

How do Emotions Work on Communication Skills ?

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Chapter 1 Introduction

The purpose of this study is to investigate how human emotions work on the communication skills of Japanese people associated with EFL (English as a Foreign Language) contexts, including listening, reading, writing and speaking activities. Although MacIntyre & Gardner (1994) and Kondo & Yang (2006) have studied language anxiety, there has been little research on this emotional perspective including self-esteem, risk-taking, anxiety, empathy, extroversion, introversion, inhibition and tolerance. Since this issue includes not only linguistics but also psychology, neuroscience, and anthropology areas, it will not be easy to see a comprehensive picture of how emotions are really related with EFL learners. However, it is necessary for EFL learners and teachers to think about the relationship between human emotions and communication skills based on the survey results.

1. The present situation of Japanese communication skills

Today, the world is closely interrelated and the society in Japan too is highly globalized and communication skills are one of the most desirable requirements for the international business world. However, for Japanese students, the motivation for learning English is in many cases to pass the entrance exams for high schools and universities, and ultimately before their graduation, they are striving to pass English exams to enter good companies and organizations. A strategic plan was established in July 2002 by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) to train good communicators in English and it seemed to give us clear and promising guidelines for Japan's objective. Compared with many

non-Japanese people, however, I have witnessed facts that the communication skills of Japanese people are inferior in many international scenes.

In the summer of 2002, I was invited as a guest organizer for a presentation on the world peace organized by Asian university students from Korea, China, Thailand, and Japan after their two week stay in Hiroshima. I was shocked by the Japanese students' poor level of English speaking in front of the audience. *The Report of English capacity required for global companies* was compiled by Koike et al. (2008). The survey is based on 53 questions and was responded to by 7,300 Japanese business persons engaged in global businesses. The very interesting points are summarized as follows:

Concerning their experiences of arguing in their work with native English speaking business partners, more than 40 percent of the respondents answered that in five out of ten arguments they could feel their limited English ability and could barely follow the flow of the argument and were not able to contribute positively to constructive arguments.

When asked the question, 'What will be the element of capacity most needed other than communication skills including negotiation and persuasion skills in English for the international business scenes?' 85 % of the subjects responded that presentation skills with international negotiation capacity were the most needed skills. When asked to select an effective measure to improve the communication skills of Japanese in English to deal with international competitive situations, more than 80 % of the subjects selected an answer that it was necessary for Japan to reform her education systems to improve the debating and speaking skills necessary to win negotiation in international business situations.

This nationwide survey with a large number of subjects clearly suggests that the

international business society will require presentation, negotiation, debating and speaking skills, in other words, overall communication skills. Today, there are thousands of educational materials developed, along with a successful development of visual audio equipment in the market, due to an increasing interest and concern with the Japanese language education system. It is difficult to select one type of material from such a wide selection. Despite these rich material advantages, no significant improvement has been found in many Japanese. Is there a good method or approach to improve their skills of speaking and communication in English? How can we improve these skills?

Emotions have been overlooked in the language learning scenes. In reality, vital communication skills seem to be related with emotional factors, including personality and learner styles especially for Japanese learners. In order to develop communication skills, this paper first deals with the definition of communication skills and then the relationship between communication skills and emotional factors, which seem to be fundamentally important for facilitating communication skills.

2. What are communication skills?

American business executives whom I worked with in my business career told me, “When we were children, we were trained at schools over the years how to make successful presentations and take part public speaking. We all knew that this skill would be very necessary in the future society”. Their presentations are always impressive and persuasive, and succeed in catching the hearts of audiences with a strong message. I remember that many American executives are very good at using their own strategies and tactics in their performance to maximize their presentations appeal. This means that they do not simply say what they want to say, but they carefully prepare the

points to deliver a strategically planned message. They are amazingly skillful at speaking in front of audiences, controlling their speech to ensure that its contents are finely tuned to the response of audiences.

Communication is different from speaking. Communication needs the understanding of others. Without this, there will be no interaction between a speaker and a listener. With this, there will be a repeated process of interaction for closer communication. There are, however, differences in communication between the East and the West. In the Western society, self-assertion is good while in the east it is not and tacit communication has been perceived as good. In global business society, it is obvious that the Western style of communication is now the main stream. Those who are good at self-assertion are winners while those who are silent are losers. In order to make effective self-assertive communication, it is necessary to learn opponents who are in different backgrounds, cultures, and societies. To make a successful interaction, learning mutual differences will be vitally important. By making the most of communication skills, speakers are supposed to develop a clear logic, express it appropriately and understand the opponent's thought. From this communication perspective, this paper defines communication as a reciprocal interaction using language between speaker(s) and listener(s). For successful communication, building the four skills in an integrated manner will be essential. Among those skills listening and speaking, in particular, are the keys to active interaction.

3. What are emotions?

Emotions are feelings deriving from one's circumstances, mood, or relationships with others. In this paper, the author of this paper would like to define emotions as internal mind reactions and changes developed through interfacing with other people or

facing a certain situation. Emotions are variable, depending on the time and situational changes.

Through the reciprocal flow of interaction, each individual evokes a variety of emotions developed within their hearts and minds. These will influence successful communication psychologically and biologically. MacIntyre (2002) argues that:

The motivational properties of emotion have been severely underestimated in the language learning literature. ... Emotion functions as an amplifier, proving the intensity, urgency, and energy to propel behavior (pp. 45-61).

Fundamentally, the six factors (Self-Esteem, Inhibition, Risk-Taking, Anxiety, Empathy and Extraversion) specified by Brown (2000) seem to be related to communication skills. In addition to these six factors, this study adds two more, which seem to be influential on communication skills; Introversion as a typical Japanese learners' characteristic and Tolerance that Larsen-Freeman and Long suggest (1991). These factors are similar to a learner style theory in general. However, these eight factors seem to be related to a learner's personality, which have an impact on his or her learning success. With all these in mind, in this paper above-mentioned eight factors will be perceived as learner's emotions.

In general, Self-Esteem (SE), Risk-Taking (RT), Empathy (EM), Extroversion (EX) and Tolerance (TR) are conceived as positive emotions, swaying to the "acceptance" side while Anxiety (AN), Inhibition (IH) and Introversion (IN) are perceived as negative emotions, swaying to the "refusal" side. However, it should be noted that each of these two sides are not absolutely positive or negative in reality. SE, for example, sways between "confidence" and "overestimated confidence". AN also sways between "general fear" toward any unexpected situations and "delicate

sensitivity". In short, it is important that the emotions of positive side vector should be uplifted to a further positive direction while those of the negative side vector to a positive direction.

4 . The relationship between communication skills and emotions

As previously mentioned, communication skills specify the ability to express one's thought clearly to an opponent and understand the opponent's ideas properly, and communication sways between "acceptance" and "refusal" according to fluctuating emotions.

When we see the process of communication from a human emotional perspective, the author's assumption is that communication stands ultimately at the opposite ends of the spectrum, acceptance in a positive side and refusal in a negative side. Acceptance means that we will accept our opponent's thoughts and ideas while refusal does the opposite. At the bottom of this relation, there is a self-protective reaction that human beings have as an instinct for self-preservation. In other words, when we are not threatened, we will accept, and when we feel we are in danger even a little, instinctively we will refuse. Communication will sway between these two poles.

5. The relationships among emotions, attitude and motivation

-A case study through an interview-

Listening and speaking are the key elements of communication. However, listening and speaking do not simply organize communication. Without an interaction between the two parties, there will be no communication developed. In communication, the attitude and motivation perform important roles. Depending on the motivation and attitude of each party, the intended interaction cannot be reached.

In other words, a positive motivation elicit positive emotions on the “acceptance” side, leading to a positive attitude. This mechanism will develop a proper interactive communication.

A longitudinal case study below describes how elements such as emotions, motivation and attitude will work in the process of language learning.

This case study describes a young Japanese learner of English as a second language (ESL) in New Zealand, examining how he acquired his communication skills in English. His parents are Japanese and have been living in New Zealand for ten years. For this family it is an ESL environment. The boy will soon become eight years old and his younger sister is five years old. At home family members communicate in Japanese because the parents do not want their children to learn their ingrained habit of Japanese English as non-native speakers. The boy (A) entered pre-school at the age of five. The school is a private school named Michael Park School and governed by the principles of German educator Woldorf Shtainer’s philosophy. The school’s basic philosophy is to respect and develop the individual student’s autonomy. The teacher never forces the students to memorize answers, but rather encourages them to think and use reason to reach an answer. The average class size is about 20 students and most of the students are New Zealanders speaking English as their mother language, although there are also some children of Indian and other Asian descent with New Zealand nationality. Unlike many other schools, the same teacher teaches the students from the first grade through to 12th grade. In this environment, the relationship between the students and the teacher is familial. The teachers know their students very well and recognize the differences in personality, character and capacity of each individual student.

One day, A’s family enjoyed boat riding. His sister’s hat blew away in the wind to

an unreachable place on the seashore. The boy's parents gave up easily and tried hard to calm a crying baby girl. When the family reached a pier, they lost A and searched for him. They finally found their son striving to talk to one of the crew. The man then went to get a long stick and picked up the hat. The hat was safely returned to his sister. The eight-year-old boy successfully made a negotiation with the man in English to accomplish his objective. When he entered the pre-school at the age five, he did not speak English and for some time, he was left out of activities with his classmates. Despite such circumstances, he was willing to go to school and in less than three years, he acquired excellent discourse skills in English.

At the time of entering pre-school, A could not understand the other kids' English and felt isolated. This situation will be explained using the emotional (E), attitudinal (A) and motivational (M) perspectives.

E: He wanted to make friends, enjoy talking with them and to be among them as an amicable member of the group.

A: He approached anyone around him to speak to in Japanese.

He listened to the English of other kids and tried to imitate their English, though he was laughed at and teased because of his strange English. Even so, he was not discouraged and continued to go to school. With the small success of learning a few words, he was very pleased and tried hard to add more to his vocabulary. Through this trial and error period, he could reach a state where he could select words at a slow and gradual pace. Finally, he was able to successfully adopt a leadership role among his friends.

M: In the meantime, teachers and parents never helped him by giving him answers directly. The teachers did not ask the other kids to make the boy fit in. Here is the school philosophy in practice, "Think by yourself." Adults only encouraged him by saying, "Never give in and just try hard!", and devoted themselves to observe his behaviors and emotional development.

During this growth process, his inner-self might have been oscillating between positive and negative emotions. This internal battle seems necessary process in order to overcome depression, disappointment and unmotivated feelings. However, he was lucky that he could keep his positive attitude. In three years, he successfully reached the level where he could enjoy studying an English speaking at school and he became welcomed as a member of the class. Finally he could develop his English ability to a level where he could negotiate with one of the boat crew. Thus, motivation and attitude enforced by positive emotions enabled him to reach this state in his English learning process. This case explains that forward-looking motivation, encouraged by autonomy, and respect for one's individual identity will generate positive attitudes.

On the other hand, negative motivation will lead students to negative emotions and invite negative attitudes as in the case of many Japanese learners. They are controlled by rather negative motivations ruled by a principle of competition, such as examinations for school and company entrance. This will lead students to feel that English learning is boring, hard and burdensome.

The boy A case is similar to the cases of American executives who used to work very hard to achieve their objectives to become successful communicators. For both cases, encouragement around them led them to positive motivation, holding positive emotions in order to develop their potential, and achieve their goals with

forward-looking attitudes. This tells us that it is significant to draw on positive emotions and attitudes in order to develop successful communication skills. This is a very important perspective for a successful learning process. Observing the learner's emotions and motivating a positive attitude will be helpful to successful learning. This is a simple principle, but a crucially important approach that should be effectively introduced to Japanese schools and other learning environments. This will be a very basic shortcut and it is an applicable method to help learners develop communication skills, which is an immediate priority for Japan to solve today.

6. How do age and emotions work on English language education in elementary school?

The boy in the case study explained above reached an almost identical level of English skill as the English native speakers of his age group in less than three years. The fact that he started learning English at five years old might have favorably contributed to the successful acquisition. This is because children are not as inhibited or anxious about mistakes unlike adults who experience diversifying negative feelings. A only wanted to play with his class mates and friends of his age and to be welcomed as a societal member. It seems that this kind of attitude reinforced the positive emotions encouraged by parents and teachers around him.

In this sense, it will be too late to start a foreign language learning at the beginning of junior high school in Japan because the students will be too old to acquire the skills of listening and speaking naturally, both of which are functional elements for communication. Concerning this point, Larsen-Freeman and Long (1991) state that adults differ from children in that, for example, they might be more inhibited or that their identity as a speaker of certain L1 might be more firmly established (p.163).

Taking this theory into account, young learners who are relatively free from inhibition, fear and other negative feelings and also very flexible in their brains will find it easier to acquire communication skills as a natural process.

In April 2008, the Ministry of Education, Culture, Sports Science and Technology (MEXT) announced an outline of English learning activities to be introduced as mandatory subjects for the 5th and 6th grades of elementary schools, starting from 2011. According to the detailed commentary on the guideline and the foreign language activity interpretation edition issued by MEXT, their aim is placed on developing a basic grounding in communicative capabilities and cultivating a positive attitude towards proactive communication using a foreign language.

In 2006, I visited a model school's classes from the first to sixth grades of an elementary school and discovered that their course programs left much to be desired. For example, the teachers only spoke in Japanese and made the children remember by rote. As far as I observed, there were no big differences in this pattern especially for the lower grades. With this sort of pattern practice, which may be heavily depending on the students' memory, they will not be able to cope with various diversifying contexts in reality. This will not meet the objective that the MEXT stipulates, and will not cultivate a basis for students to develop interactive communication skills. When introducing a pattern practice, teachers should at least create a context-based approach and speak to students in English. Otherwise, it is not effective for students to develop real practical communication skills even for simple greeting and conversation practices.

Robinson (2002) states that learning is a result of the interaction between learner characteristics, and learning contexts. Especially for young learners, the ability to draw out students' maximum potential and to strengthen their capacities will depend not only on a teacher's skill and capability but also on appropriate teaching methods. In

other words, it will be very important for elementary schools in Japan to make a proper and thorough preparation in the course of study, teacher trainings, teaching methods, etc. when expecting immediate, positive results in their objectives. If the overall system is not ready to maximize the advantage of an earlier introduction of English learning for young learners, it will mass-produce children who dislike English. It will be critically important to note that the same system now held in junior high schools should not be introduced into effect by moving it forward to elementary schools. It will never contribute to producing the competent people Japan needs now and in the future.

7. Chapters in summary

Chapter 1 discusses what emotions the Japanese learner will evoke in the EFL context and defines communication skills and emotions. The timing of introducing English study and the teacher's role are also discussed. This chapter concludes that effect of emotions on communication skills is the subject for this study and this relation should not be overlooked in the Japanese EFL context.

Chapter 2 describes the theoretical background about the relationship between emotions and communication skills. Referring to Krashen (1985), Brown (2000) and other scholars' theories, eight emotional categories will be discussed to identify what they are for Japanese L2 learners. This leads to the necessity of carrying out a survey on how human emotions work on communication skills in the Japanese EFL context.

Chapter 3 explains the results of the questionnaire responses and self-assessment of English proficiency using CEFR (Common European Framework of Reference for Languages). The subjects are 46 adults with sufficient English educational background. The results will suggest how emotions are influential on the communication skills of Japanese EFL learners.

Chapter 4 concludes with a summary of this paper and highlights the research results obtained from the survey. Some suggestions and points to be taken into consideration in teaching are also discussed in this chapter. Further study describes the need for a wider spectrum of data from young Japanese learners to pursue an effective approach to improve the communication skills in the EFL context.

Chapter 2 Theoretical Background

Chapter 1 defines communication skills as the capacity to develop clear logical thoughts to express those thoughts to others and to understand his or her thoughts. Several points are also discussed as follows:

First, emotions seem to give significant impact on the successful development of communication skills and subsequent successful interaction. In this sense, introducing a learning environment and teaching method where positive emotions will be properly brought out is critically important for helping Japanese EFL learners successfully to develop their communication skills. Second, this point has been overlooked in many Japanese English educational environments where the objective is to develop a grounding of communication skills, and it is necessary to add a focus on this perspective in a language teaching in Japan.

Brown (2000) describes, “ human beings are emotional creatures and at the heart of all thoughts and meanings, action represents emotion” (p.63). We are influenced by our emotions. Goleman (2005) defines emotion as a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act (p. 289).

This chapter studies how human emotions work on communication skills by examining some theoretical perspectives.

1. Goleman and MacIntyre’s views on emotions

Goleman (2005) states that the emotional mind is far quicker than the rational mind, springing into action without even pausing to consider what it is doing. Its quickness precludes the deliberate, analytic reflection that is the hallmark of the thinking mind (p.291). The management of even a handful of core emotions - anger, fear, enjoyment,

love, disgust, shame, and others - drives and controls efficient mental or cognitive processing.

Goleman (1995) discusses the importance of Emotional Intelligence (EI). He defines the EI as the ability to be aware of our own inner emotions, to make a satisfactory decision, to control the negative emotions which are the sources of stress such as anxiety, anger, etc., to encourage ourselves to keep positive thinking even under depressed situation at the time of failure in reaching an objective, to feel an empathy of understanding each other's emotions, to keep harmony in a group, and to cooperate in society. ⁽¹⁾ (p.61) If such perspectives of EI were introduced into English education in Japan, it would contribute to maximizing learners' potentials in response to individual emotions.

MacIntyre (2002, pp. 45-61) argues as follows:

Emotion just might be the fundamental basis of motivation, one deserving far greater attention in the language learning domain. Motivational process is emotion. Indeed, the link between motivation and emotion is strong, intricate, and fascinating. The motivational properties of emotion have been severely underestimated in the language learning literature... Emotion functions as an amplifier, providing the intensity, urgency, and energy to propel behavior. Emotion pervades all of our activities. Given its function as an amplifier, emotion has some impact on everything we do; the stronger the emotion, the greater the impact.

Emotions influence the process of L1 and L2 as pointed out Krashen (1985), Brown (2000), Larsen-Freeman (1991), MacIntyre (2002) and other many scholars. In other words, it seems that driving emotions towards a positive direction will work to reduce the elements that hinder the progress of language development. This point is

⁽¹⁾ The author of this paper translated this part from the Japanese version of Goleman's book. (Refer to references.)

explained by Krashen.

2. Krashen's theory

Krashen (1985) established five input hypothesis in the process of L2 acquisition, and one of the hypotheses is that the Affective Filter Hypothesis has a significant impact on the L2 development. According to his theory, when an affective filter is high in a learner's learning context, language input and performance will not be successfully proceeded. On the contrary, a reduced affective filter increases the learner's concentration on input and performance, leading to substantial success. How can we reduce such filters? Krashen's theory has not given the answer to this question.

Krashen's Affective Filter Hypothesis is as follows:

Comprehensible input is necessary for acquisition, but it is not sufficient. The acquirer needs to be 'open' to the input. The 'affective filter' is a mental block that prevent acquires from fully utilizing the comprehensible input they receive for language acquisition. When it is 'up', the acquirer may understand what he hears and reads, but the input will not reach the LAD (Language Acquisition Device). This occurs when the acquirer is unmotivated, lacking in self-confidence, or anxious, when he is 'on the defensive' (Stevick, 1976). When he considers that language class to be a place where his weaknesses will be revealed, the filter is down when the acquirer is not concerned with the possibility of failure in language acquisition and when he considers himself to be a potential member of the group speaking the target language (Smith 1982a, 1983). (1985, pp. 3-4)

According to Krashen's Affective Filter Hypothesis (1985), affective variables such as anxiety, motivation, and self-confidence, are related to learners' success in language acquisition because learners in a less than optimal affective state will have a filter, or mental block, preventing them from utilizing input fully for further language acquisition.

3 . Language development and emotions

People have many different emotions and a dynamics of such emotions will affect the development of communication skills. The relation between emotions and language development will be investigated through the survey developed by the author of this paper. MacIntyre (2002) argues that emotion has not been given sufficient attention in the language learning literature, with the exception of studies of language anxiety. He continues that it will be argued that emotion just might be the fundamental basis of motivation, one deserving far greater attention in the language learning domain.

(p. 45)

As for the emotional categories, a total of eight emotions are selected in this paper: SE, RT, AN, EM, IN, EX, IN, and TR. Out of these eight factors, the first six emotions were based on H.D. Brown's theory, the seventh was selected as a distinctive characteristic of Japanese learners and the eighth was discussed by Larsen-Freeman and Long (1991).

It is often said that SE is very important for positively working on communication skills. Then, AN, the opposite factor of SE, negatively works on communication skills.

Kondo and Yang (2004) speculate that individuals exhibiting low language anxiety might be more successful in their use of coping strategies and follow naturally from the fact that anxiety reactions are less intense in students with lower language anxiety. Therefore, it is significant to investigate through a survey whether or not there is a positive/negative, seesaw-like relationship between SE and AN.

In general, it is said that RT is necessary for foreign language learning. It is especially essential emotion needed for a Japanese EFL learning context. People will

learn through practices of RT. There are many introversive learners at schools in Japan and this type of learners are usually reluctant to take risks in order to avoid being perceived as stupid or foolish. Because of this, it is significant to see the relation between RT and communication skills.

Guiora et al. (1972b) describes EM as the ability to empathize with the thoughts and feelings of others (or to “put yourself in their shoes”) and it is a critically important ability for social existence (p.115).

Goleman (2005) explains EM as a key social ability to understand others’ feeling, taking their perspective, and respecting differences in how people feel about things. He perceives it as an important factor to be assertive rather than angry or passive; and learning the arts of cooperation, conflict resolution, and negotiating compromise is important (p.268). Without EM, it means that the learners’ social skills are undeveloped and this will hinder interactive communication with others.

With regard to IH, Guiora et al. investigated the effect on pronunciation after giving some subjects alcohol and they mentioned as follows:

The hypothesis that the experimentally induced lowering of inhibitions or enhancing of the permeability of ego boundaries will lead to a corresponding enhancement of the pronunciation flexibility was conclusively confirmed. (1980, p.353)

It is clear to say from their experiment that the lowering of inhibitions will make a person ready to change a basic self-identification.

Therefore, the point of how IH affects English proficiency and communication skills should be identified through an actual investigation.

IN stands on the opposite side of EX. It is generally perceived that Japanese are more or less IN type and it is natural to include IN as one of the emotional element

categories to be investigated. In the context of Japanese EFL learners, IN comes out as being reserved and reluctant to speak out in front of people. Then, this will be considered as a negative factor for developing successful communication skills. However, it is worthwhile to investigate this point to find out how it works.

Truscott argues TR as follows:

Grammar correction has harmful effects. . . . learning is most successful when it involves only a limited amount of stress, when students are relaxed and confident and enjoying their learning; but the use of correction encourages exactly the opposite condition (1996, p.354).

From Truscott's perspective, learners and teachers in Japan are too much concerned about the preciseness of grammar, and therefore, learners are reluctant to speak since they are afraid of making mistakes and errors even in communication with others. Hofstede (2006), a social psychologist in the Netherlands mentions the 'losing a face' concept as a characteristic of a group mentality-society. This is typically applicable to the error-making case for Japanese learners. TR toward errors and mistakes of oneself or others will affect communication skills and it is appropriate to include TR for the research.

The following section discusses the characteristics of these eight emotions, based on the theories developed by Brown, Larsen-Freeman, Long and others.

4 . Characteristics of eight emotion categories

In order to investigate the relationship between emotions and communication skills, the basic characteristics of eight emotions are briefly discussed here. These are fundamentally important parameters to be clarified for the planned survey.

1) Self- Esteem (SE)

SE is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves (Brown, 2000, p.145). It is a confidence in one's own worth or abilities and an important variable in second language acquisition since it will give the confidence and self-encouragement to speak out without fear and anxiety, regardless of mistakes or errors. Those with weaker SE maintain walls of inhibition to protect what is self-perceived to be a weak or fragile ego, or a lack of self-confidence in a situation or task. In general, SE and IN stand in a dichotomous relation, and therefore, it is interesting to explore how these two emotions are interrelated.

2) Risk-Taking (RT)

RT is a learner's emotional reaction toward something unpleasant or unwelcome happening. It is often said that EFL Japanese learners are reluctant to take risks, especially in the public speaking context. Without risk-taking, there will be less chance to learn from practices. In this sense, RT is also an important factor for successful learners. Brown argues that:

In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself. Outside the classroom, individuals face other negative consequences if they make mistakes (2000, p.149).

As described above, such negative feelings will be the source of not being able to communicate smoothly for many EFL Japanese learners. However, a research will be necessary to see the situation more clearly.

3) Anxiety (AN)

AN is a worry or nervousness associated with feelings of uneasiness, frustration, self-doubt, and apprehension. AN seems to stand in a dichotomous relation with SE and it may belong to the negative category along with IH and IN. These points should be also investigated.

MacIntyre & R.C.Gardner (1994) define language anxiety as “feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning.”... “Anxiety-arousal is associated with distracting, self-related cognition such as excessive self-evaluation, worry over potential failure, and concern over the opinions of others” (pp. 284-285). Truscott (1996) also mentions that when mistakes and errors are corrected, learners will lose interest in learning due to their anxiety about making mistakes. His theory relates to grammar, but this will also be applicable to communication skill development. According to Oxford (1999), there are two types of anxiety: “harmful” and “helpful” anxiety. Helpful anxiety is that some concern over a task to be accomplished is a positive factor. Both too much and too little anxiety may hinder the process of successful second language learning.

4) Empathy (EM)

EM is the ability to understand and share the feeling of others or the process of putting yourself in someone else’s place, reaching beyond the self to understand what another person is feeling. According to Brown ,

communication requires a sophisticated degree of empathy. In order

to communicate effectively you need to be able to understand the other person's affective and cognitive states. ... Oral communication is a case in which, cognitively at least, it is easy to achieve empathetic communication because there is immediate feedback from the hearer. Written communication requires a special kind of empathy – a “cognitive “ empathy in which the writer, without the benefit of immediate feedback from the reader, must communicate ideas by means of a very clear empathetic intuition and judgment of the reader's state of mind and structure of knowledge (2000, p. 153).

In this sense EM is very important for interactive communication with others.

5) Inhibition (IH)

IH is a feeling that makes one self-conscious and unable to act in a relaxed and natural way. Based on Guiora (1980) and his colleague's experiments, states of lower inhibition heightened empathy and the permeability of ego boundaries. In another study, Guiora hypothesized that hypnosis would both lower inhibitions and make a person willing to modify a basic self-identification. In the above-mentioned experiments, Guiora used alcohol and Valium to investigate the effect on lowering inhibition. This method is not practically applicable to general language learning classes, but an important point is that lowering inhibition influences positively in taking risks in the language classroom, which induces learner's positive attitudes. As Brown mentions “most learners come to a language class with too many inhibitions, not enough willingness to take risks, relatively low self-confidence in their ability to learn a language, etc” (2001, p. 213).

6&7) Extroversion and Introversion (EX and IN)

Like RT, EX and IN are also potentially important factors in the acquisition of a

second language. EX type people are those who are outgoing, socially confident, predominantly concerned with external things or objective considerations while IN types are shy, they remain silent and are concerned with their inner thoughts and feelings rather than with external things. Stereotypically, an extroverted person is considered as a gregarious person while introverts are thought of as quiet and reserved people. Each of these characters has advantages and disadvantages. In general, many Japanese belong to the IN type although EX is considered advantageous for face-to-face communication. This is not a simple matter of which is better or not. It is a kind of learner style. There are many cases for introverted learners showing higher proficiency. So, it is interesting to identify through this survey how these elements work on communication skills since this is a matter that many Japanese learners are concerned about.

8) Tolerance (TR)

H.D. Brown (2001) categorizes Tolerance as cognition. But TR is the ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagree with and TR requires the capacity to endure continued subjection to something such as environmental conditions without adverse reaction. Therefore, this paper includes TR as one of the eight emotional categories. Goleman (2005) argues that self-control is the ability to modulate and control one's own actions in appropriate ways or assert a sense of inner control, which is one of the ingredients of emotional intelligence (pp.193-194). Although this explains what TR is, it is worthwhile to see how this TR or self-control, Goleman's term, affects communication skills. TR elements include various

factors such as self-control in accepting errors of his/her own or others, keeping positive motivation despite failures and making continued efforts to reach a goal. These are very important TR elements for successful language learning.

In summary, eight emotion categories are used in the research of this paper to investigate their effects on communication skills of Japanese learners in the EFL context.

5. The necessity of research

Potentially influential emotion factors are discussed in this chapter and the author of this paper examine how these emotional factors influence communication skill development. The theories developed by Krashen (1985) and Brown (2000) are well known although studies of this area are still relatively small. In Japan there is very little research on the relationship between emotions and language learning.

Kondo and Yang (2006) investigate the relationship between language anxiety and the perceived effectiveness of the five strategy types that learners take: Preparation, Relaxation, Positive Thinking, Peer Seeking and Resignation. As a conclusion of their research, they state that language anxiety is significantly correlated with the perceived effectiveness of Preparation.

How are the eight emotions listed in this paper related to communication skills? This question led to the necessity of researching Japanese learners at school in an EFL context. More specifically, this would be a survey on the relationship between emotions and English proficiency.

In general, it is considered that four skills are interrelated and lead to a comprehensively balanced English proficiency. This paper focuses on listening and

speaking to develop communication skills, and also conducts research on how emotions are interrelated and work on these skills. If the data shows that a factor negatively influences listening and speaking skills, it is conceivable that by reducing the negative factor we can facilitate communication skill development. This will support Krashen's Affective Filter Theory.

Concerning English proficiency for this research, the CEFR (Common European Framework of Reference for Languages) self-assessment method is used because of the following two reasons:

First, because the CEFR, which was originally established by the Council of Europe, has been introduced in EU member states, its role and function are already proven. Second, English is used worldwide in business, academic and diplomatic circles as a common language. However, a global standard for L2 English proficiency has not yet been established. There is no qualified global standard. CEFR can be applicable to any languages including English. It is an urgent issue for Japan to develop human resources who are able of coping with an internationalized competitive society today. Such being the case, CEFR seems appropriate for this purpose. In fact, introducing CEFR into Japan is under-discussion to assess English proficiency with clear objectives. This plan has been supported by Koike et al. (2008b) .

In Japan, there are several tests widely used, such as TOEIC and STEP (Practical English Proficiency Test), but they cannot be a global standard, especially since TOEIC lacks a writing skill test and is questionable in identifying the test results as the practical English proficiency. CEFR is a sort of check-list to identify can-do-statements and also serves as an objective list (Tadaki, 2008, pp.2-4). Yet, there is a little concern about validity for the self-assessment due to a somewhat subjective self-assessment. However, there is no index available in a global perspective. Considering the progress

of globalization in the future, it is definitely necessary to establish a standard globally available and one that is already approved. CEFR is suitable for such a standard. Because of this, CEFR is used for the research of this paper.

Furthermore, this CEFR is appropriate for identifying the emotional factors linked with proficiency, which includes listening, reading, spoken interaction, spoken production and writing. Since speaking is divided into two separate skills such as spoken interaction and spoken production, this will be advantageous and easier in reflecting respondents' emotions.

Referring to CEFR original English, the Japanese version translated by Yoshijima & Ohashi (2004) has been simplified by the author to reduce extra burdens on the respondents.

As for the subjects, it will be ideal to carry out the research on a wide spectrum of subjects from beginners in elementary schools, junior and senior high school students to adults to obtain various diversified data. However, as a first step this paper selects adults with a long experience of English education at schools as subjects; people who are willing to reflect on their experiences, make assessments of their personality/emotions and their current level of English proficiency properly. Elementary and junior high school students are too young and may not have the capacities necessary to assess their emotions and proficiency objectively. The data obtained from this paper will be helpful in the future to improve a research method when extending surveys to a much wider spectrum.

Chapter 3 The Relationship between Emotions and Communication Skills

1. Purpose of research

The purpose of this study is to explore the relationship between emotions and communication skills in a Japanese EFL context through research and interviews. There is little research on this perspective and almost no research has been conducted for Japanese EFL learners. This chapter discusses how emotions and English proficiency are interrelated based on the data obtained from the survey.

In Chapter 1, my assumption for the influence on communication skills is described as follows:

Positive motivations will elicit positive emotions and attitudes while negative motivations drive learners to negative emotions and attitudes, thus affecting communication skills either favorably or unfavorably. This is my working hypothesis based upon my many years of experience in international business and cultural exchanges with non-Japanese people during my career. In order to substantiate this assumption, my research was conducted using questionnaires and the English proficiency self-assessment form in order to make unquantifiable factors (abstract emotions) into quantifiable data.

2. Research questions

The focus of this research is placed on the relationship between eight emotions (SE, IH, RT, AN, EM, EX, IN and TR) and communication skills. More specifically, my research examined the correlation between positive and negative emotional levels and communication skill levels in English proficiency. Environments and methods that successfully elicit positive emotion levels and turn negative emotion levels to the

positive ones will provide keys to help Japanese learners develop L2 (English) proficiency and communication skills. From this perspective, my research focuses on the following questions:

- 1) How are emotions interrelated with developing communication skills?
- 2) How will emotions work on EFL Japanese learners?
- 3) How are the four skills (listening, reading, speaking, and writing) interrelated with CEFR ?

3. Method

In preparation for this survey, five emotional items were set up to identify eight emotions (SE, IH, RT, AN, EM, EX, IN, and TR), and a total of 40 emotion-related questions (hereinafter referred to as emotion items) with characterized descriptions based on eight different emotion categories were arranged. These 40 emotion items were used as a scale to identify the subject's emotion characteristic. Among the 40 emotion items, one motivation related item (hereafter referred to as a motivation item) is included in the eight categories. The eight categories are hidden to the subjects and they only notice a total of 40 emotion items in the questionnaire to avoid pre-conceptual influence. Unique to this survey is an experimental introduction of the CEFR self-assessment form that allows the subjects to identify their English proficiency level by themselves. TOEIC proficiency test scores are also used to complement the CEFR results. Based on the original English version, the author of this paper simplified the Japanese version of the CEFR form, originally translated by Yoshijima & Ohashi (2004) , to reduce the workload imposed on the subjects. The CEFR consists of four skills plus one: listening, reading, speaking (spoken interaction and spoken production) and writing. These CEFR skills are classified into six proficiency levels

with detailed descriptions as can-do-statements. This has made the CEFR self-assessment form easy for respondents to assess by themselves.

3.1 Significance of using the CEFR self-assessment form to see English proficiency

As mentioned above, this research uses the CEFR self-assessment for Japanese learners in an EFL context to see their English proficiency. There are several reasons for introducing this system. First, the CEFR is used in EU member states as explained in Chapter 2 and it is appropriate to use it in Japan in order to measure learners' own English proficiency by themselves. It shows the proficiency that learners can do well in a global standard without a language barrier. Recently some Japanese researchers put it to the test to see if it works for measuring English proficiency of Japanese learners. Second, the CEFR is advantageous in seeing emotional effects on communication skills and English proficiency because it has two separate speaking skills: spoken interaction and spoken production. These two skills are generally considered to be a fundamental base for communication, and easy factors to reflect emotions. The CEFR offers a unique type of framework not available in any other scales of this kind. There are six proficiency levels (from A1, A2 to C1 and C2) for each of the five skills included in the CEFR. Learners can easily assess their own level by reading the can-do-statements in this form. (See Appendix 3 on page 56)

3.2 Subjects

A total of 46 subjects were used for this survey. They were all Japanese learners with an intermediate to advanced English proficiency level. The demographics were

(1) graduate students majoring in language studies, (2) the Toast Masters' Club⁽²⁾ members in Hiroshima, who are business persons with a variety of occupations and college/university students, and (3) officials involved with international cultural exchange organizations.

The subjects' TOEIC scores (out of 46 subjects, 29 reporting TOEIC scores.) range from 485 to 965. The subjects' average total score is 802.4. A score of 700 level accounts for 19.6 %, a score of 800 level accounts for 13 %, and a score of 900 level accounts for 19.6 %. Subjects with a score above the 700 level account for 52.2 % of the participants. STEP 1 holders account for 17.4 % of the participants and STEP Pre-1 Grade holders account for 21.7 % of the participants.

3.3. Procedures

The survey consists of two questionnaires (Part I & II) and the CEFR self-assessment form. The contents and answering methods are as follows. (See Appendices on pp. 52-56.)

Part I: There are 21 general questions concerning the subject's English education background and English proficiency records such as TOEIC scores, STEP grades and others. The subjects can select appropriate answers. For the purpose of investigating a correlation between the CEFR proficiency and TOEIC, the subjects are requested to fill in their proficiency record including TOEIC and other tests.

⁽²⁾ Internationally recognized NPO headquartered in the U.S. with an objective of developing leadership and communication capacities. Members exceed 200,000 around the world.

Part II: There are a total of 40 emotion item questions with relevant descriptions.

For these questions, subjects are requested to select an appropriate level categorized into a four-points-scale, which is used in order to avoid a trend of selecting an average level. Also to avoid preconceptions by the subjects, 40 emotional items conceal their affiliation in eight emotion categories (SE, IH, RT, AN, EM, EX, IN and TR)

Four-points-scale: Absolutely no.....1 point
More or less no....2 points
More or less yes...3 points
Absolutely yes.... 4 points

CEFR self-assessment form: CEFR has four skills plus one with can-do-statement descriptions. Subjects mark their own assessment out of six skill levels from A1, A2, B1, B2, C1 and C2 (A1 is a beginner and C2 is equivalent to native speakers.) These levels from A1 to C2 are converted to a numerical value from 1 to 6 to determine correlation coefficients with emotion items and TOEIC total scores in the data analysis process.

3.4 Data analysis

The questionnaires include 21 questions in Part I and 40 questions in Part II. The CEFR self-assessment form includes five skill level selection items. This makes a total of 66 questions. Out of the 66 questions, 40 from Part II, five from the CEFR form and one from Part I are used for correlation coefficient data analysis. The

remaining 19 answers from Part I are used as references for evaluation.

As for Part I, Question 5 refers to TOEIC scores from 29 respondents out of 46 subjects, and the relationship between CEFR and TOEIC is based on TOEIC total scores since there is no report about the four skills of TOEIC test. IELTS and STEP results are not used because of insufficient numbers in respondents.

As for Part II, all subjects respond to all 40 question items and these are used for determining correlation coefficients. When determining correlation coefficients, the point respective to each of the 40 emotional items and the category total in which each item respectively belongs to are used.

As for the CEFR self-assessment form, all subjects responded to this form and all of the information is used for determining correlation coefficients.

The Pearson correlation coefficient is used for the data analysis.

4. Results and discussion

As discussed earlier, introducing appropriate learning environments and teaching methods, which will elicit positive emotions, is a key for Japanese learners to facilitate their communication skill development. From this perspective, the survey results are analyzed based on the following three research questions.

Q (1) How are emotions interrelated in developing communication skills?

In Chapter 1, the author defines communication skills as a reciprocal interaction using language between speaker(s) and listener(s) and it is important for successful communication to develop the four skills in an integrated way. Among these skills, listening and speaking, in particular, are key functions for an active interaction. Accordingly, it is reasonable to illustrate communication skills in CEFR proficiency,

which consists of four plus one skills: listening, reading, spoken interaction/spoken production and writing. Concerning CEFR proficiency, when examining the relation with TOEIC total⁽³⁾ scores for 29 respondents, a correlation coefficient of 0.51 ($p < .01$) has been obtained. With this result, it seems practically reasonable to have used the CEFR for this research to see Japanese learners' English proficiency. In Japan, as discussed in Chapter 2, so far, the CEFR has little been used to substantiate researches. In this paper, the author has simplified the CEFR self-assessment to make it easier for the subjects to respond to.

Table 1 shows the mean and SD of CEFR proficiency based on a six-points-scale.

Table 1 Means (Mean) and Standard Deviations (SD) of CEFR Proficiency (N=46)

	Listening	Reading	*Interaction	*Production	Writing	Total
Maximum score	6	6	6	6	6	30
Mean	3.4(56.7%)	3.7(61.7%)	3.5(58.3%)	3.5(58.3%)	3.8(63.3%)	17.9(59.7%)
SD	0.8	0.8	0.9	0.8	0.7	3.3

Note : * Spoken interaction, Spoken production

The total shows 59.7%, i.e., about 60% on average of the five skills. It indicates that there are slight variations according to the individual, but on average the proficiency of the participants is slightly above the average of Japanese learners. Of the five skills, (listening, reading, spoken interaction/spoken production and writing), writing shows the highest score and reading shows the second highest score while

⁽³⁾ Since TOEIC has no writing test, the author of this paper determined the correlation only between the CEFR total and TOEIC total.

listening shows the lowest and spoken interaction/spoken production the second lowest. These results represent typical Japanese EFL learners' characteristics with their strong points in writing and reading skills and their weak points in listening and communication skills (spoken interaction and spoken production). This reflects the effects of English education at schools where listening and communication skills have been regarded as second importance.

Table 2 shows the mean and SD of emotional categories. The highest mean out of eight emotions is EM (empathy) (14.5, 72.5%) and the next highest is SE (self-esteem) (14.0, 70%) and EX (extroversion) (14.0, 70%). The lowest is IH (inhibition) (9.0, 45%). The next lowest is AN (anxiety) (11.3, 56.5%) and IN (introversion) (11.3, 56.5%). RT (risk-taking) is in the middle (12.6, 63%).

Table 2 Means (Mean) and Standard Deviations (SD) of Emotion category (N=46)

	SE	RT	AN	EM	IH	EX	IN	TR
Maximum score	20	20	20	20	20	20	20	20
Mean	14.0(70%)	12.6(63%)	11.3(56.5%)	14.5(72.5%)	9.0(45%)	14.0(70%)	11.3(56.5%)	12.4(62%)
SD	2.3	2.5	3.0	2.8	2.8	3.0	2.5	1.9

SE : Self-Esteem AN : Anxiety IH : Inhibition IN : Introversion

RT : Risk-Taking EM : Empathy EX : Extroversion TR : Tolerance

The correlation between emotional categories and CEFR proficiency appears in Table 3. A remarkable negative correlation with CEFR total is AN ($r = -0.47, p < .01$).

Table 3 Pearson Correlation Coefficient between Emotion and CEFR Proficiency

		Emotion								CEFR Proficiency					
		SE	RT	AN	EM	IH	EX	IN	TR	L	R	I	P	W	Total
Emotion	SE	1	0.18	-0.19	0.09	-0.26	0.48 **	-0.24	0.09	0.44 **	0.28	0.44 **	0.32 *	0.36 *	0.46 **
	RT	0.18	1	-0.02	-0.1	-0.14	0.22	-0.26	0.55 **	-0.15	-0.02	0.02	-0.11	-0.08	-0.08
	AN	-0.19	-0.02	1	-0.02	0.37 *	-0.25	0.68 **	-0.08	-0.55 **	-0.47 **	-0.32 *	-0.26	-0.31 *	-0.47 **
	EM	0.09	-0.1	-0.02	1	0.02	0.06	0.16	0.02	0.01	-0.16	-0.04	-0.04	-0.03	-0.07
	IH	-0.26	-0.14	0.37 *	0.02	1	-0.46 **	0.61 **	-0.14	-0.13	0.02	-0.15	-0.14	-0.04	-0.11
	EX	0.48 **	0.22	-0.25	0.06	-0.46 **	1	-0.39 **	-0.07	0.12	0.1	0.16	0.19	0.01	0.15
	IN	-0.24	-0.26	0.68 **	0.16	0.61	-0.39 **	1	-0.29	-0.28	-0.27	-0.3 *	-0.18	-0.15	-0.29 *
	TR	0.09	0.55 **	-0.08	0.02	-0.14	-0.07	-0.29	1	0.06	0.06	-0.01	0.13	0.15	0.09
CEFR Proficiency	L	0.44 **	-0.15	-0.55 **	0.01	-0.13	0.12	-0.28	0.06	1	0.63 **	0.54 **	0.44 **	0.53 **	0.77 **
	R	0.28	-0.02	-0.47 **	-0.16	0.02	0.1	-0.27	0.06	0.63 **	1	0.52 **	0.49 **	0.71 **	0.83 **
	I	0.44 **	0.02	-0.32 *	-0.04	-0.15	0.16	-0.3 *	-0.01	0.54 **	0.52 **	1	0.77 **	0.5 **	0.83 **
	P	0.32 *	-0.11	-0.26	-0.04	-0.14	0.19	-0.18	0.13	0.44 **	0.49 **	0.77 **	1	0.58 **	0.81 **
	W	0.36 *	-0.08	-0.31 *	-0.03	-0.04	0.01	-0.15	0.15	0.53 **	0.71 **	0.5 **	0.58 **	1	0.81 **
	Total	0.46 **	-0.08	-0.47 **	-0.07	-0.11	0.15	-0.29	0.09	0.77 **	0.83 **	0.83 **	0.81 **	0.81 **	1

SE : Self-Esteem IH : Inhibition L : Listening

** $p < .01$

RT : Risk-Taking EX : Extroversion R : Reading

* $p < .05$

AN : Anxiety IN : Introversion

I : Spoken Interaction

EM : Empathy

TR : Tolerance

P : Spoken Production

W : Writing

Interestingly enough, AN shows relatively high negative correlation with most of the skills, especially with listening skills ($r = -0.55, p < .01$). SE shows high correlations with most of the CEFR proficiency skills. There are positive correlations between SE, and listening and spoken interaction. SE also shows positive correlations with spoken production and writing. On the contrary, there is a significantly high negative correlation between AN and listening ($r = -0.55, p < .01$), reading ($r = -0.47, p < .01$). These results indicate that the most significant correlation with English proficiency are SE and AN: SE in a positive way and AN in a negative way. Concerning the relationship between SE and AN, AN has a significantly high correlation with IN ($r = 0.68, p < .01$) and SE has a high correlation with EX ($r = 0.48, p < .01$). This means that elevating SE will result in uplifted EX and vice versa while increasing AN will result in increased IN and vice versa. When the positive mechanism works, it will facilitate learners to develop their potential skills successfully.

When looking over Table 3, SE and AN show significant correlations with CEFR skills respectively, though little correlation with speaking production. AN will lead to increase IN as well as IH, a negative cycle, while decreased AN will lead to decrease IN and IH, a positive cycle. Also, there is little correlation among RT, EM, IH, EX, IN and TR with CEFR proficiency skills.

The relationship between emotion items and CEFR proficiency is shown in Table 4.

Table 4 Pearson Correlation Coefficient between Emotion Item and CEFR Proficiency

			CEFR Proficiency						
			L	R	I	P	W	Total	
Emotion	SE	item 1	0.49 **	0.52 **	0.24	0.13	0.6 **	0.48 **	SE : Self-Esteem AN : Anxiety
		item 2	0.42 **	0.32 *	0.59 **	0.32 *	0.2	0.47 **	
		item 5	0.36 *	0.22	0.39 *	0.2	0.25	0.35 *	
	AN	item 11	-0.43 **	-0.46 **	-0.31 *	-0.2	-0.42 **	-0.45 **	L : Listening R : Reading I : Spoken Interaction P : Spoken Production W : Writing ** $p < .01$ * $p < .05$
		item 13	-0.47 **	-0.46 **	-0.26	-0.2	-0.24	-0.4 **	
		item 15	-0.39 **	-0.31 *	-0.21	-0.21	-0.37 *	-0.37 *	

SE related core questions and comment (See Appendix 2 on page 55.)

item1: Are you confident in your communication skill in your English language study?

item2: I am very much good at speaking.

item5: Good comment from others about my speaking skill made me feel confident in speaking in English. People commented that I am very good at speaking and then I became confident.

AN related core questions and comment (See Appendix 2 on page 55.)

Item11: I am not confident in English language study

Item13: I am not able to express myself when I speak at a test or within a limited timeframe.

Item15: I do not dare to speak out since after someone pointed out my mistakes and errors in pronunciation, vocabulary and grammar.

Emotion items 1 and 2, (self-confidence related questions), and 5 (a self-confidence/motivation related question) within the SE category seem to contribute to boosting CEFR skills. These are the questions indicating learners' positive emotions, such as "I am confident in my speaking ability...". The significant result is that emotion items 11 and 13 (anxiety related questions), and 15 (an anxiety/less motivation related question) negatively correlate from $r = -0.31$ ($p < .05$) to $r = -0.47$ ($p < .01$). All of these questions are to identify respondents' negative emotions, such as "I am not confident ... or I am not able to do...and I am worry about...." (As for questions, refer to Table 4 footnote and Appendix 2 on page 55: Emotion related questionnaire in Part II)

In summary, when SE, one of the positive emotions, is further uplifted, it leads to uplifting EX, one of the other positive emotions. It is conceivable that this emotion mechanism also leads to reducing AN, a very negative emotion factor, and these dynamics will result in decreasing negative emotion factors such as IN and IH. A distinctively positive cycle of these effects lead to facilitating higher proficiency development and also communication skills in the end in a synergistic mode. The result of this survey is connected with Krashen's Affective Filters Hypothesis perspective. It is obvious that reduced AN level is a key to lessening negative influences. This mechanism based on this survey supports Krashen's hypothesis.

As discussed in Chapter 2, SE and AN stand on a dichotomous relation, and as a result of this survey these two emotions are found to be very influential to communication skills both positively or negatively. Before making this survey, a general prediction was that two positive factors, for example, SE and EX, not those in a dichotomous relation, should be simply a viable combination to facilitate communication skill development. The results are completely contrary to the simple

predictions. This means that human emotions are not superficial like an “all or nothing” concept, but much more complicated than expected.

As for the subjects, NNS (Non-Native Speakers), used in this survey, it is very natural for them to have developed SE because they have achieved more than an average level of proficiency through a long years of efforts in learning L2. On the other hand, they are well aware of the fact that it is very hard to attain a mastery of the English language like native speakers and therefore, they are not able to expunge AN. Such characteristics seem to have appeared in the results. In future studies, when making a survey for children and young learners of L2 as subjects, my assumption is that instead of SE, their mind set would be the combination of RT with AN or IN. This means that the relationship between emotions and proficiency skills and communication skills are extremely complicated, and to identify how those emotions are interrelated is naturally very difficult.

Q (2) How will emotions work on EFL Japanese learners?

As discussed in Chapter 2, this survey includes RT, IN and TR in view of Japanese learners' distinctive features. It is often said that RT is important for language learning, especially for speaking and communication skills. However, as shown in Table 3, RT does not relate to any proficiency, particularly with listening and spoken production skills, key functions for communication skills.

The Japanese are generally perceived as reserved, and many Japanese are reluctant to speak in English in front of others, in other words, hesitant to risk-taking. This trait seems to affect communication skill development negatively. Another characteristic of the Japanese personality is a group-oriented mindset and in a language-learning context, this trait is likely to cause people to be intolerant of their own errors and mistakes as

well as those made by others. Such characteristics lead people to be non-proactive, thus negatively affecting communication skill development. From these general viewpoints, however, the survey this time does not show any clear relation with such perceptions.

Also as shown in Table 3, IN and TR are not related to communication skills. However, it is interesting to mention that there is a significantly high correlation coefficient between TR and RT ($r=0.55$, $p < .01$). One of the reasons for the results could be explained as follows:

The research subjects for this study are well aware of the difficulties in using English, and for that reason they could be open to accept errors and mistakes made by themselves and others. Depending on the subjects chosen for research, the results could show that non-TR characteristics unique to the Japanese differ significantly from this survey outcome.

As explained in a previous section, the subjects of this survey are adults of high English proficiency with a long history of English education, and the survey result shows that there is a clear dichotomous relationship between SE/AN and English proficiency as discussed in the research question (1). However, as argued above, a future survey for children and young learners could result in a different outcome.

Two cases previously mentioned, such as American executives' hard training while they are young, and the boy A in New Zealand, though they are not in an EFL context, clearly describe that elevating positive emotions help learners enhance communication skill level. Ms. C, a member of Hiroshima Toastmaster's Club, commented:

“ When I was studying in the U.S. I could not speak well and was afraid of making errors and mistakes in English in front of classmates and others, since I was concerned about the situation being perceived as stupid or foolish. However, I noticed that Chinese

students were different, and they did not care about such things at all and kept expressing their thoughts and opinions aggressively. Then, I thought I must do as they do and I felt relieved. Since then, I could open my heart and mouth to speak “.

Other members told me that they were often deeply depressed with their slow improvement, but encouraged themselves or were motivated by others to make efforts continuously for a higher objective. These answers correspond to the answers in the research questions.

Q (3) How are the four skills interrelated with CEFR ?

When investigating CEFR skills- to -skills relationships in order to see how the four skills are interrelated as shown in Table 3 on page 35, there are a total of ten patterns showing significantly high correlations. This means that almost all skills are closely related each other. Among these highly correlated skills, the highest correlation is found between spoken interaction and spoken production, both of which are important functions for communication skills ($r=0.77, p < .01$). The second highest correlation is between reading and writing ($r=0.71, p < .01$). The third highest goes between listening and reading and the fourth between spoken production and writing.

As discussed in Chapter 1, communication is performed through listening and speaking skills directly. However, relying exclusively on the listening and speaking process will not produce communication. Communication needs interaction between listeners and speakers. It is also interesting to note that there are very high correlation between all respective skills and CEFR total from $r =0.77 (p < .01)$ to $0.83 (p < .01)$.

In brief, an overall improvement in all four skills will result in upgraded

communication skills. To be more specific to the research question (3), all four skills are closely interrelated.

Chapter 4 Conclusion

This paper discusses how eight emotions work on communication skills in the Japanese EFL context. To explore the relationship, a three-fold survey was created using 46 adult subjects with relatively high English proficiency and a sufficient English educational background: Questionnaire Part I (general questions concerning English education in schools and English proficiency test scores such as TOEIC, etc.), Questionnaire Part II (40 emotion-related questions) and CEFR self-assessment for English proficiency.

Thank to the subjects' very sincere manner of responding to rather complex questions, highly reliable data were obtained. Based on research results and theories already developed by scholars, this paper discusses the relationship among emotions, English proficiency, and communication skills in the Japanese EFL context.

Many researchers, such as Krashen, Larsen-Freeman, Long, Brown, MacIntyre, Goleman, and others have discussed emotional aspect, but few surveys have been conducted to identify the relationship between emotions and communication skills. In Japan, there is little research except for that of Kondo and Yang who examine the relationship between language and anxiety. Thus, this study has examined the relationship among eight emotions (SE, RT, AN, EM, IH, EX, IN, and TR), English proficiency, and communication skills in the Japanese EFL context. Krashen is well known for his Affective Filter Hypothesis. He (1985) claims that the 'Affective Filter' is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition. This occurs when the acquirer is unmotivated,

lacking in self-confidence or anxious (p.3). However, his theory is still a hypothesis and not examined in research or experiment. Such being the case, the author decided to make the above mentioned three-fold survey to identify the relationship between the eight emotions and communication skills. This process has turned unquantifiable factors into quantifiable data.

In many schools in Japan, reading and translation are still the main topics in class because the main focus is placed on an immediate instrumental purpose; to pass entrance examinations, though the importance of communication skills have been discussed over the years as the practical ability required in a global society today. As mentioned earlier in the research report by Koike et al. , more than 40 % of 7,300 respondents of Japanese business persons answered that in five out of ten arguments they felt their limited English ability and barely followed the flow of the argument and were not able to contribute to constructive arguments. The author of this paper had a hypothesis before making the survey that the grammar-translation oriented approach must be the cause of such a problem, which has left many Japanese learners behind the global standard level in communication skills. In fact, 65 % of the subjects responded that their classes were based on only the grammar-translation method. Generation breakdown of this answer is: 89 % of the subjects above 50 years old were educated based on the grammar-translation, method while 50 % were under 50 years old. However, it is interesting to note that 35 % of the respondents replied that there were English conversation and speech classes by native speakers though the main focus was traditional grammar-translation classes. Generation breakdown of these answers is: Subjects above 50 years old account for 11% and subjects under 50 years old account for 50 %. This means that the majority of subjects above 50 years old were educated based on grammar-translation focused curriculums. But, nearly half of the respondents

under 50 had English conversation and speech classes along with the grammar-translation method. Because of this survey result, it is not reasonable to put the blame of poor communication skills of many Japanese learners on the classic grammar-translation approach alone. This approach may be responsible for Japanese learners' poor communication skills to some extent, but it does not explain the whole. The author considered that there must be something, which has been almost overlooked for EFL Japanese learners.

As for the content of English class, it is not so simple as just changing its focus from the grammar-translation approach to the conversation & speech-oriented approach, i.e. communicative approach. As discussed in Chapter 1, the most important point is to introduce a learning environment and teaching method which will elicit positive emotions and attitudes by developing positive motivation as three successful cases explained in Chapters 1 and 3 (case A, a Japanese young learner in New Zealand, American executives' case and case C, a member of Hiroshima Toastmaster's Club). In those situations, people overcame their negative emotions to turn those to positive ones sustained by positive motivation.

The research results tell the dynamics of this flow. That is to say, further elevating positive emotions such as SE and reducing negative emotions such as AN will help learners develop English proficiency and communication skills. Among the five skills, listening and spoken interaction (the functional elements for communication skills) show the above-mentioned dynamics obviously. This seems to be a very natural outcome since these two skills, listening and spoken interaction, will be used in the case of communication where both parties may conflict between the two pole mechanism, 'refusal' or 'acceptance'.

The most important finding in this research is that AN negatively affects four

skills; listening, reading, spoken interaction and writing. It is also interesting to note that not simply listening and spoken interaction, but also reading and writing skills are included in this finding. This may be understood as follows:

Writing is used as a means of communication through documentation and spoken interaction through oral presentation. Likewise, the author considers that there is a common feature between reading and listening; conceptual understanding through eyes and ears. From this perspective, it is reasonable that AN negatively affects four skills as mentioned above.

The next important finding is that SE is positively related to listening, spoken interaction, writing and spoken production, but not related to reading. In the case of subjects who have SE, they do not have any harmful feeling and just have self-confidence, free from restrictors. This means that they can express their own opinion in spoken interaction as well as production, and also in writing.

These results illustrate that AN and SE emotions play important roles in developing reading, writing, listening and speaking skills in a negative way or positive way.

It is also worth noticing that four skills are closely interrelated and this is a significant formula reaffirmed through this survey. This perspective will serve as a guideline when developing communication skills of Japanese learners.

Further study

The number of subjects of this survey for this paper is 46, which is not big enough. The subjects' English proficiency is above intermediate level with a long history of English education. Because of these reasons, it is not practical to immediately introduce the results of the survey into the English classes in general. Concerning the survey method, quantitative and qualitative approaches should be taken into

consideration. The number of subjects must increase and participants should be more diversified with lower level of proficiency and also extended to children and young learners in the future research.

When introducing the results in actual English education, an important point to put it in practice is how to lead learners' emotions to the positive direction. There are differences in individual learners' personalities and their emotions. Their emotions, in particular, will change as time goes and situations changes, swaying between the poles of 'acceptance' and 'refusal'. Therefore, it is important to observe each student and develop their potential in tune to their individual differences. As Skehan (1999) argues, learners' differences are represented in their emotions, psychology, cognition and attitudes, and these affect learners' learning styles.

In the future, teacher's role, teaching method and teaching environments will be added to this emotional research.

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Appendix 1

社会人・学生へのアンケート

Part I: 英語学習に関すること

該当する項目を一つ選び、その番号を回答欄へ記入して下さい。その他に該当する場合は()の中へ具体的にご記入下さい。

1. 職業は? 回答()

- (1) 会社員(外国語・英語使用) (2) 会社員(外国語・英語使用なし)
(3) 小・中・高・大学教員(外国語・英語使用) (4) 小・中・高・大学教員(外国語・英語使用なし)
(5) 学生(外国語・英語学習あり) (6) 学生(外国語・英語学習なし) (7) 国際交流関連職員
(8) 公務員(外国語・英語使用) (9) 公務員(外国語・英語使用なし) (10) その他()

2. 性別は? 回答()

- (1) 男性 (2) 女性

3. 年齢層は? 回答()

- (1) 10~20代 (2) 30~40代 (3) 50~60代 (4) 60代以上

4. 英語を勉強し始めて何年になりますか? 回答()

- (1) 6~10年 (2) 10~20年 (3) 20年以上

5. これまでに以下の試験を受けたことがあれば、差し支えなければそのスコアまたは級を、回答欄へ記入してください。

- (ア) TOEICのスコア 回答()
(イ) TOEFLのスコア 回答()
(ウ) IELTSのスコア 回答()
(エ) 英検の級 回答()
(オ) その他(種類とスコア/級など())

6. 英語は日常的に使いますか? 回答()

- (1) 仕事で使用している (2) 趣味で勉強している (3) 海外旅行などでよく使う
(4) 外国人をホームステイ受け入れで使用する (5) 学校の勉強で使用する
(6) 友人が外国人であるため使用する (7) 英語関連クラブに入っている
(8) その他(具体的に;)

7. 英語圏への留学や海外出張の経験がありますか?

- (ア) 留学経験又は海外駐在経験があればその期間は? 回答()
(1) 1年 (2) 2年 (3) 3年 (4) 4年 (5) 5年以上
(イ) 海外出張経験があればその回数は? 回答()
(1) 1~5回 (2) 5~10回 (3) 10~20回 (4) それ以上

8. 英語と今日までかかわってきた動機はなんですか? 回答()

- (1) 英語が好きだから (2) 試験に合格したいから (3) 仕事上必要だから
(4) 外国の文化を知り、外国人と不自由なく話したいから (5) 英語が上達すると昇進の可能性が高いから
(6) その他(具体的に;)

中学校、高校、大学での英語の授業について思い出して回答してください。

9. 中学校および高校ではどのようなクラス分けでしたか?

(ア) 英語クラスの人数は何人程度でしたか?

回答: 中学(), 高校()

- (1) 20人程度 (2) 30~40人 (3) 40~50人 (4) 50人以上

(イ) 出身校分類(私立、国・公立)および所在地(県)はどこですか？

(1) 私立 (2) 国・公立

回答： 中学 () - () 県

高校 () - () 県

10. 英語の授業はどのような内容でしたか？ 複数回答可 ()

- (1) 文法・訳読式が中心であった (2) 会話の授業があった
(3) Native teacher または ALT(英語指導助手)による授業から刺激を受けた
(4) ディベートやパブリック・スピーチなどを取り入れた授業があった
(5) その他 (具体的に;)

11. 英語の授業はどのような形態でしたか？ 回答 ()

- (1) 得意分野別にグループ分けしていた (例; speaking グループ、writing グループなど)
(2) 試験の成績別にグループ分けしていた (3) ペアワークやグループワークを取り入れた授業があった
(4) 得意分野別や成績別などのグループ分けは一切なかった
(5) その他 (具体的に;)

12. 英語の先生はどんな先生でしたか？ 回答 ()

- (1) 発音にきびしい (2) Speaking に力を入れた (3) 文法を詳細に教えた
(4) テキスト以外にもいろいろ工夫した教材をもちいた
(5) 生徒のレベルに応じてきめ細かく指導した (6) 英語だけでなく、外国の文化を紹介した
(7) その他 (具体的に;)

13. 以上のような授業を受けた結果、自分はどう変わりましたか？ 回答 ()

- (1) 英語が好きになった (2) どちらかといえば好きになった (3) 英語をもっと勉強したいと思った
(4) 英語の必要性を感じた (5) どちらかといえば嫌いになった (6) 大嫌いになった

13. で (1) または (2) (好きになった) と回答した方へ

14. 英語が好きになった理由は何ですか？ 回答 ()

- (1) 先生が誤りに対して寛容であったから (2) 試験の成績が良かったから
(3) 先生がよくほめてくれたから (4) 先生の教え方が楽しかったから
(5) その他 (具体的に;)

15. 英語を熱心に勉強するきっかけはなんですか？ 回答 ()

- (1) 外国映画を英語で理解したかったから (2) 外国人と友達になって自由に話せるようになりたかったから
(3) 外国旅行するとき言葉で困らないようになりたかったから (4) 受験や就職の役に立つと思ったから
(5) その他 (具体的に;)

16. 4技能 (reading, listening, writing, speaking) のうちどれが好き・得意ですか？

いちばん好きな・得意な順に、1から4までの番号を () の中へ記入して下さい。

() reading () listening () writing () speaking

16. で Speaking を1番 (いちばん好き・得意) と回答した方へ

17. Speaking がいちばん好きな理由は何ですか？ 回答 ()

- (1) 人前で話すのが好きだから (2) 英語の発音に自信があるから (3) 話の主導権をとれるから
(4) 相手の反応をみながら話しをできるから (5) 相手の考えを聞きだすことができるから
(6) その他 (具体的に;)

16. でSpeakingを4番(いちばん嫌い・にがて)と回答した方へ

18. Speakingがいちばん嫌い、にがてな理由は何ですか? 回答()
- (1) 人前で話すのは恥ずかしいから
 - (2) 人前で話すとあがるから
 - (3) 英語の発音に自信がないから
 - (4) どう話せば相手に通じるか考えが纏まらないから
 - (5) 変な英語だと相手から笑われたり、ばかにされたりしないかと不安だから
 - (6) その他(具体的に;)

16. でListeningを1番(一番好き・得意)と回答した方へ

19. Listeningが好きな理由は何ですか? 回答()
- (1) 人の話を聞くのが好きだから
 - (2) 話すより聞くほうが気が楽だから
 - (3) 自分が話す前に相手の考えを正しく理解したいから
 - (4) 人の話がきちんと聞き取れたら自信になるから
 - (5) その他(具体的に;)

16. でListeningを4番(一番嫌い・にがて)と回答した方へ

20. Listeningが嫌い、にがてな理由は何ですか? 回答()
- (1) 人の話を聞くのが煩わしいから
 - (2) 人の話をきちんと聞き取れなくて、人に笑われたり、ばかにされたら嫌だから
 - (3) 予備知識や興味・関心のある話題でなければ、ちゃんと聞き取れないから
 - (4) 反論されそうな相手だと話を聞く気が失せるから
 - (5) その他(具体的に;)

13. で(5)または(6)(嫌いになった)と回答した方へ

21. 英語が嫌いになった理由は何ですか? 回答()
- (1) 発音を何度も訂正されたから
 - (2) 文法が分かり難かったから
 - (3) 人前で話すのが嫌だったから
 - (4) 先生に叱られたり、クラスの人に笑われたりしたから
 - (5) 試験の点数が悪かったから
 - (6) その他(具体的に;)

これまでのご経験で、英語 communication 力の向上に最も役立った勉強法はどんなものですか?
下のテキストボックスへご自由に記述下さい。

引き続き次ページの Part II: 情動(emotion)に関すること へお進み下さい。

Appendix 2

Part II: 情動 (emotion) に関すること

下表 (1) ~ (40) の 40 項目に対し、お手数ですがもれなく、下記 1, 2, 3, 4 の選択肢の中から現在のあなたの心境に当てはまる番号を一つだけ選択し回答欄へ記入して下さい。あまり謙虚にならず、率直にお答え下さい。

1 ↓	2 ↓	3 ↓	4 ↓
まったくそうでない	まあまあそうでない	まあまあそうである	まったくそのとおりである

	項 目	回答
(1)	現在学んでいる言語 (英語) について、自分の能力に自信がある。	
(2)	自分は speaking が得意である。	
(3)	自分の話を受け入れるよう相手を説得しようとする。	
(4)	問題解決に必要な意見は主張する。	
(5)	英語での話し方が上手とほめられて自信がついた。	
(6)	人に笑われても気にせずしゃべる。	
(7)	発音、文法、語彙の誤りは気にせずしゃべる	
(8)	自分の英語力が伸びると思うと誤りを指摘されても気にせずしゃべる。	
(9)	人が理解するかどうか気にせずしゃべる。	
(10)	意味内容が重要であれば臆せず話すことが大切と言われて話すようになった。	
(11)	現在学んでいる言語 (英語) について、自分の能力に自信が持てない。	
(12)	人前で話すばあい、間違いをするのではないかと不安になる。	
(13)	試験や時間制限内に話そうとすると、自分自身をうまく表現できない。	
(14)	公式な場で話す際、あがる。	
(15)	発音、語彙、文法などの間違いを指摘されてから話すのがいやになってあまりしゃべらない。	
(16)	外国の人や文化を理解するおもしろさを教えられ、外国語 (英語) を勉強している。	
(17)	他人と一緒にグループ・ワークをするのが好きである。	
(18)	他人の話聞くのが好きである。	
(19)	他人の話に共感しやすい。	
(20)	相互理解に重点を置くことが大切と聞いたことから、理解に焦点を置くようになった。	
(21)	義務感からこの言語 (英語) を勉強している。	
(22)	自分の殻に閉じこもり、他の人から距離を置く。	
(23)	控えめな性格である為、人前で口数が少ない。	
(24)	予期せぬことに即答できない。	
(25)	間違いをする事がはづかしいので、なるべく話さないようにする。	
(26)	時代のニーズに対応するため communication 力をみがいている。	
(27)	誰とでも臆することなく話ができる。	
(28)	自分の存在を口頭でアピールするのが上手と思う。	
(29)	自分から進んで他人との communication をはかる。	
(30)	自分の話を受け入れてもらえるよう積極的に相手に働きかける。	
(31)	外国文化等に関心があるが、communication のツールである英語がなかなかうまくならない。	
(32)	自分の発言に対し反省しがちである。	
(33)	グループで話し合うことが苦手である。	
(34)	人前で話をするのが恥ずかしい。	
(35)	正しいかどうか意識的に自己確認しながら話すタイプである。	
(36)	英語の Speaking 力が伸びないが、継続が大事と教えられ、ねばりづよく勉強を続けている。	
(37)	相手の話を理解しようとする。	
(38)	意味内容を理解してもらえなくても気にしない。	
(39)	語彙、文法の正誤にこだわらない。	
(40)	人の誤り (発音、文法、語彙) に対して無頓着なほうである。	

Appendix 3

Part III : 英語力に関する自己申告

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(横軸の各技能について、あなたに最も近いと思うレベルをA1～C2の中からひとつ選び、その記号を一番下の解答欄に記入の中からひとつ選び、その記号を一番下の解答欄に記入して下さい)

	理解すること		話すこと		書くこと
	聞くこと	読むこと	やり取り	表現	
A1	ゆっくり、はっきりと話してもらえば、日常的によく使われる単語や語句を聞き取れる。	国名や地名、駅名、案内表示など日常的によく使われる単語や単純な文を理解できる。	ゆっくり、はっきりと話してもらい、聞き直しや助け舟を出してもらえば、簡単な言葉でやり取りできる。	どこに住んでいることや、知っている人たちについて簡単な語句や文を使い表現できる。	新年挨拶やクリスマスカードなど定型的な葉書であれば書ける。 ホテルの宿帳に姓名や住所、国籍などを記帳できる。
A2	日常的によく使われる簡単なメッセージや短いアナウンスの要点を聞き取れる。	簡単なパンフレットや商品カタログ、メニュー、予定表などから、情報を取り出せる。簡単な短い個人的な書簡は理解できる。	身近な話題や活動について話し合いができる。短い社交的なやり取りができる。	家族、周囲の人々、居住条件、学歴、職歴など簡単な言葉で一連の語句や文を使って説明できる。	お礼状やお祝い状など目的のはっきりした短い簡単な手紙であれば書ける。
B1	身近な話題について、ゆっくりとした明瞭な話し方であれば、ラジオやテレビ番組の要点を理解できる。	日常語で書かれた仕事関連の内容なら理解できる。出来事、感情、希望など表現した書簡を理解できる。	当該言語圏を旅行中通常起こる状況に対処できる。日常生活に関連あること、個人的な関心事について、準備なしで会話できる。	自分の経験や計画について、日常的によく使われる語句や文で、簡潔に説明できる。本や映画のあらすじを話し、感想を表現できる。	身近な出来事や体験について、感想や印象に残ったことなどを手紙やレポートに書ける。
B2	関心のある時事問題や身近な話題であれば、長くて複雑な話しでも、ラジオやテレビ番組が理解できる。標準語の映画なら殆ど理解できる	論説記事や報告書が読める。現代文学の散文は読める。	母語話者と流暢に自然にやり取りができる。身近なコンテキストの議論に積極的に参加し、自分の意見を説明、弁明できる。	関心のある時事問題や幅広い話題について自分の見解を明瞭で詳細な説明できる。	興味関心のある分野なら、明瞭で詳細な説明文を書くことができる。 エッセイやレポートで情報を伝え、支持や反対の理由を書くことができる。
C1	ほとんどの時事問題や話題について、長くて複雑な話しでも、ラジオやテレビ番組の一部始終を聞き取れ理解できる。	専門外の分野の記事や技術的説明書が理解できる。文体の違いを認識しながら文学テクストを理解できる。	言葉を探さず流暢に自然に自己表現ができる。自分の意見を正確に表現し自分の発言をうまく他の話し手の発言にあわせることができる。	複雑な話題でも、詳しく論じ、一定の観点を展開しながら、適切な結論にまとめ上げることができる。	相手の心情や立場を念頭に置いた適切な文体で、自己表現ができる。 どんな主題でも、主題に則した文体ときちんとした論理構成で、主張の重要点を上手に強調するレポートを書ける。
C2	母語話者が早口で話しても、話し方の癖に慣れさえすれば、どんな種類の話し言葉も難なく聞き取れ理解できる。	抽象的で言語的にも複雑な文学書や難解な論理構成の学術書、専門的記事などあらゆる形式の著作物を容易に読める。	慣用表現、口語体表現を駆使しどんな会話や議論でも参加できる。流暢に自己表現し詳細に細かなニュアンスを伝えられる。	状況にあった文体で流暢に、はっきりとした論述ができる。説得力ある論理構成で、相手の共感を呼ぶ表現ができる。	主題に相応しい格調高い文体と巧みな論理構成で、主張の独自性、優位性を鮮明に印象付けるレポートを書ける。 文学作品の概要や評を書くことができる。
回答					