IV.

Table 9

Intralingual Distance from English Language in Asia

(Based on the Foreign Service Institute, n.d.)

Top 10 in Asia and Japan	Official Language(s)	Category from I to V
1. Singapore	Mandarin	V
	English	—
	Malay	NL
	Tamil	NL
2. Philippines	Philippines	NL
	English	—
3. Malaysia	Malay	III
4. South Korea	Korean	V
5. Hong Kong, China	Cantonese	V
6. China	Mandarin	V
7. Macau, China	Cantonese	V
8. India	Hindi	IV
	22 languages	
9. Japan	*Japanese	V
10. Nepal	Nepali	IV

Note. NL stands for 'not listed'.

Languages with an asterisk (*) are usually considered to be more difficult than other languages in the same category.

As stated above from the perspective of language distance, and considering the number of hours required for a native English speaker to learn a specific language, it is presumed that it takes a lot of time for speakers of Asian languages to acquire English.

2.3 English Education Background

The grade level for the beginning of English education at school varies across countries and regions. According to a survey about primary English teaching conducted by the British Council (Rixon, 2013), 30 out of 64 countries and regions responded that they officially started teaching English during the first grade of elementary school. This includes Singapore, which ranks 10th in EF EPI (Education First, 2020), despite the intralingual distance of Mandarin from English. However, it cannot be confidently concluded that teaching English at younger age is more effective. Denmark, which ranks 2nd in EF EPI 2020, starts teaching English in the fourth grade; meanwhile, Finland, which ranks 3rd, starts in the third grade (Rixon, 2013).

Taiwan made teaching English mandatory in the third grade in 2005. The

Ministry of Education in Taiwan set the twelve-year curriculum in 2014 and it was put into practice in 2018. The twelve-year curriculum extends from kindergarten to senior high school in the national basic education, and focuses on cultivating competencies, rather than knowledge and memorisation (Chen & Huang, 2017).

Japan also focuses on competencies in English teaching as the *Course of Study* (MEXT, 2018) describes. Japan started English education in the fifth and sixth grades as a subject, and Foreign Language Activity in the third and fourth grades as an area of study in 2020.

With regards to the demand of English proficiency, both Japan and Taiwan have faced the demands of a globalised society. In order to increase economic growth, one of the principal objectives of English teaching is to develop competencies for the 21st century.

3. Taiwan's Challenge for 2030

In this section, we consider Taiwan, an Asian region which has the same EFL contexts and a language distance from English similar to Japanese, as we have seen in Section 2.2. However, its ranking of EF EPI is higher than Japan's (see Section 1). Taiwan has decided to become a bilingual country by 2030. We offer an overview of its project.

3.1 OECD Future of Education and Skills 2030

The role of education in society is of the upmost importance for our unpredictable future. As ICT has developed in the 21st century, education can empower learners with important information and skills so they can be successful. The Organization for Economic Co-operation and Development (OECD) proposed 'The Future of Education and Skills 2030' project in 2016 with the aim of helping countries prepare their education systems for the future (OECD, n.d.). The OECD advocates that "the Future of Education and Skills 2030 aims to help education systems determine the knowledge, skills, attitudes and values students need to thrive in and shape their future." From the above perspective, educational reforms have been initiated and promoted in a lot of countries and areas, including Taiwan and Japan.

3.2 Goal of Becoming a Bilingual Nation

The Taiwanese government implemented action plans to strengthen a bilingual infrastructure at the beginning of the 21st century. In 2018, the former premier (and current vice-president) Lai Ching-te announced that Taiwan would pursue the policy goal of developing Taiwan into a bilingual nation,

gradually proceeding to have English as an official language, and asked the National Development Council (NDC) to serve as a coordinating agency (NDC, 2018).

The NDC formulated a blueprint for developing Taiwan into a bilingual nation by 2030 (NDC, 2018). This blueprint was not only related to the field of education but also the whole nation. In the blueprint, two policy objectives were proposed: cultivating people's English proficiency and elevating national competitiveness. To achieve these, the NDC proposed concrete strategies such as establishing an English learning and translation resources platform for all people to use, relaxing education-related laws and regulations, and bilingual government services (for all the strategies, see NDC, 2018).

The Ministry of Education (MOE) reacted positively to the NDC's blueprint proposal by "implementing full scale bilingualization of Taiwan's educational system and cultivating bilingual talents to bring Taiwan to the world" (MOE, 2018). The ministry proposed policies to achieve these goals, such as adopting a dynamic teaching approach called 'Content and Language Integrated Learning' (CLIL) and implementing 'Teaching English in English' (TEIE).

One of the significant features of the blueprint is that a target value was set for the Blueprint's 4 strategies in 2019 in order to evaluate the government's commitment to the policy. There are seven key performance indicators (KPI), and the target values were, for example, "completion of website establishment within 3 months," and "the ratio of all bilingual websites of central government agencies should be 70% within a year" (NDC, 2018). According to the report by the NDC (2020), all KPIs in 2019 were achieved except "relaxing education-related regulations" since the consensus has not been reached yet. In the report, concrete numbers and percentages of achievement by relevant ministries and councils are presented. The results seem to demonstrate the bilingual nation project has been proceeding successfully.

However, doubts about the success of the project have also been raised. While the Ministry of Education plans to increase the number of recruitment of native English speakers from 80 to 300 per year, Lin Tzubin, a professor at National Taiwan Normal University's Department education, criticises the number of English teachers as being too low to meet the demand of teachers as there are 3,883 schools in Taiwan (Taiwan News, 2020). Since only two years have passed since the project started, whether the results will be satisfactory or not is uncertain. Nevertheless, Taiwan's proactive efforts seem to be fruitful when considering the ranking in EF EPI, as discussed in Section 1. Taiwan improved from ranking 48th globally in 2018 to 38th in 2019. Furthermore, Taipei ranked 28th in the order of cities with the score of 550, which is categorised in the high proficiency band.

4. Japan's Movement

As globalisation progresses throughout the world, the English language plays a crucial role as a medium of communication. Japan has continued to reform education and implement plans to adapt. It revises the *Courses of Study* about every 10 years, and the new curriculum to be implemented from 2020 to 2022 updates teaching and learning to foster competencies for the 21st century. Related to 21st century competencies for their further integration into curriculum guidelines, the MEXT has summarised competencies according to quality and abilities, and these terminologies work as the basis for the advancement of competencies-based education in Japan (Kimura & Tatsuno, 2017). In terms of the definition of competencies, they state that "Research by the National Institute for Educational Policy Research (NIER) introduced 'competencies' as 'holistic qualities and abilities that include not only knowledge but skills and attitudes'"(p.4).

Furthermore, Japan has developed the Third Basic Plan for the Promotion of Education (2018-22), which focuses Japan's educational policy on how to support individuals to prepare for 2030 (OECD, 2018). This plan defines the future model of educational policies as being based on the assumption of changes that will occur in society by 2030 and after, with the philosophy of achieving the establishment of a lifelong learning society in order to achieve three directions, 'independence', 'collaboration', and 'creativity' (MEXT, 2018).

As previously mentioned, Japan is in a transition period. The *Course of Study* for elementary schools started in the 2020 academic school year, requiring students in the fifth and sixth grades to have English as a mandatory subject for 70 hours per year; that is, English has become an official part of curriculum from an elementary level. And English-language activities for 35 hours per year are brought forward to the third and fourth grades. Children are expected to acquire a range of vocabulary from 600 to 700 words including perceptive and productive words during the four years of elementary school. Additionally, those for junior and high schools will be revised in 2021 and 2022 respectively. English classes in junior high as well as high schools will be conducted in English as a basic rule. In addition, the number of words that students are expected to master will increase. It will be from 1,200 words to between 1,600 and 1,800 in lower secondary high school, and from 1,800 to between 1,800 and 2,500 in upper secondary high school. As we have seen, English teaching in Japan has undergone major education reforms to cultivate students' 'ability to use English'.

Conclusion

We have discussed the achievements and challenges for Taiwan's English education reform. Taiwan has adopted the new teaching approach of CLIL, not traditional teacher-led instruction. Lightbown and Spada (2006) identify the expectation that the CLIL approach enables students learn the subject matter content and the language at the same time. They can learn English and content together using English as the language of instruction. In addition, Taiwan has implemented the TEIE, which can allow students to receive ample comprehensible input. Although the recruitment of native English speakers is insufficient, considering that there is lack of the amount of input and input is essential for language learning, it seems that the MOE's approach is nonetheless promising or beneficial.

As we have mentioned, in Japan, the MEXT has been undergoing educational actions reforming the *Courses of Study*. One of the drastic changes is that it has started introductory English classes in the third and fourth grades and made the subject mandatory from the fifth grade. Even though English education has been introduced at an elementary level similar to Taiwan, it is imperative that school-level education at all kinds of schools should shift from a knowledge-based teaching style to a competencies-based one. In the new *Courses of Study* for junior and high schools, teachers are required to teach English in English; that is, Japan plans to promote implementation of the TEIE.

Moreover, considering the fact that Japan is in the EFL context, it is significant to reconsider how to lead them to understand the benefits of learning English and motivate students toward learning English autonomously. Because one of the biggest problems is not having the amount of time needed to acquire the language, students need to learn English outside the classroom willingly. Therefore, motivation is a crucial factor in the current situation in Japan. In addition, as an alternative approach of CLIL, teachers need to provide opportunities to use English as the language of instruction. To enable this, effective language activities should be provided in the classroom considering the environment outside the classroom so that students can apply what they have learned about vocabulary and grammar for the purpose of communication.

References

Chan, K. L. (2016). *Power language index: Which are the world's most influential languages?*
https://www.kailchan.ca/wp-content/uploads/2016/06/KC_Power-Language-Index_May-2

Chang-Castillo and Associates (2013). *The regional language differences between China and Taiwan.*
https://ccalanguagesolutions.com/regional-language-differences-between-china-and-taiwan/

Chen, H. L., & Huang, H. Y. (2017). *Advancing 21st century competencies in Taiwan.* Asia Society, Center for Global Education.
https://asiasociety.org/files/21st-century-competencies-taiwan. pdf

Education First. (2012) *EF English proficiency index.*
https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v2/ef-epi-2012-report-en.pdf

Education First. (2013) *EF English proficiency index.*
https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v3/ef-epi-2013-report-en.pdf

Education First. (2014) *EF English proficiency index.*
https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v4/ef-epi-2014-english.pdf

Education First. (2015) *EF English proficiency index.*
https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v5/ef-epi-2015-english.pdf

Education First. (2016) *EF English proficiency index.*
https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v6/ef-epi-2016-english.pdf

Education First. (2017) *EF English proficiency index.*
https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v7/ef-epi-2017-english.pdf

Education First. (2018) *EF English proficiency index.*
https://www.ef.co.uk/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v8/ef-epi-2018-english.pdf

Education First. (2019) *EF English proficiency index: A Ranking of 100 countries and regions by English skills.*
https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/__/~/media/centralefcom/epi/downloads/full-reports/v9/ef-epi-2019-english.pdf

Education First. (2020) *EF English proficiency index: A ranking of 100 countries and regions by English skills.*
https://www.ef.com/__/~/media/centralefcom/epi/downloads/full-reports/v10/ef-epi-2020-english.pdf

Gass, S. (1997). *Input, interaction, and the second language learner.* Mahwah, NJ: Lawrence Erlbaum.

Hawkins, J. A. (2007). *UCLES-RCEAL funded research projects, PROJECT I: The Cambridge Learner Corpus (CLC) Project.* https://languageresearch.cambridge.org/images/pdf/ucles_rceal_projects.pdf

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk and H.G. Widdowson (Eds), *English in the world: Teaching and learning the language and literatures* (pp.11-30). Cambridge University Press.

Kimura, D., & Tatsuno, M. (2017). *Advancing 21st century competencies in Japan.* Asia Society, Center for Global Education. https://asiasociety.org/files/21st-century-competencies-japan.pdf

Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford University Press.

MEXT. (2018). *The third basic plan for the promotion of education (Provisional translation).* https://www.mext.go.jp/en/policy/education/lawandplan/title01/detail01/1373799.html

MEXT. (n.d.). *Kiso data.* https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/004/siryo/attach/1379949.htm

MOE. (2018). *Implement in full scale bilingualization of Taiwan's educational system; Cultivate bilingual talents to bring Taiwan to the world.* https://english.moe.gov.tw/cp-117-21632-46F55-1.html

National Development Council. (2018). *Blueprint for developing Taiwan into a bilingual nation by 2030.* https://ws.ndc.gov.tw/Download.ashx?u=LzAwMS9hZG1pbmlzdHJhdG9yLzExL3JlbGZpbGUvMC8xMjE2OS9lOWIzZjRkZS05YmZmLTRiNzYtYTBlZS05NzQ5ODU3MzhmMzkucGRm&n=Qmx1ZXByaW50IGZvciBEZXZlbG9waW5nIFRhaXdhbiBpbnRvIGEgQmlsaW5ndWFsIE5hdGlvbiBieSAyMDMwLnBkZg%3d%3d&icon=..pdf

National Development Council. (2020). *Bilingual nation 2030: Highlights on implementation results of central government agencies in 2019.* https://ws.ndc.gov.tw/Download.ashx?u=LzAwMS9hZG1pbmlzdHJhdG9yLzExL3JlbGZpbGUvMC8xMjE2OS82ZjFkNzk2OS1iMGIxLTQyYjEtOWQyMC0yZjZkZTZlZTM3YmEucGRm&n=SGlnaGxpZ2h0cyBvbiBpbXBsZW1lbnRhdGlvbiByZXN1bHRzIGluIDIwMTktMTA5MDUxNC5wZGY%3d&icon=..pdf

OECD (n.d.). *OECD future of education and skills 2030: Project background.* http://www.oecd.org/education/2030-project/about/E2030%20Introduction_FINAL.pdf

OECD. (2018). *Education policy in Japan: Building bridges towards 2030.*

Ortega, L. (2009). *Understanding second language acquisition.* Hodder Education.

Rixon, S. (2013). *British council survey of policy and practice in primary English language teaching worldwide.* British Council.
https://www.teachingenglish.org.uk/sites/teacheng/files/D120%20Survey%20of%20Teachers%20to%20YLs_FINAL_Med_res_online.pdf

Taiwan News. (2020, Aug. 26th). *Taiwan's goal of going bilingual by 2030 unattainable: Education expert.*
https://www.taiwannews.com.tw/en/news/3995094

The Foreign Service Institute. (n.d.), *Foreign language training orientation.*
https://www.state.gov/foreign-language-training/

United Nations. (2019). *World population prospects.*
https://population.un.org/wpp/Publications/Files/WPP2019_Volume-I_Comprehensive-Tables.pdf

Storytelling of Manga for oral proficiency development:

Providing pair work based on Willingness to Communicate

Hiroko MIURA
(Hokkaido University of Science)

Abstract

Developing speaking skills has been drawing a lot of people's attention lately in Japan. In the context of public opinion, the Ministry of Education, Culture, Sports, Science and Technology has been seeking a way to measure speaking skills in the national examination to enter universities. Therefore, speaking skills will be focused on more in the near future. Taking this tendency into consideration, speaking activities were taken in an English course at a Japanese university. As students have anxiety in speaking English in general, Willingness to Communicate (WTC) was admitted as an important factor in speaking practice. To reduce students' anxiety of speaking English, pair work was adopted. This study aims to investigate if the storytelling of Manga in pairs can contribute to improving speaking skills. As quantitative research, two data collected in pre- and post-storytelling were compared and analyzed. As a result, the number of words and the amount of necessary information increased. For qualitative research, questionnaires were used. According to the research, it was revealed that the students understood why the speaking activity was introduced to the class, and they believed that practicing speaking with someone was important to improve speaking skills. They said that they learned new vocabulary, activated their knowledge of English through the storytelling activities. They found the storytelling difficult, but it was not clear if the task was too difficult for them in this study. Accuracy and the way of data collection should be considered more in further study.

Introduction

In English teaching and learning, there are four skills to master: listening, speaking, reading and writing. For a comparatively large number of candidates, only a written examination has been carried out to assess their English abilities

in Japanese educational institutions. That means assessing speaking skills has been ignored. This imbalanced measurement of candidates' English proficiency has got educators' attention. Because of this tendency, the National Center Test for University Admissions which has been widely used in many private as well as national and public universities, started including an English listening comprehension section in their entrance examination in 2006.

Now speaking skills are paid attention to as well, but measuring candidates' speaking ability is much harder than assessing listening skills. The name, National Center Test for University Admissions, will be changed to Common Test for University Admissions in 2021. Due to this change, it was thought that results of some external qualification tests could be used to prove candidates' abilities including speaking, but the idea was abandoned as not every student could afford to pay for such tests. Even so, the way to measure speaking skills have been under consideration and it will be included in the near future.

Therefore, the future generations will make an effort to enhance their speaking abilities for entering universities. Then students who have already started higher education also should acquire the skills not to be outdone by younger generations. It is imperative to find solution in Japanese English education. In this paper, an attempt to take storytelling activity in pairs in order to improve students' speaking skills will be explained.

1. Speaking tasks in Japan

In Japanese educational settings, speaking is one of the four skills that language learners need to master as mentioned above, and textbooks usually have tasks to practice speaking. However, some of the tasks seem to be disconnected from real use of oral communication. Three examples will be explained.

The first example is a speaking task adopted in an English textbook, "New Horizon English Course 3," for the third-year students of Japanese junior high schools (Tokyo Shoseki, 2015). However, it is more like a practice to say a sentence with a new grammar item, present perfect tense, that students should master. After the students learned how to use it, they move on to practice it orally. A student finds a partner and asks, "How long have you lived in your town?" (p. 25) to Student B, and he/she answers, "I've lived in my town for (two years)." Then the student A says, "(Student B) has lived in his/her town for (two years)," to the others. The problem is that many of the students in a class have lived in the town since they were born. Therefore, they make the same sentence and the activity sounds boring.

The second speaking task to be explained is in a textbook for college and university students (O'Brien, Mihara, Shiki & Kimura, 2012). Unlike the task mentioned above, this task seems to be well-designed to encourage students to think about the text more deeply: "Did Brad make the right decision?" or "What else should Brad add to his CV?" The questions are related to the content of the text and always open-ended. The problem here is that time to do this activity may differ depending on groups because there are no fixed answers. Group members agree with someone's opinion and conclude quickly, or some groups discuss a lot and spend more time on the task. From a teacher's viewpoint, it is not easy to make a teaching plan for the lesson.

A speaking task introduced next takes place in an unrealistic setting. The task is used for examinees who pass the written exam of the EIKEN Test in Practical English Proficiency, which is one of the most famous English qualification tests in Japan. They are required to take the interview test as the second stage. Eiken Foundation of Japan has released a sample test on their website (Appendix 1). After reading a short passage and answering a question, they are given 20 seconds to prepare to narrate a three-panel illustration shown on a card. Then they begin with the sentence written there. According to the sample answer, 24 out of 80 words are written on the card; in other words, the examinees read one-third of the text aloud even though it is a speaking task. It is natural to talk about something one has just read, but it is seldom to continue describing the next scene soon after reading about the previous illustration. Even so, it is understandable to focus only on a few sentences because limiting varieties of description made by examinees can be easier to evaluate from an examiner's point of view.

2. Storytelling

2.1 Storytelling in Educational Settings

Storytelling has been considered to be an effective pedagogical instrument to develop language skills. Parents read bedtime stories to their children and the children get involved in the stories with rich and authentic uses of the L1 language (Cameron, 2001). A considerable number of researches on storytelling have been conducted. Children learn language from adults as exemplary models. When adults read a story, they keep their eyes on children and communicate through not only a story but also intonation and gestures, including facial expression and body language. They rephrase the same thing in simple words if necessary, depending on children's language ability and experiences. There is much involvement between listeners and storytellers (Kim, 2010). Their performance influences children's development in oral and verbal language

development (Isbell et al., 2004) and a preferable communication attitude such as eye contact (Zeece, 1997).

The effectiveness of introducing storytelling to children is also applied to L2 or foreign language teaching for both children and adults (Brown & Hirata, 2007; Ellis, 2009). Atta-Alla (2012) says that engaging learners in storytelling-based English language learning activities encourages their oral expression and improves their oral communication skills. According to another research done in a Chinese teaching environment (Nguyen, Stanley & Stanley, 2014), where 30 adult students from different countries were learning Chinese in a Chinese college, both 15 instructors and the students were interested in doing storytelling in the classroom. In addition to the students' improvement of their language skills, they developed emotional intelligence, creativity, tolerance and the way to live in harmony.

The development of Information and Communication Technology (ICT) has led to unprecedented changes even in English teaching and learning. ICT encourages language learners to develop autonomy by using software and hardware. Focusing on speaking skills, technology allows students to assess their oral performance using recording tools (Healey, 2007). After producing target language output, students notice errors they made through online recording tools and correct their output (Chapelle, 1998). Digital Storytelling (DST) appeared in a series of these phenomena. Kim (2014) reports that all of 5 ESL learners at high-intermediate and advanced level improved English oral proficiency and gained self-confidence through self-assessment by recording their stories.

2.2 Storytelling in Japan

Offering contexts and language experience is essential in an EFL situation, such as in Japan, where English is not commonly used outside the classroom to broaden the learners' ideas about their world (Brown and Hirata, 2007). They emphasize that storytelling should not be passive learning for language learners. Therefore, it is crucial to follow the story by making them active through a cohesive classroom experience.

Udo (2019) introduced storytelling to teachers from pre-schools to high schools and speech therapists. They learned how to use storytelling without written words but with pictures and music, using skills and techniques for children who need special support. She concludes that consideration and ingenuity for children with special needs can be practically applied to English teaching.

The storytelling of Manga was introduced as one of the excellent materials to develop children's skills for writing composition in their mother tongue

(Gakken, 2012). Since writing only speech bubbles does not make the readers understand the story, they need to describe the outcome of the story. They need to explain good endings, with a causal relationship with the story. They also learn the difference between spoken and written languages in Japanese.

Oishi (2016) used 4-frame Manga in her Japanese class, which included four students from Southeast Asia. Text in speech bubbles was written in English although the original was Japanese. It was not always easy for the international students to understand the originals because a feature of Japanese language is to omit certain words. Writing a story was different from writing a self-introduction, which has many sentences starting from "I." At the end of the course, even a student finding it hard to write in Japanese could increase the number of words in order to tell the story in less time. Oishi also mentions the possible effectiveness of pair work to do this storytelling with the written form.

3. Willingness to Communicate

To be a good user of the target language, students need to produce the language as much as possible. However, many students are anxious about speaking in front of others. As teachers see their students' anxieties, they have second thoughts having oral communication in class. In order to break out of the vicious cycle, Willingness to Communicate (WTC) has started receiving remarkable attention. Language learners with high WTC have more potential to practice in L2 (MacIntyre, Clement & Conrod 2001), acquire a higher level of language fluency (Derwing, Munro & Thomson, 2008), and attain better language proficiency (Yashima, 2002). In order to develop WTC, it is necessary for language teachers to know their students' current WTC level; if they are ready to communicate in terms of mind and attitude to it.

To measure students' anxiety or confidence in communicating in the target language, questionnaires are used. According to the analysis of students' free description, students who had a lot of experiences working in pairs tended to be fond of English (Tsumura, 2010). On the contrary, many of the students who had not had such opportunities did not care for studying English. This study indicates that frequent use of pair work may reduce students' anxiety in English communication activities.

Nakahama, Tyler & Van (2001) investigated two types of interactions: a relatively unstructured conversation and an information-gap task focusing on lexical items between native speakers (NSs) and nonnative speakers (NNSs). From the interviews with NNSs, the students felt the former activity was more challenging than information-gap tasks. Negotiation exchanges, lexical and

syntactic complexity and also various strategies were found during the conversation at multiple levels. In the other study, students felt more satisfied when challenging tasks (Miura, 2020).

Watanabe (2017) focused on "Having things to communicate (HTC)" in students and investigated the relationship between HTC and WCT. In the educational setting where being proactive in class was more recommended than accuracy, tasks demanding HTC developed WCT.

4. About This Study

According to the previous research mentioned above, students can develop WTC through a communication activity which requires message to convey rather than an oral practice focusing on a certain lexical item or just having free conversation in English. In addition, speaking activities in pairs should be given frequently to reduce students' anxiety and build WTC. Even though expressing their opinions to the others is too big hurdle to overcome for some of the students, storytelling could be less stressful.

Manga written in Japanese was chosen as an appropriate material for storytelling because it was easy to read. It must be true that reading a story written in English can expand their vocabulary and provide an opportunity to use it. However, reading an English story takes time, and we are not sure if the students clearly understand the story. Moreover, it is natural for most students to have messages in their mother tongue in mind, and then express it in English in the real world. Therefore, understanding the story in Japanese and conveying the plot in English seem to be reasonable.

So far, very few attempts have been made at continuous use of storytelling to improve English speaking skills. In addition to that, its effectiveness from the perspective of WTC is still controversial. Based on these facts, the following hypothesis was set up: storytelling of Manga in pairs is a useful material that can reduce students' anxiety and develop their WTC for practicing speaking in English.

5. Methods of the Study

5.1 Participants

The participants were 66 freshmen who took English II as a required course in a Japanese university targeting the four language skills: listening, speaking, reading and writing. Students who have missing data were deleted and 57 students' data was analyzed in this study.

The students in two classes completed English Ⅰ in the first semester and took English Ⅱ consecutively in the second semester. Group members in English Ⅰ and Ⅱ were the same. 26 out of the 57 students were in the Nursing department, and the rest were all in the same class for the students belonging to Physical Therapy, Clinical Engineering and Radiological Technology departments.

The course level of the two classes was semi-advanced based on a commercially produced placement test that students took soon after entering the university. All the students in advanced and semi-advanced English classes used the same textbooks following the same syllabus, no matter which departments they enrolled in or which teacher conducted their classes. The students also took the same written examinations: mid-term and final examinations, that assessed listening, reading and writing, but not speaking. Even though speaking skills were exempted from evaluation, the skills were crucial as one of the course purposes was to improve English proficiency in oral communication.

The students worked together in pairs or small groups in English Ⅰ. Pair work was used to do information gap tasks, such as describing figures and spotting the differences, as speaking activities in every lesson with different partners. According to the previous survey (Miura, 2020), a group of students who frequently changed partners to do pair work was more satisfied with the course than the other group of students who had fixed pairs. Small groups, usually consisting of four students, were applied when confirming the meaning of the passage from the textbook or checking the answers of questions before doing it in a whole class.

5.2 Procedure

Approximately 15 to 20 minutes were used for the speaking activity in each lesson. There were other things that should be finished in a lesson following the syllabus, for example, carrying out a quiz to check students' understanding of self-access e-learning units as homework and teaching English with the textbook. Therefore, it was essential to offer a speaking task that could be finished in a limited time. Under such circumstances, the storytelling of Manga was taken in 12 lessons out of 15 in a course. Two pieces of Manga were used in each lesson. Manga was chosen from several books.

During the course, students were encouraged to use strategies to overcome difficulties they had when doing the tasks, as those could discourage them to use the language. Therefore, the fact that it was not rare for non-English speakers to encounter situations where they have no idea of what to say was frequently mentioned, and useful strategies or expressions were introduced.

A student told the story to the listener in a pair. The listener sometimes asked questions if he/she did not understand or wanted to make sure what the storyteller had said. After that, the listener looked through the check sheet written in Japanese and marked a scale of 1 to 4: 1) clearly mentioned, 2) barely mentioned at an understandable level, 3) mentioned just key words, and 4) used Japanese or had silence for 4 seconds or longer (Appendix 2). Then the listener passed the check sheet to the storyteller. By looking over the feedback, the storyteller knew what he/she should have included as necessary information for the story. After that, the roles were switched, and the same stream was repeated using a different Manga in the same pair. They have some time to share expressions with other group members or search appropriate words they could not recall.

Pre- and post-storytelling were done using the same Manga (Appendix 3, Okada, 2000) at the beginning and the end of the 12 lessons to check for differences between them. No time limit for the description and no effect on their grades were clearly explained before pre- and post-storytelling.

All the students used the same Manga and were given a minute to understand the story. After that, they recorded the story with their smartphones. Then the data was sent to the teacher who examined the number of words that the students produced after being transcribed. Whether five necessary contents had been mentioned was also checked: 1) Two men appear in the Manga: a professor and his assistant (an elderly man and a younger man, or others), 2) There is a machine that can change stress to heat energy, 3) A hot-air balloon went up using the stress-energy, 4) The younger man enjoyed the flight very much, and 5) The balloon crashed because the man did not have stress any more.

At the end of the course, Google Form was used to see the students' emotional aspect. There were 8 statements as follows: 1) Generally, I like communicating with people. 2) Studying English is interesting. 3) English is important to learn. 4) I want to be a better speaker of English. 5) Storytelling of Manga is interesting to do. 6) Storytelling of Manga is difficult to do. 7) To practice with someone is essential to improve speaking skills. 8) I like pair or group work in class.

Students were also requested to make comments freely on the activity they had experienced in the second semester: 1) What do you think is a good point to do a storytelling task? 2) What do you think about the reason the speaking task was taken in class?

6. Results

6.1 Result of the average number of words in description

Table 1 shows the results of the data. At the beginning of the course, the average number of words that 57 participants used in the pre-storytelling was 44.39. More in detail, the average number of words that Nursing department students produced was 34.15 words, and 52.97 words were the average that students from the other three departments used.

The post-storytelling showed some improvement. The total average number that all the students produced was 56.54 words. The nursing students gained the average from 34.15 to 49.5 words, and the students in the other class increased the number up to 62.45 words. Student A's data in the pre- and post-storytelling is shown below as an example. The total number he used was increased, but many grammatical mistakes were found in both data.

In addition, we can see various strategies students used to overcome difficulties such as paraphrasing, reconstruction and using fillers in their voice data.

Table 1

Result of Average Number of Words in Pre- and Post-Storytelling

	Number of students	Average number of words	
		Pre-Storytelling	Post-Storytelling
Students in Nursing department	26	34.15	49.5
Students in 3 departments	31	52.97	62.45
Total	57	44.39	56.54

Student A's data in the Pre- and Post-Storytelling

Pre-Storytelling

A man look to have many stress. So doctor tried to him something. Something is a machine which stress exchange to heat energy. When this machine used to balloon, the man and doctor ride balloon. The man enjoy riding balloon. So the man don't have stress. Therefore, balloon drop because the man don't have stress.   (55 words)

Post-Storytelling

There are two men. There are a man and a doctor. The man have many stress. So the doctor tried to the machine. This machine is to exchange the expression and stress to hot energy. The doctor put on the machine to the man, the doctor and the man ride on a balloon. The balloon moved by this machine. The man enjoyed riding. So the man didn't have many stress. Therefore, the machine didn't exchange hot energy and the balloon dropped out.   (82 words)

6.2 Result of contents

Comparing pre- and post-storytelling, 40 students (70%) gave more information in the latter, but this number includes two students who have missed information that they explained in the pre-storytelling (Table 2). Similarly, five students in each class depicted the same number of contents, but they did not talk about all the same contents included in the pre-storytelling. Also, seven students mentioned less.

There were five contents that were considered as necessary information about the story. In the pre-storytelling, the average number of contents the students mentioned was 2.68, and the number increased to 3.61 in the post-storytelling. Although there were only four students who covered all the five contents in the pre-description, there were 12 students covering all in the post-storytelling. Also, 20 students covered four out of five at the end.

Table 2
Result of Contents in Pre- and Post-Storytelling

		Students in Nursing department (N=26)						Students in 3 departments (N=31)					Total (N=57)					
Pre	contents	0	1	2	3	4	5	1	2	3	4	5	0	1	2	3	4	5
	number of Ss	1	6	9	7	3	0	2	8	9	8	4	1	8	17	16	11	4
	avg.	2.19						3.13					2.68					
Post	contents	0	1	2	3	4	5	1	2	3	4	5	0	1	2	3	4	5
	number of Ss	0	1	2	12	8	3	1	3	6	12	9	0	2	5	18	20	12
	avg.	3.38						3.81					3.61					
number of Ss who increased in Post		19						21					40 (70%)					
the same in Post		5						5					10 (18%)					
reduced in Post		2						5					7 (12%)					

6.3 Result of the emotional aspect

The result of the questionnaire using Google Form was shown on a scale of 1 to 6: Scale 1 meaning "strongly disagree" to the statement, and scale 6 meaning "strongly agree."

From the result shown in Table 3, 77% of the students liked to have communication with people. Even though most of them thought English was necessary, nearly half of the students (44%) were not enjoying studying the

language. Almost 80% of the students were eager to become better speakers of English and believed that having an actual conversation with someone is important to improve their speaking skills. Also, they prefer working in pairs or groups.

Only half of the students enjoyed the storytelling of Manga. The percentage was much less than the author expected. However, looking at the fact from another perspective, even though more than 80% of the students found the storytelling tasks difficult, a certain number of students were keen on the tasks among the 80% students.

Table 3
Results of the Questionnaire

(n=57)	1 Strongly disagree	2 disagree	3 Somewhat disagree	4 Somewhat agree	5 agree	6 Strongly agree
Generally, I like communicating with people.	1	2	10	22	15	7
Studying English is interesting.	4	4	17	20	7	5
English is important to learn.	1	0	2	10	19	25
I want to be a better speaker of English.	1	1	10	17	12	16
Storytelling of Manga is interesting to do.	3	13	12	18	8	3
Storytelling of Manga is difficult to do.	1	0	9	13	15	19
To practice with someone is essential to improve speaking skills.	0	1	7	19	26	4
I like pair or group work in class.	4	7	10	20	10	6

Note. Numbers shown in each box are actual number of students who chose the scale.

6.4 Result of the free comments

Almost all the students made comments on the two questions about the speaking tasks. For the first question: "What do you think is a good point of a storytelling task?", their comments could be categorized into three. Firstly, students felt they learned new words or expressions. Secondly, they tried to convey the message activating their limited knowledge of English. Thirdly, they thought that the task provided opportunities to use English with others.

The next question was "What do you think about the reason the speaking task was taken in class?" Most of the students said that the task was introduced to them probably because it could encourage them to use English even if it was not perfect.

Conclusions and Further Study

In order to reduce students' anxiety in speaking English, speaking activities were taken in class. If the activity was set as a routine in a lesson, students were ready to talk. The students got used to speaking English in pairs as they had information-gap tasks in the first semester. In the second semester, storytelling was adopted in class because understanding the message in Japanese and expressing it in English seemed to be natural for the students, and the task created a similar flow.

Students enjoyed information tasks in the first semester, but they felt storytelling was demanding. It is understandable because storytellers have more responsibility than listeners in the task, while two people in a pair usually share responsibility during information gap tasks. Tackling difficult tasks can make students feel more confident when accomplishing difficult tasks rather than hating to do them (Miura, 2020). However, we are unsure if the task level was reasonably hard or more than their ability to complete them from their free comments on the tasks.

Taking WTC into consideration, storytelling was used in class. However, whether it contributed to students' WTC was not identified in this study. As the students believed that it was necessary to practice speaking through actual oral communication and preferred pair or group work, giving opportunities to use the language orally in pairs must be needed.

The students understood the purpose of doing the tasks and tried to overcome difficulties they faced with great courage. After they experienced storytelling of Manga, some improvement was recognized such as an increase of used words in storytelling, and development of skills to determine what is important to tell.

We noticed a lot of grammatical errors in the students' storytelling. These tasks demanded less accuracy than contents. Students can pay attention to accuracy by transcribing their own voice data and rewriting it at pre- and post-storytelling. It is difficult during class because of limited time, but it is possible to tell them to have it done as homework. Further study will be needed for this issue.

Lastly, there is another issue that we need to find solutions for. Some students finished the storytelling quickly and the others took longer. Because of

this, the quieter the whole class became, the more students stopped describing. When the students recorded the storytelling as a pre- and a post-test in class, they hesitated to keep talking in a quiet classroom. Therefore, it is necessary to find a better way to gather the voice data.

References

Atta-Alla, M. N. (2012). Integrating language skills through storytelling. *English Language Teaching*, 5(12), 1-13.

Brown, T., & Hirata, E. (2007). Are you sitting comfortably? The role of storybooks in primary English education. *Bulletin of Faculty of Education, Nagasaki University: Curriculum and Teaching*, 47, 117-127. http://naosite.lb.nagasaki-u.ac.jp/dspace/bitstream/10069/9738/1/KJ0000 4725003.pdf

Cameron, L. (2001). *Teaching languages to young learners.* Cambridge Language Teaching Library. Cambridge: Cambridge University Press.

Chapelle, C. (1998). Multimedia CALL: Lessons to be learned from research on instructed SLA. *Language Learning and Technology*, 2(1), 22-34. https://scholarspace.manoa.hawaii.edu/bitstream/10125/25030/1/02_01_ article1.pdf

Derwing, T. M., Munro, M. J., & Thomson, R. I. (2008). A Longitudinal Study of ESL Learners' Fluency and Comprehensibility Development. *Applied Linguistics*, 29(3). 359-380.

Ellis, B. (2009). *Content area reading, writing, and storytelling: a dynamic tool for improving reading and writing across the curriculum through oral language development.* Connecticut: Teacher Ideas Press.

Gakken. (2012). *A class to teach how to write compositions to master true skills of Japanese language* [Translated from Japanese.]. Tokyo: Gakken Publishing.

Healey, D. (2007). Theory and research: Autonomy and language learning. In J. Egbert, & E. Hanson-Smith (Eds.), CALL environments: Research, practice, and critical issues, 377-388. Alexandria, VA: TESOL.

Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The effects of storytelling and story reading on the oral language complexity and story comprehension of young children. *Early Childhood Education Journal,* 32(3), 157-163.

Kim, M. (2010). The effects of storytelling on adult English language learners. *Linguistic Research*, 27(3), 447-473.

Kim, S. H. (2014). Developing autonomous learning for oral proficiency using digital storytelling. Language Learning & Technology, 18(2), 20-35. https://www.lltjournal.org/item/2850

MacIntyre, P., Clement, R., & Conrod, S. (2001). Willingness to Communicate, Social Support, and Language-Learning Orientations of Immersion Students. *Studies in Second Language Acquisition*, 23(3), 368-388.

Miura, H. (2020). A Study of Oral Communication Skills, Task Difficulties and Students' Satisfaction. *International Journal of Teaching, Education and Learning*, 4(2), 20-32.

Nakahama, Y., Tyler, A., & van Lier. L. (2001). Negotiation of meaning in conversational and information gap activities: A comparative discourse analysis. *TESOL Quarterly*, 35(3), 377-405.

Nguyen, K., Stanley, N., & Stanley, L. (2014). Storytelling in teaching Chinese as a second/foreign Language. *Linguistics and Literature Studies*, 2(1), 29-38.

Sasajima, J., & Seki, N. et al. (2015). *New Horizon English Course 3.* Tokyo: Tokyo Shoseki.

The Society for Testing English Proficiency, Inc. *A Sample of EIKEN speaking test of Grade 2.*
https://www.eiken.or.jp/eiken/exam/virtual/grade_2/pdf/grade_2.pdf

Tsumura, S. (2010). A qualitative study on demotivating factors. In A. M. Stoke (Ed.), *JALT2009 Conference Proceedings*. Tokyo: JALT.

O'Brien, T., Mihara, K., Shiki, O., & Kimura, H. (2012). *Hello, I'm Bradley.* Tokyo: Nan'un-do.

Oishi, A. (2016). Compositions using four-frame Manga as school assignment. [Translated from Japanese.] *Journal for the study of Japanese language education practice of University of Tsukuba*, 80-90.
https://tsukuba.repo.nii.ac.jp/?action=pages_view_main&active_action= repository_view_main_item_detail&item_id=41163&item_no=1&page_id =13&block_id=83

Okada, J. (2000). *Professor P's Laboratory* [Translated from Japanese.]. Kobe: 17 Shuppan.

Udo, M. (2019). Learning English through multi-sensory storytelling for cultivating communicative abilities. *Research accomplishment report 2019 of Hyogo University of Teacher Education.*
https://www.hyogo-u.ac.jp/riron/pdf/31_udou.pdf

Watanabe, M. (2017). Willingness to Communicate by Japanese Learners of English and What They Communicate Through Speaking Activities. *Bulletin of the Chubu English Language Education Society*, 46, 71-78.
https://www.jstage.jst.go.jp/article/celes/46/0/46_71/_article/-char/en

Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *Modern Language Journal*, 86(1), 54-66.

Zeece, P. D. （1997）. Bringing books to life: Literature-based storytelling. *Early Childhood Education Journal,* 25(1), 39-43.

Appendix 1.

A sample of EIKEN speaking test for Grade 2

A sample answer of EIKEN speaking test for Grade 2

One day, the Sasaki family went to an art museum that offered childcare services. Mr. Sasaki said to his wife, "They'll take care of our baby while we look around." Ten minutes later, Mr. Sasaki was putting his bag into a locker. Mrs. Sasaki was looking forward to seeing the paintings with her husband. Two hour later at the gift shop, Mr. Sasaki was choosing a toy for their baby. Mrs. Sasaki was worried that their baby might be crying.

Appendix 2. Check sheet used in class

1)　登場人物は波平とワカメである。
英語で内容を　　　半分くらいは　　　キーワードは　　　日本語を使った
よく伝えている　　言えている　　　　使っている　　　　間が長い（4、5秒以上）

2)　ワカメは波平（お父さん）に本を読んで欲しいと頼む。
英語で内容を　　　半分くらいは　　　キーワードは　　　日本語を使った
よく伝えている　　言えている　　　　使っている　　　　間が長い（4、5秒以上）

3)　波平はワカメにメガネを持ってくるように言う。
英語で内容を　　　半分くらいは　　　キーワードは　　　日本語を使った
よく伝えている　　言えている　　　　使っている　　　　間が長い（4、5秒以上）

4)　ワカメは波平にメガネをかけると本が読めるのかと聞く。
英語で内容を　　　半分くらいは　　　キーワードは　　　日本語を使った
よく伝えている　　言えている　　　　使っている　　　　間が長い（4、5秒以上）

5)　波平はそうだと答える（メガネをかけたら本が読めると言う）。
英語で内容を　　　半分くらいは　　　キーワードは　　　日本語を使った
よく伝えている　　言えている　　　　使っている　　　　間が長い（4、5秒以上）

6)　波平はメガネをテーブルの上に置いてその場を離れる。
英語で内容を　　　半分くらいは　　　キーワードは　　　日本語を使った
よく伝えている　　言えている　　　　使っている　　　　間が長い（4、5秒以上）

7)　ワカメはメガネをかけてみるが、本が読めなくてがっかりする。
英語で内容を　　　半分くらいは　　　キーワードは　　　日本語を使った
よく伝えている　　言えている　　　　使っている　　　　間が長い（4、5秒以上）

Appendix 3. Professor P's Laboratory [Translated from Japanese.]
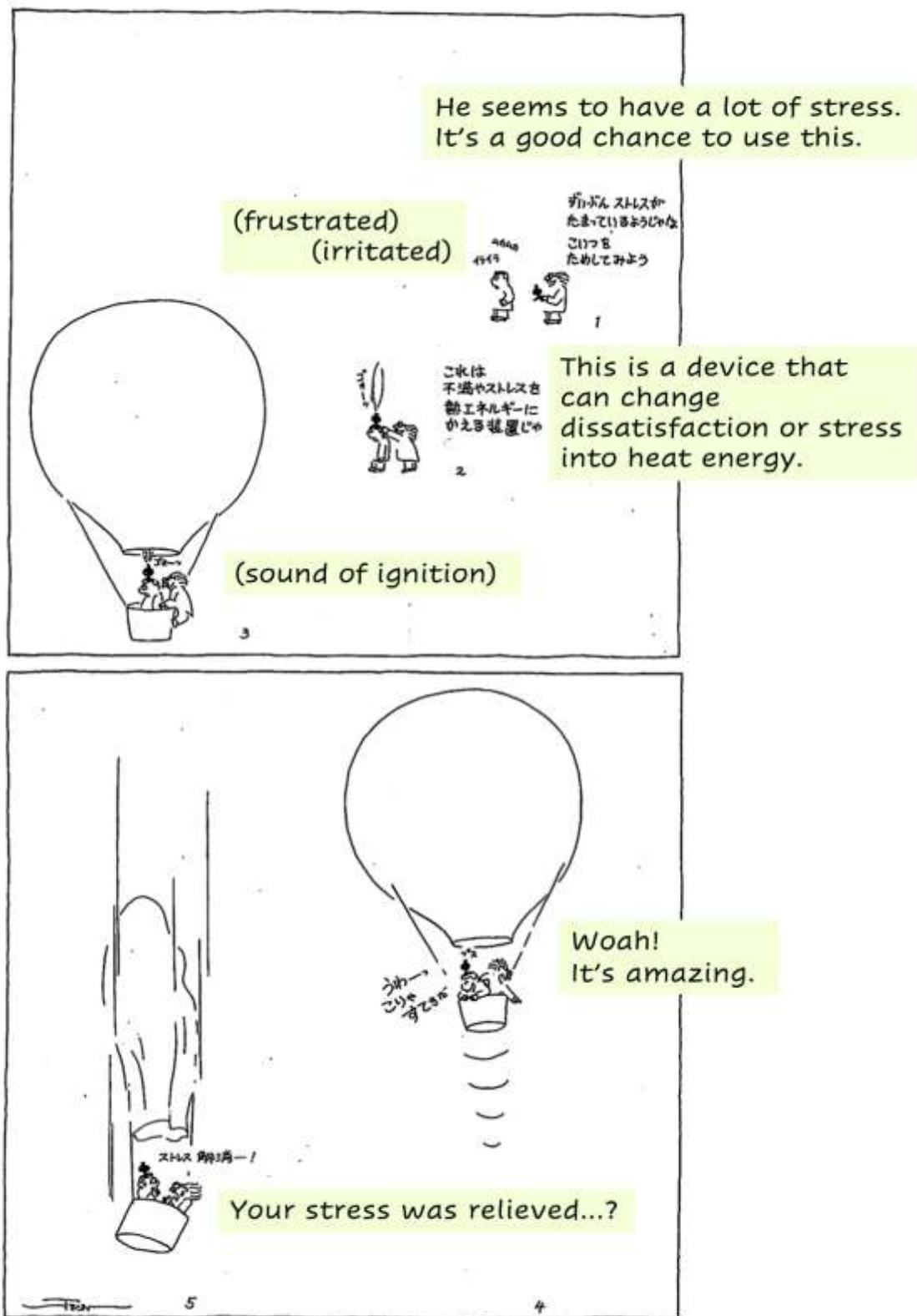
SPELT JOURNAL 投稿規定

１．執筆者は投稿の申し込み時点で全員が会員であることとする。

２．投稿論文は、未発表のものに限る。ただし、口頭発表したものでも、その旨を明記してあれば、審査の対象とする。

３．投稿分野は、学術的な実験・調査および理論的考察等をまとめた「研究論文」と、教育実践にもとづく知見を考察する「実践論文」との２部に分ける。

４．原稿は、原則として MS ワードを用い、A4 縦長の用紙に以下の書式で作成すること。規定に大きく反しているものは受理しない（ニューズレターへの投稿を依頼する場合がある）。

（ア）上下左右に3cmずつ余白を設ける。

（イ）横書きで、文字の大きさは、和文・英文とも12ポイントで作成する。

（ウ）和文の場合37字40行でフォントは明朝体，英文の場合74字40行で、フォントはCenturyを使用する。日本語に英数字が混じる場合、全て半角を使用する。

（エ）最初の頁に、3行空けて論文タイトル（16ポイント、ボールドは不要）、1行空けて氏名、改行して括弧書きで所属（共著の場合は改行せずにまとめて可）、さらに1行空けてAbstractと書き、次の行から200語程度の英文Abstractを一つの段落にまとめて置く。論文タイトル、氏名と所属、Abstractの語句はセンタリングを施すこと。Abstractの後、1行空けて本文に入る。

（オ）英文タイトルは、語頭を大文字、他は小文字で表記する。英文著者名は Hanako HOKKAI の要領で表記すること。

（カ）各章・節のタイトルには番号をふる。章タイトルはセンタリングし、前後１行ずつ空ける。節タイトルは左寄せし、前後で行を空けない。番号は、ローマ数字ではなく、アラビア数字を用いる。章タイトルの前に付す番号の直後にはピリオドをふる（例： 3.　調査の方法）。また、章と節を示す番号の間には、ハイフンの代わりにピリオドを用いる。例： 2.1.3

（キ）ページ番号は不要。ただし、査読用に印刷したものには、用紙右上に鉛筆で記入する。

（ク）Abstract、本文、注、文献リスト、図、表等の資料すべてを含め、研究論文、実践論文とも10枚以上20枚以内とする。

（ケ）図、表には一連の番号をつける。脚注はつけず、全ての注は本文と文献リストの間にまとめておく。また、表の前後は一行ずつ空ける。

（コ）英文原稿、英文Abstractは、必ずネイティブチェックを受けたものを提出する。

（サ）文献リストは、本文中に言及あるもののみを「引用文献」（日本語論文）あるいはReferences（英語論文）と左寄せして掲げた後に続けて書く。配列は、英語文献を先に著者名のアルファベット順に並べ、次に日本語文献を「あいうえお順」で続ける。論文中の引用の方法や引用文献の書式、図や表の作成方法については、American Psychological Association発行の*APA Publication Manual*（7th Ed.)を参考にすること。参考までに、文献リストの書式例を以下に掲げる。

①日本語文献の発行年のあとのピリオドは不要。

②紀要等の号数を表示する際、「第～号」のようにする必要はなく、数字だけでよい。

③インターネット上の資料を挙げる場合には、[URL]のみでよく、閲覧日又は取得日を記載する必要はない。

Baker, S. C. & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning*, *50*, 311-341.

伊田勝憲 (2002)「学習動機づけの統合的理解に向けて」.『名古屋大学大学院教育発達科学研究科紀要』, 49, 65-76.

池田 央 (1989) 「階層クラスター分析」. 池田央(編)『統計ガイドブック』 (pp.199-200) 東京：新曜社.

文部科学省(2017)「全国学力・学習状況調査における中学校の英語の実施に関する最終報告　基礎資料（平成28年度英語力調査結果（中学3年生）の速報)」文部科学省ホームページ（ http://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2017/03/30/1383783_1.pdf）

（シ）本文中の引用先の明示については、日本語の場合は（池田、2018）のように表記し、英文の場合は(Chamot, 2018)とする。

5．論文本体の構成は以下を基本とする。これ以外の構成の論文投稿を妨げるものではないが、その構成が妥当か否かの判断は査読者の判断に委ねられる。

（ア）研究論文： 調査・実験等によるデータ収集を伴う論文

①「はじめに」または「序論」として、研究の目的及び意義を述べる。

②「研究の背景」や「先行研究のまとめ」等として、当該分野におけるこれまでの関連する研究を概観し、研究課題の新規性・独創性を述べる。（①と②は1つの章にまとめてもよい。）

③「調査の方法」や「研究の方法」等として、研究課題・仮説（②の最後に述べるか、独立した章を設けてもよい）、調査参加者・実験被験者、データ収集に用いた試験・質問紙等の道具、調査・実験の手続き、教育介入の内容と手順、分析の方法等を述べる。

④「結果と考察」や「結果と分析」等として、得られたデータのまとめ、その解釈、先行研究で得られた知見との比較等を述べる。「結果」と「考察／分析」の2章に分けてもよい。

⑤「おわりに」、「むすび」、「結論」等として、新しい知見の概要、教育への示唆、結果解釈上の留意点、今後の研究課題を述べる。

（イ）研究論文： 理論的考察を行う研究論文（ア）の論文構成のうち、③と④の代わりに、内容に応じて適宜章のタイトルを設け、新しい概念や研究の方向・方法の提示、複数の理論・方法の比較、入手可能な知見による妥当性の考察、当該研究分野に与える影響の説明等を議論する論文。

（ウ）実践論文： 教育実践にもとづく知見を考察する論文

①「はじめに」または「序論」として、取組みの動機・目的、普遍的問題とし

ての一般化の可能性等を述べる。

②「問題の所在」や「解決すべき問題点」等として、取り組んだ教育実践上の問題点を、深刻さ、解決すべき理由、原因の考察等を述べる。ただし、①と②は１つの章にまとめてもよい。

③「実践の内容」や「取り組み」等として、授業計画、教材、教授の手順、評価方法等を具体的に示しながら、実践の内容を説明する。

④「効果」や「結果と解釈」等として、観察、評価資料、質問紙・面接・授業評価等の学習者からのフィードバック、第３者の評価等をもとに問題点がどのように、どの程度解決したか、新たな問題は生じなかったか、考えられる理由は何かなどについて説明する。

⑤「おわりに」、「むすび」、「結論」等として、報告した教育実践の概要と今後の取組みの展望を述べる。

６．原稿を以上の要領で作成し、MS ワードのファイル形式で保存したものを下記電子メールアドレスまで、11 月 30 日必着で送付すること。(MS ワードが使用できない場合は、電子メールにて個別に相談に応ずる。)

speltjournal@spelt.main.jp

竹内典彦(SPELT JOURNAL 編集委員長) 北海道情報大学経営情報学部先端経営学科

電話(代表)：011-385-4411

（ア）投稿予定者は、9 月 30 日必着で、メールによる投稿申込をしなければならない。メールの件名には「*SPELT JOURNAL* 第 10 号投稿申込」と書き、メール本文には、執筆者（共同執筆者名も含む）、所属、連絡先住所と、「研究論文」・「実践論文」の別、及び 200〜300 字の概要、及び日本語論文または英語論文の別を明記すること。

（イ）完成原稿を提出する際は、メールの件名には「*SPELT JOURNAL* 原稿」と書き、メール本文には、執筆者、所属、連絡先住所と、「研究論文」か「実践論文」かの別を明記すること。氏名・所属を伏せた原稿を下記編集委員長が作成し、査読者に送付する。

７．原稿の採否は、査読後決定する。原稿が採用され、掲載される場合には、請求に応じて掲載費（1 編 5,000 円）を支払うこと。

８．審査後、修正を指示した上で採用する場合、指定された期日まで（通常 1 週間後）に原稿を再提出すること。応募段階で届け出た執筆者を採用通知後に変更することは認めないので注意すること。

９．抜刷りは、第 2 号以降の電子ジャーナル化に伴い、現在発行していない。

（2020 年 9 月 4 日改訂）