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Creating English-Speaking Opportunities Using Self-Talk to Reduce Anxiety and Improve Learning Motivation

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SUMMARY OF MASTER'S DISSERTATION

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Title

Creating English-Speaking Opportunities Using Self-Talk to Reduce Anxiety and Improve Learning Motivation

Abstract

Since the Olympics will be held in Japan in 2020, foreign language ability has been considered to be much more important recently. However, according to the latest available statistics from 416 employees in Japan, 28.6 percent of employees claimed that they can't improve English skills because of lack of time, and 11.5 percent of people don't know an effective method to study English. Moreover, even if they get the opportunity to speak English with native speakers, people feel stressful to speak English since they tend to be anxious about making mistakes. Some language learners feel demotivated when they could not experience the success of learning English.

"Self-talk" in this research defines the new English learning materials developed in this study; in order to create the opportunities for language learners to practice English speaking anywhere and anytime. The purpose of this research is to develop a new English learning method which reduces intermediate level English learners' speaking anxiety and improves learning motivation. Participants were 20 Japanese English language learners whose English proficiency are within a range of CEFR B1 to B2. Two-week English learning program was provided to all participants, in which half of them attended the new Self-talk program and the rest of them attended a conventional Text-book program.Workshop was held before and after the two-week English learning program. During the workshop, the variation of anxiety was assessed by using the KANSEI Analyzer while talking to English native speaker, and the variation of motivation was assessed with questionnaires. Furthermore, opinions regarding the two-week English learning program were asked with a six-point Likert scale response. Paired sample t-test was used in the study.

The results of this study revealed that the anxiety of talking to English native speakers decreased and English learning motivation increased after using Self-talk English learning method. This research will be beneficial for the researchers, instructors and language learners who are interested in building English speaking confidence with the latest learning method.

Key Word(5 words)

Self-talk, English speaking anxiety, English learning motivation, English learning method, KANSEI analyzer

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

1. INTRODUCTION

1.1 Background

With the increasing pace of globalization, English is required to establish and maintain good relationships with people around the world. Globalization of trade and commerce, increasing diversities of work force with different setup values have increased the importance of English language usage. Learning foreign language can promote smoothly communication among speakers whose native language is different from one another. Besides, it can also carry out vocation or enhance quality of lives. From the fact that the Japanese domestic market has been shrinking due to the aging population and low birth rate, entrepreneurs in Japan start hiring foreign workers to fill the domestic manpower shortage. For the past several years, the amount of foreign labor has grown rapidly, in part to meet the growing demand for workers as many Japanese reach retirement age. It is expected to keep rising for the time being as the looming 2020 Tokyo Olympics drives demand. From 2012 to 2017, foreign workers in Japan nearly doubled to 1.3 million, accounting for 2% of total workforce. Furthermore, Japan government announced plans to attract 500,000 foreign workers to Japan by 2025 to fill chronic labor shortages in farming, construction, accommodations, and elder care this year. (See Figure1)

In order to remain competitive in today's globalization market, English is regarded as a tool to achieve social modernization, economic growth and internationalization. Language learning includes four aspects of listening, speaking, reading, and writing. Among these aspects of language learning, speaking usually proves to be a difficult task for second language learners since they have to deal with new grammar and vocabulary in addition to express their feelings and opinions to the listener. Besides, the skills of reading and writing are highly dependent on the skills of listening and

speaking. When it comes to individual development, most children start to speak their native language around the age of 12-18 months, while written language appears afterwards. (Barbara Sundene Wood, 1981) Furthermore, communication is a significant way to express one's opinion and ideas accurately. The past research has indicated that it is inevitable to communicate with others since almost every occupation demands interaction and communication with others. (Roger Ellis, 1980) Therefore, the importance of English speaking skills is undeniable.

According to the TOEIC iBT score statistics in 2017, the speaking score and listening score in Japan is found to be lower than reading and writing. (Test and Score Data Summary for TOEFL iBT® Tests, 2017) In order to improve the competence of English communication, it is important to practice English speaking. Based on the research from Aoki Nobuyuki, Higuchi Shinichi, Ikegami Masato(2001), language learners supposed that studying in classroom and reading English textbooks are not effective in the case of improving English speaking competence. In contrast, speaking to native speakers shows to be the most effective method to improve speaking skills. However, when language learners learn foreign language, they tend to feel uncomfortable to talk with others in foreign language. Anxiety exists when learners worry that they have difficulties capture the important information. They felt stressful and as if they were second-class citizens, not because of the discrimination against as "foreigners" but of the frustration to access appropriate information. (Kathleen M. Bailey, David Nunan, 1998)
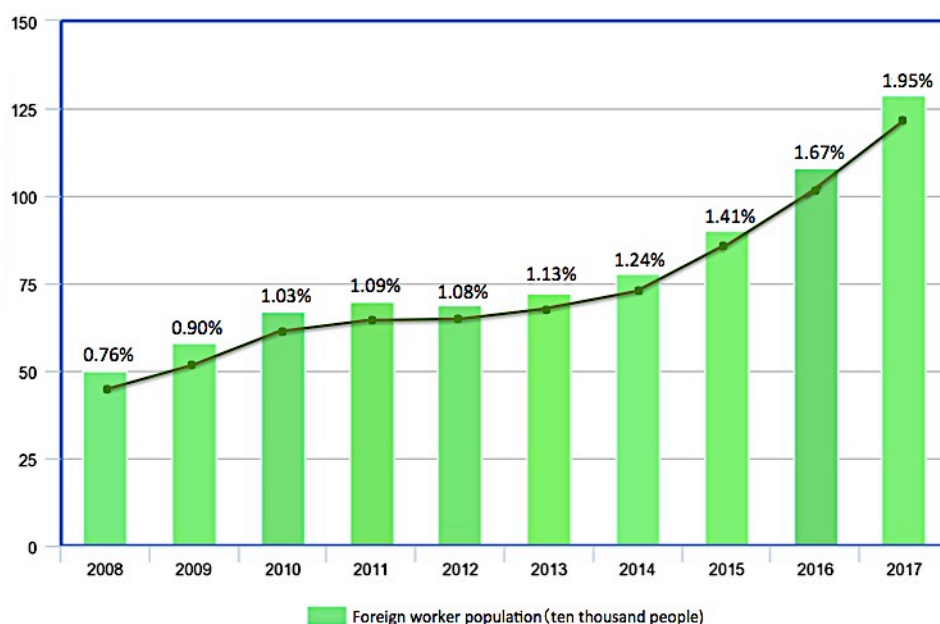
Fig. 1. The percentage of foreign workers in Japan. SOURCE: Ministry of Health, Labour and Welfare

1.1.1 Overview of English Learning in Japan

In Japan, as the Ministry of Education, Culture, Sports, Science, and Technology's guidelines for English education reform plan corresponding to globalization have placed emphasis on communication, English language classroom activities has focused on carry out simple information exchanges, describe familiar matters in English and communicate with English native speakers. (See Table1) It is expected that English will become a communication skills for Japanese people to respond to the globalization demands. Timed with the 2020 Tokyo Olympics, in order for the full-scale development of new English education in Japan, Ministry of Education, Culture, Sports, Science, and Technology started promoting educational reform from 2014 including constructing the necessary frameworks based on English education reform plan.

The importance of English communication skills is emphasized in the teaching of English language for both elementary school and secondary school. Nowadays, most Japanese students start learning English from elementary school through high school.

11

However, when it comes to communicating in English, many Japanese students tend to become anxious about possibly sounding stumbling over their words or not making themselves clear; therefore, they try to avoid speaking English in public. To address the anxieties of language learners, English instructor can help to come up with cognitive, effective, and behavioral strategies for students to use to cope with the anxiety they experience in several occasions. (Kondo, D. S., & Ying-Ling, Y., 2004) Besides, language learners tend to feel demotivated when they could not experience the success of learning English. In addition to helping language learners get rid of their anxieties and fears, English instructor should think of some good idea about the students' learning strategies in order to enhance their motivation. (Engin, A. O., 2009) In fact, stimulating their learning interest in English is the key of English language learning. When language learners feel motivated in acquiring new information and start enjoying speaking in English, language learners would learn English spontaneously.

Table 1. New English Education corresponding to globalization,
SOURCE: Ministry of Education, Culture, Sports, Science and Technology

Level	Explanation
Elementary school (Third and Fourth grade)	• English Language Activities classes 1-2 times a week • Nurture the foundations for communication skills • Supervision by class teacher
Elementary school (Fifth and Sixth grade)	• English Language Subject classes 3 times a week • Nurture Basic English language skills • In addition to class teachers with good English skills, actively utilize specialized course teachers.
Lower Secondary School	• Nurture the ability to understand familiar topics, carry out simple information exchanges and describe familiar matters in English • Classes will be conducted in English in principle
Upper Secondary School	• Nurture the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking people • Classes will be conducted in English with high-level linguistic activities (presentations, debates, negotiations)

1.1.2 Difficulties for English Learners in Japan

English language learners in Japan experience great difficulties in learning English, due to fundamental divergence in grammar and syntax, as well as the differences in pronunciation. Generally speaking, English and Japanese are diverse in pronunciation, lexicography, pragmatics, and the way that people narrate things. (Nakabach Keiichi, 2000) Language learners have the tendency to transfer their first language intonation patterns to English without prominent stressed syllables. English native speakers speak English with stress-time rhythm; which is different from the syllabic-timed rhythm in Japanese language. (Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, 1996) Furthermore, under the influence of first language, Japanese language learners sometimes avoid expressing their opinion directly. For instance, the word "perhaps" is being frequently used. "I think" and "I hear" are also being often used at the end of propositions. (Kingsley Bolton, Braj B. Kachru, 2006) Therefore, some language learners in Japan consider English as difficult because of such reasons.

King, J. E. (2011) has analyzed the reason why Japanese have difficulties speaking up in English. There are four main reasons, the philosophical roots, cultural representation, Japan's language education system, and silence as a pragmatic function.(See Table2) First, in Japanese society, silence may be positively regarded and welcomed whereas the overt verbalization of talk is often viewed with suspicion and is seen as having the potential to cause great loss of face. Secondly, this is particularly true in the case of Japan where proverbs are renowned for their traditional use in controlling deviations from social norms and for reflecting values concerning appropriate communicative behavior. Furthermore, people who fail to pick up on cues, is considered dull and impolite. Last but not least, silence can actually be an

extremely effective tool for somebody wishing to avoid conflict or the potential imposition that a verbal utterance might cause.

The author does not deny but that it is difficult when it comes to recognize all these differences between Japanese and English. Nevertheless, there are still some similarities between Japanese and English. Of all the loanwords in Japanese, the percentage of loanwords from English is a comparatively high 94.1 percent. (James Stanlaw, 2004) To think from another angle, because of the great percentage of English foreign loanwords in Japanese, there is also an opportunity for Japanese to learn English faster.

Table 2. The reasons why Japanese people have difficulties speaking up in English,
SOURCE: King, J. E. (2011). Silence in the second language classroom

Reasons	Explanation
The philosophical roots	Japan's less explicit communication style prevents embarrassment through rejection and avoids disagreement among partners.
Cultural representation	People are expected to think carefully before they speak and are reminded that excessive verbalization may lead to shame and possible disaster.
Japan's language education system	Children are habitually trained to perform the listener role well, a role that requires them to competently respond to subtle, indirect, and cautious intimations from the speaker.
Silence as a pragmatic function	Indirectness and politeness is particularly relevant to the Japanese context when one considers the great importance placed on saving face and the avoidance of conflict in Japan.

1.2 Problem Discussion

It is important to practice communication in order to improve English-speaking skills. However, generally, there are two major obstacles to be overcome in learning target language. First, language learners feel anxious when speaking target language. Anxiety often happens when language learners communicate with others in foreign language. Communication apprehension or some similar reaction obviously plays a large role in foreign language anxiety. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language. (Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, 1986) Secondly, public speaking activities may be appropriate for high-intermediate, advanced, or superior-level second language speakers but they are inappropriate for novice or low-intermediate level learners. On the other hand, activities such as role-play may be adapted for language learners across several proficiency levels. (James, C. J., 1985) Furthermore, according to the latest available statistics from 416 employees in Japan (See Figure2), around 28.6 percent of employees maintained that they can't improve English skills is because of lack of time. Besides, around 12 percent of employees don't have clear goal to learn English and 11.5 percent of people don't know the effective method to study English. Moreover, even if they get the opportunity to speak English with native speakers, people feel stressful to speak English. (Melvin Andrade, Kenneth Williams, 2009)

This study would be beneficial to English language learners as this study provide an effective method for language learners to practice English communication by themselves anywhere and anytime. Language learners' English learning motivation also improved after practicing for two weeks. To the future researchers, this study can provide baseline information on the recent status of language learning methodology.
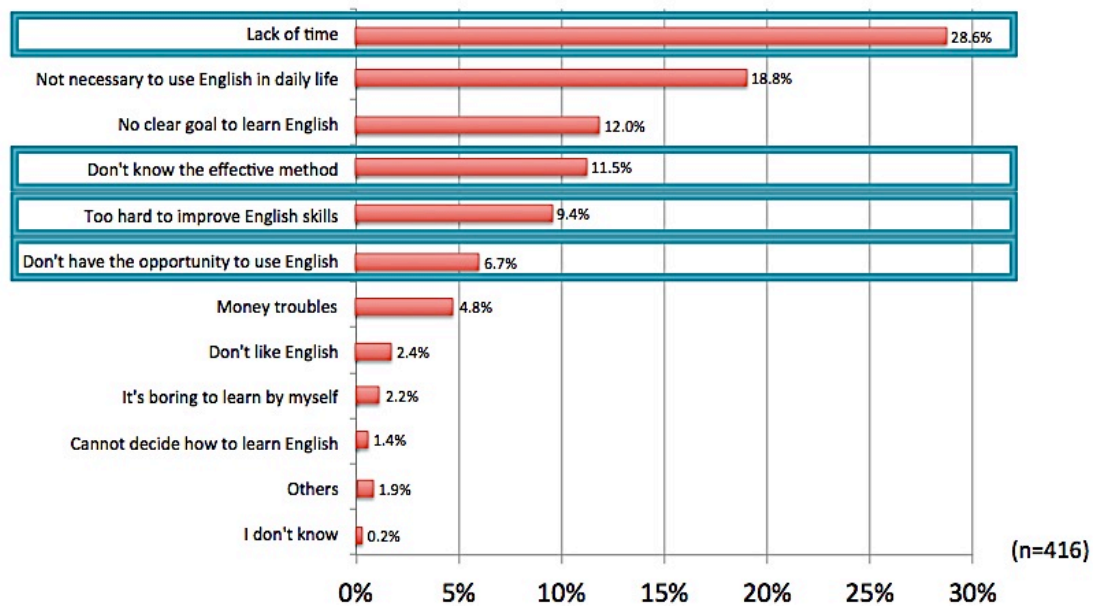
Fig. 2. The reasons why employees in Japan have difficulties to keep learning English.
SOURCE: Recruit Management Solutions

1.3 Research Purpose

Language learning is a long journey to go through. It is hard to improve English proficiency in a short period. However, if language learners have more opportunities to apply the language they learned, they can form a quick reflex to the language and communicate more effectively. Language learners can start from practicing by themselves, and cultivate their spontaneous learning ability. By this way, language learners become more motivated and inspired to use the language frequently, and the language can flow more naturally to their mind and stay there for a longer period of time.

1.3.1 Purpose of this Study

The purpose of this research is to develop a new English learning method which reduces intermediate level English learners' speaking anxiety and improves learning motivation. Basically, to achieve this goal, the author created Self-talk English learning method with new English learning materials based on comic conversation. The aim of this research is not only enhancing the practice opportunities for learners, but also developing a chance for them to realize the importance of practice in speaking English.

1.3.2 Approach

In this research, the total assessment was based on the combined results of the various methods. Generally speaking, the methods in this study can be separated into 3 steps: First workshop, two-week English learning program, and second workshop. The first workshop included stress rate analysis, motivation questionnaire, and TOEIC English proficiency tests. The two-week English learning program was held between the first and second workshops. Participants were randomly divided into two groups to learn English with two methods, which are Self-talk English learning method and Textbook English learning method. The effects of two methods were compared statistically, in order to assess the effectiveness of Self-talk English learning method. The second workshop included stress rate analysis, motivation questionnaire, opinions sharing, and TOEIC English proficiency tests. Moreover, interview was also conducted in the second workshop as a references document. The variation of stress rate and motivation before and after the two-week English program were analyzed to prove the effectiveness of Self-talk English learning method.

1.3.3 Short-term goal, Medium-term goal and Long-term goal

The short-term goal, medium-term goal and long-term goal of this research have been established as follows.

Short-term goal:

◆ English language learners can communicate in English without anxiety.

◆ English language learners can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)

◆ English language learners get the motivation to start learning English by themselves.

Medium-term goal:

◆ English language learners start to make friends with foreigners.

◆ English language learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

Long-term goal:

◆ English language learners can speak English fluently with foreigners.

◆ English language learners can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.

1.4 Structure

This research includes 7 Chapters. Chapter 1 introduces background, problem dicussion and research purpose of this research. The background not only explains the importance of learning English, but also analyzes the difficulties for English learners in Japan. Problem discussion indicates the related problem of this research and emphasized the importance of this study. In the research purpose section, the reason why this research is necessary is clearly explained. Chapter 2 summarizes the related literature, which is consisted of three topics, self-talk, anxiety and motivation. Chapter 3 sums up the results and discussion of pre-experiment. Research methodology and Validation is written in Chapter 4 and the findings of the research is in Chapter 5. The findings includes stress rate before and after English learning program, English learning motivation before and after English learning program, Opinions regarding English learning method and English tests score before and after English learning program. Chaper 6 discusses findings and recommendations to future researchers and English educators. Chapter 7 is the conclusion of this research, which summarizes the main points of this research.

2. LITERATURE REVIEW

This chapter reviews existing literature related to self-talk, anxiety, motivation, and the relationship between anxiety and motivation in learning. In addition, other English methods in Japan, such as RPG English learning method, iPad for English learning, Show and tell method, are also introduced in this chapter.

2.1 Self-talk

2.1.1 Definition of Self-talk

What is self-talk? Bunker and other researchers (1993) have defined what self-talk is. They considered self-talk as "anytime you think about something, you are in a sense talking to yourself". They focused on the connection between conversation and the thoughts of oneself. Therefore, Bunker and others also viewed self-talk as a way to do cognitive control. Besides, Theodorakis, Weinberg, Natsis, Douma, and Kazakas (2000) defined self-talk as "what people say to themselves either out loud or as a small voice inside their head". This definition indicated two significant aspects of self-talk. First, self-talk can be said either overtly or covertly. Secondly, self-talk is a kind of conversation that happens when people talk to themselves instead of to others. Normally, when it comes to learning through self-talk, people regard self-talk as reading textbooks or memorizing some articles by talking to themselves; however self-talk is a process from thinking to talking.

Other researchers also consider self-talk as a type of conversation. Hackfort and Schwenkmezger (1993) defined self-talk as a conversation in which the individual keep with oneself that includes feelings and thoughts and can provide instruction and reinforcement. Vocate, D. R. (1994) define self-talk as a dialogue with the self existing in two forms: The silent, internal dialogic process of inner speech, and the audible, external dialogue addressed to self although others may hear it. In my

opinion, self-talk is a conversation to oneself in order to develop confidence and reduce anxiety, which can also be considered as a cognitive activity to help the individual improve motivation in learning.

2.1.2 Effects of Self-talk on Learning

Bowles claimed that self-talk could be a tool for learning. (Bowles, M.A., 2010) According to Bowles, through verbalization, new knowledge may be obtained, and control over attending, planning, and remembering can be achieved. In other words, as she contends, the opportunity to talk about instructional materials comes to mediate the internalization of knowledge, and for this reason, conversation analysis and sociocultural theorists view learning as something emerging through verbalization. Besides, self-talk provide assistance in lowering anxiety, which is an underlying factor in cognitive aspects of performances. Self-talk often occurs in the context of highly public performances. When the speaker needs to reorganize his/her approach, either because of a time limit or shift in lecture focus as a result of audience feedback. When the speaker relies on language for the self in these situations, they tend to use self-talk of looking for an overhead of the lectures. (Diaz, R., & Berk, L. E.,2014) In addition, self-talk has been shown to be used by athletes in an attempt to improve their confidence and motivation. Hatzi-georgiadis (2009) showed that motivational self-talk was useful in not only task performance, but also improving self-confidence and lowering cognitive anxiety in a self-talk training intervention with competitive tennis players.

Some researchers assess its learning effect and performance effects on specific skills and tasks. They have employed task-specific self-talk, via cue words, to focus novices' and experts' attention on task relevance cues. When it comes to self-talk in

language learning, in the comparison to native language developmental process, adults tend to start learning second language with conscious awareness of language and end with spontaneous speech. In contrast, native language learners learn native language from free speech to conscious awareness and mastery of the speech forms. The two language developmental processes move in opposite directions. (Vygotsky, 1987) In my opinion, second language learners can imitate the native language learning process to increase the effectiveness of language learning. Language learners would repeat again and again during the self-talk English practice and repetition is a key factor in language learning. Gillette (1994) found out that when it comes to successful and unsuccessful language learners, unsuccessful learners reported that they rarely attempt to repeat or manipulate the target language privately, which means that self-talk may have positive influence on learning target language. Self-talk can also release the anxiety as well as strengthen the focus upon the problem. Normally, self-talk occurred when the subjects are trying to learn something they are not familiar with. (John-Steiner, V., 1992) Lantolf (2000) has a paper talked about self-talk in second language learning. He explained that since learners at lower level proficiency experience more difficultly communicating in second language. They produce more forms of self-talk than advanced learners. Self-talk frequently accompanies new activity and provides self-expression and release. By talking to themselves, learners tend to feel released to confront the problem.

2.2 Anxiety in Learning

2.2.1 Definition of Anxiety

Anxiety is an emotion that causes nervousness, fear, apprehension, and worrying. It can affect the way a person feels and behaves and can manifest real physical problems. Many people feel anxious, or nervous, when faced with a problem at work, or before taking a test or making an important decision. Anxiety includes different forms such as extremely nervous, excessive worrying, restlessness, a sense of fear, and negative thinking. Anxiety has a great impact on performance since it is hard to be controlled. Speilbergers (1983) has mentioned that a person who has certain level of anxiety could be a facilitative tool for the individual to perform ineffectively. Since the effect of anxiety includes the combination of worries and fear, it can lead to mind blocking. Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence. The anxiety's psychological symptoms among students include complicated feeling such as sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat, or an upset stomach. They tend to feel nervous before a tutorial class, during a test, doing assignments, or involving in a difficult subject (Ruffins, 2007). When it comes to the effect of anxiety on learning, students with anxiety disorder adopt a passive attitude in their studies such as lack of interest in learning, losing concentration, lack of confidence, poor performance in exams and on assignments. Many researchers have found out that there is a significant relationship between anxiety and anxiety. Generally, high level of anxiety was more closely associated with lower performance among low ability students (Sena et al., 2007). According to McCraty (2007), students with high anxiety levels tend to have lower academic achievement. (El-Anzi, 2005) The prevalence of anxiety has been

23

acknowledgement by students and educators. However, the importance of study anxiety is to find out the solution to handle them.

2.2.2 Effects of Language Anxiety on Academic Achievements

Alpert and Haber (1960) distinguish two types of anxiety: facilitative and debilitative. Facilitating anxiety is an increase in drive level results in improved performance. In contrast, debilitative anxiety impedes language learning which language learners have feelings of fear or insecurity to communicate with English speakers or suffer from poor performance in foreign language class. (Gardner, 1985) In the previous studies, many researchers conducted that debilitating anxiety has an impact on foreign language learning (See Figure3). Foreign langugage anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness if the language learning process. (Horwitz; Horwitz & Cope, 1986) Language anxiety was also related to the negative emotional reactions of the students towards language acquisition (Horwitz Elaine K., 2000). Language anxiety differs from the kind of anxiety that relates to public speaking, test taking, or communication apprehension.

In many cases, the feeling of stress, anxiety or nervousness may hinder the language learners' performance. Many researchers indicated that anxiety is the major obstacle to be overcome while learning English or any other foreign language. (Zafar Iqbal Khattak, Tanveer Jamshed, Ayaz Ahma, Mirza Naveed Baig, 2011) According to the study by Zsuzsa Tóth in language learning, language learners tend to firm knowledge of grammar, and wide range of vocabulary in order to demonstrate their English ability. Language learners found it difficult to speak normally in formal language learning classes while they are likely to feel frustrated and anxious if

making mistakes in formal classes. They would like to talk to native speaker when they feel more relaxed. However, while talking to native speakers, native speakers tend to ignore the accuracy and accent of language learners. (Zsuzsa Tóth, 2010) Therefore, it is necessary to set up an environment for language learners to learn English communication outside the classroom. Language learners have difficulties to make good performance in English learning when facing anxiety. Horwitz (1986) mentioned three types of Foreign language anxiety. (1) Communication apprehension: which arises from learner's inability to express thought and feelings. (2) Fear of negative social evaluation: when language learners want to make a postive social impression on others. They tend to feel stressful, caused from the fear of negative social evaluation. (3) Test anxiety: Language learners feel nervous from academic evaluation. This research focused on reducing the (1) Communication apprehension anxiety and (2) Fear of negative social evaluation anxiety.
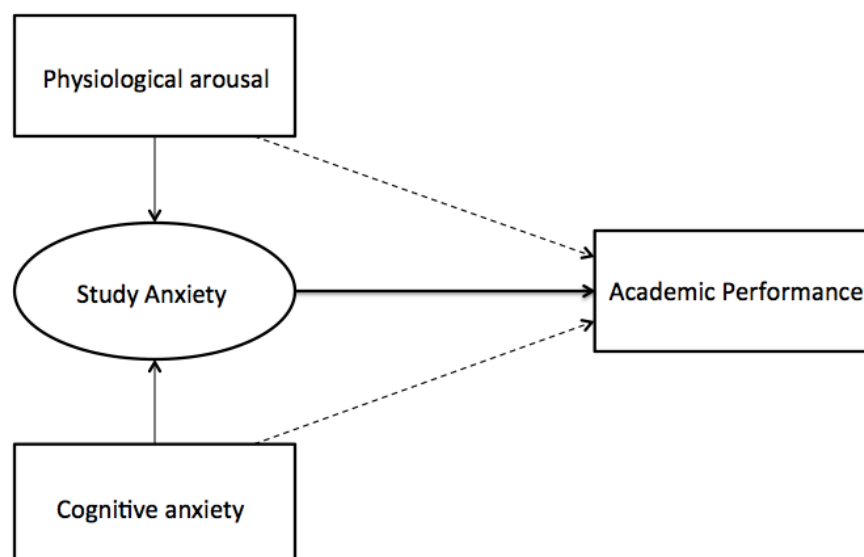
Fig. 3. The relationship between Study Anxiety and Academic Performance, SOURCE: Vitasari, P., Wahab, M. N. A., Othman, A., Herawan, T., & Sinnadurai, S. K. (2010). The relationship between study anxiety and academic performance among engineering students

2.2.3 The Relationship between Anxiety and Stress

Anxiety and Stress are both regarded as negative emotions. Anxiety is a feeling of fear, worry, or unease and it often associated with threatening factors. Anxiety is often labeled as stress or paired with depressive mood, rather than being defined as a separate, identifiable affective state. (Akkerman, R. L., & Ostwald, S. K., 2004). On the other hand, stress is any demand placed on your brain or physical body. The feeling of being stressed can be related to several factors, such as being too busy, feeling overwhelmed, or an event that makes you feel frustrated or nervous. (Hossein, N. K., 2014) Generally speaking, stress and anxiety are physiologically indistinguishable. Anxiety can be a reaction to stress, or it can occur in people who are unable to identify significant stressors in their life. According to the Anxiety and Depression Association of America (2014), "stress is a response to a threat in a situation, and anxiety is a reaction to the stress."

2.3 Motivation in Learning

2.3.1 Definition of Motivation

Motivation is a psychological process that causes the arousal, direction, and persistence of voluntary actions that are goal directed. Many researchers have defined motivation as some kind of internal drive, which pushes someone to do things in order to achieve something. (Harmer, 2001) Ryan and Deci (2000) also claimed that to be motivated means to be moved to do something. If the person is not motivated, it is hard for them to keep doing the same task. According to Dörnyei(2001), motivation is the main reason why people decide to do something, how long they are willing to involve in the activity and how hard they are going to pursue it. Besides, some researchers consider motivation as a set of interrelated beliefs and emotions. Beliefs

26

and emotions can influence people's behavior (Martin and Dowson 2009). Motivation influence people's action, which related to how people starts, sustains and concentrates.

When it comes to motivation in language learning, Krashen, Stephen D. (1988) pointed out two types of motivations, which are integrative motivation and instrumental motivation. Language learners with the integrative motivation are interested in learning the target language and willing to utilize what they learned in social life. However, language learners with instrumental motivation also learn second language but they learn for some reasons such as pass the language examination, go abroad or go traveling etc. Language learners with instrumental motivation would stop learning after they accomplish their goal.

2.3.2 Effects of Motivation on Language Learning

Most researchers and educators would agree that motivation plays an important role in language learning. Without motivation, individuals would be difficult to accomplish long-term goals, and complete academic achievement. "Demotivation can negatively influence the learner's attitudes and behaviors, degrade classroom group dynamics and teacher's motivation, and result in long-term and widespread negative learning outcomes."(Falout, J., Elwood, J., & Hood, M.,2009) Motivation is the key to accomplish long-term goals such as language learning. A positive attitude and motivation help language learners to put effort into studying. According to Gardner and Lambert (1972), Motivation for language learning is determined by attitudes and readiness to identify with the language speaking community and by his orientation to the whole process of learning a second language. There are three dimensions of language learning motivation. First, language learner should have a positive attitude

towards second language speakers. Secondly, "general interest in foreign languages and a low ethnocentrism" is also critical when it comes to second language learning. Last but not least, "a genuine interest in learning the second languages in order to come closer to the other language community" is needed to successfully engage in second langugae learning. (Gardner, 2000) This research focused on stimulate langugae learning motivation by providing the opportunities for language learners to interact with native speakers during workshop and the opportunites to practice English speaking through self-talk method.

2.4 Relationship between Motivation and Anxiety

Many studies have shown that both motivation and anxiety play a significant role in learning. Therefore, it is important to understand the how anxiety and low motivation interact to negatively affect progress. Motivation can be regarded as a feeling or a stimulation to do something. With low anxiety and high motivation, people would like to challenge new things. According to MacIntyre (1994), motivation is based on a combination of perceived communicative competence and a lower level of communication anxiety. He explained about this concept with a path model that showed the relationship between second language anxiety and motivation to learn. Willing to communicate in second language, in other words, language learning motivation plays an important role in the frequency of communication in second language. According to Kirova, S., Petkovska, B., & Kuzmanovska, D. (2012), creating a safe environment for learner is extremely important. In the environment where students can learn freely, they display positive attitudes, self-confidence, and low anxiety. Furthermore, while learning a second language, instructor should encourage and support students at all times by using positive language in order to

create a relaxed environment. Overly competitive activities may have a negative impact on learning; therefore, giving students opportunities to talk about themselves is a good way to learn the target language.

2.5 Other English Learning Methods in Japan

Sagou Naoko and Takeda Nahiko (2000) have introduced an English learning method for intermediate level English learners to learn English through game. They combined Role Playing Game (RPG) with communicative approach. They focused on English conversation learning with RPG and the learner's input in conversation. During the game, participant used role-play cards to practice English conversation. Language learners started from "select the correct answer" to "fill in the right answer directly" (See Figure4). In addition to RPG game, nowadays people usually use smartphone or electronic devices to learn English. The iPad allows language learners to access the Internet easily so language learners can access English language materials quickly. Language learners can use the text dictation function to practice pronunciation, write assignments, check spelling and grammar and listen to what they have dictated into the iPad. The dictation function is very useful for pronunciation practice and to help language learners understand the importance of spelling. (Sekiguchi, S. 2011) Recently, Show and Tell method is also commonly used in English classes. Show and tell is a common expression about showing an audience something and telling them about it. Language learners write down what he or she wants to talk about and give a speech in front of everyone. In order to reduce their stress, the instructor would check their scripts beforehand. However, the instructor would only correct the grammar mistakes, in other words, the contents of the script would not be changed. (See Table3)
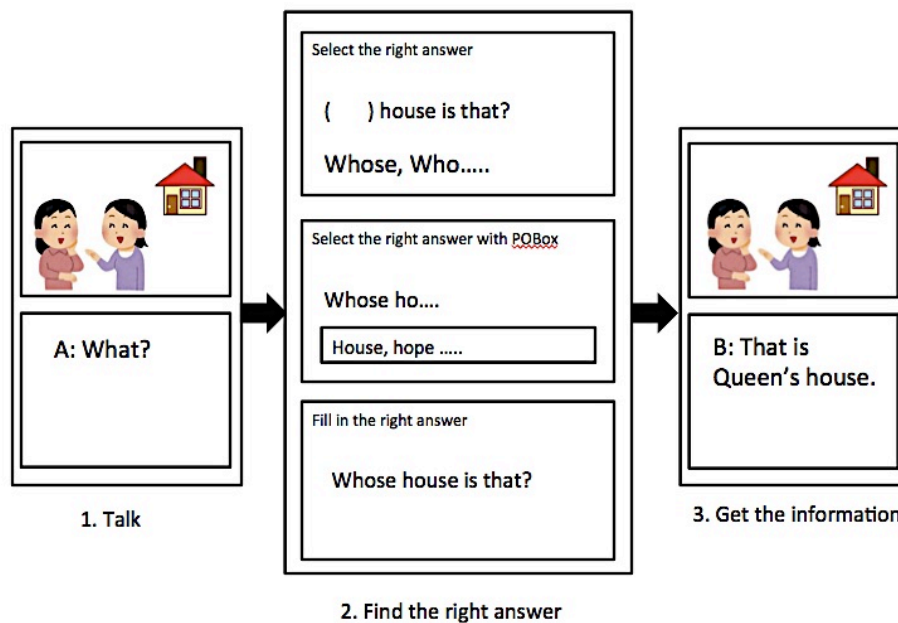
Fig. 4. RPG English learning method, SOURCE: Sagou Naoko, Takeda Naohiko . (2000).
The CAL System for English Conversation using Role Playing Game

Table 3. The comparison between RPG English learning method,
iPad learning method, Show and tell method and self-talk method

	RPG method	**iPad learning method**	**Show and tell method**	**Self-talk method**
Flexibility	Medium	High	Low	High
Time	10 minutes	30 minutes	3-5 mintues	10-15 minutes
Cost	Medium	High	Low	Low
The probability of daily practice	Medium	High	Low	High
Need a partner or not	Yes	Yes	Yes	No

3. PRE-EXPERIMENT

For the purpose of this research, 25 English language learners were chosen to fill in the questionnaire regarding English learning material. Afterwards, 5 participants joined the pre-experiment and their improvement has been analyzed. In this chapter, heart rate monitor were used to assess the effectiveness of the learning material. Also, daily feedback was provided for language learners to correct their mistakes.

3.1 Questionnaire regarding English learning material

Traditionally, language learners in Japan learn English through reading and listening. However, as I mentioned in Chaper1, the English speaking proficiency in Japan is lower than other Asian countries. Self-talk English learning method, a new learning method developed in this study, was provided for language learners to learn English through speaking. In order to develop a useful and effective English material for English language learners in Japan, the questionnaire regarding Self-talk English learning material were conducted before the experiment (See Figure 5). 25 English language learners filled in the questionnaire, and it showed that 23 of them considered comic learning material more attractive for them to learn English (See Figure6).

Recently, I'm developing a new English learning method for English language learners in Japan to learn English through speaking. Therefore, I need your opinions to help me decide how to design the new English learning material! Thank you for your cooperation.

Which learning material would you like to use to learn English speaking?

☐

1
Mike: I'm sorry to ask you _____, but are you _____ this weekend?
Cathy: I _____. I'm free _____ Saturday morning.
Mike: That's great! Then _____, okay?
Cathy: What for? Tell me ____ it.
Mike: It's a _____. I'll _____ you tomorrow.
Cathy: Ok! I'm looking forward to _____.
2
Sally: Do you know our _____ asked two of _____ to visit _____ in Osaka next Sunday?
Debby: What!? I ____ know that.
Sally: I thought you _____ it!
Debby: Can you tell me in ____ about ____?
Sally: I'm sort but I don't ____ time now. I'll ____ you again.
Debby: The ____ the better. How _____ tonight?
Sally: Ok. What ____ will you be home?
Debby: Hmm. . I think I'll ____ home ____ 8 o'clock so call ____ after 8 o'clock.

Fig. 5. Questionnaire regarding Self-talk English learning material

which material do you prefer?

text material 8%

comic material 92%
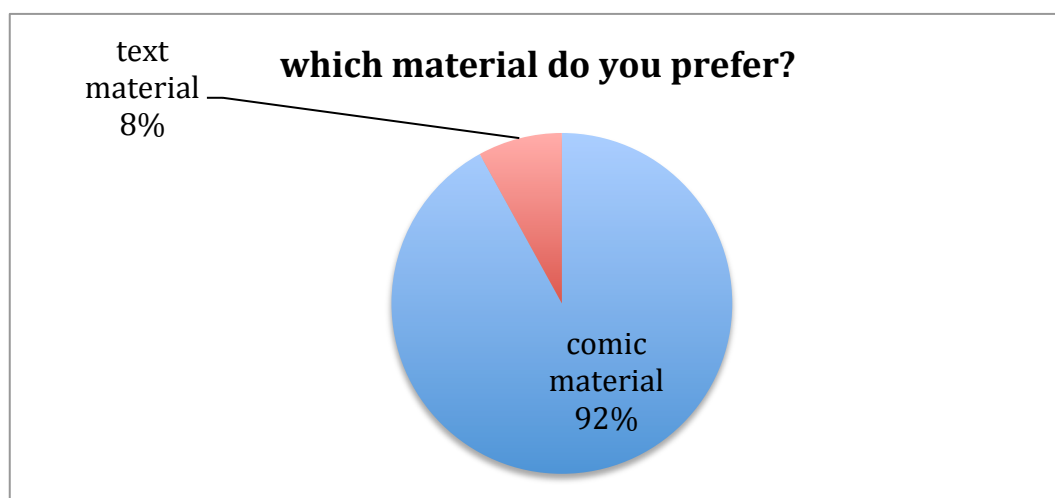
Fig. 6. The results of the questionnaire regarding Self-talk English learning material

3.2 Pre-experiment Overview

3.2.1 Participants

For the study, a sum of 5 English learners, including 3 male and 2 female, participated the pre-experiment. Participants ranged in age from 30s to 60s, with a mean age of around 40 years. They were beginner and intermediate level language learners whose English proficiency ranged from CEFR B1 to B2. Participants were those who would like to know how to improve their English speaking skills or those who have interested in learning English with a new method.

3.2.2 Materials

In order to investigate the effect of self-talk practice method, the participants were divided into two groups. Participants in group1 used self-talk learning material to practice English speaking and participants in group2 practiced English with textbook materials. Self-talk English learning material is a comic learning material developed in this study, which participants practice English with a fixed topic. Since the conversation is incomplete, participants have to fill in the blanks to finish the conversation. If they had no ideas with the answer, they were allowed to search on the Internet or discussed with others. In contrast, Textbook English learning material is a traditional learning method for language learners to learn English with textbooks. The contents of the Textbook material were similar to the Self-talk learning material (See Figure 7). If they didn't know the vocabulary or grammar, they were allowed to search on the Internet or discussed with others. After one-month practice, all participants took the TOEIC test again to assess their improvement. Furthermore, they were asked to chat with foreigners for 3 minutes to compare the variation of heart rate before and after the practice.
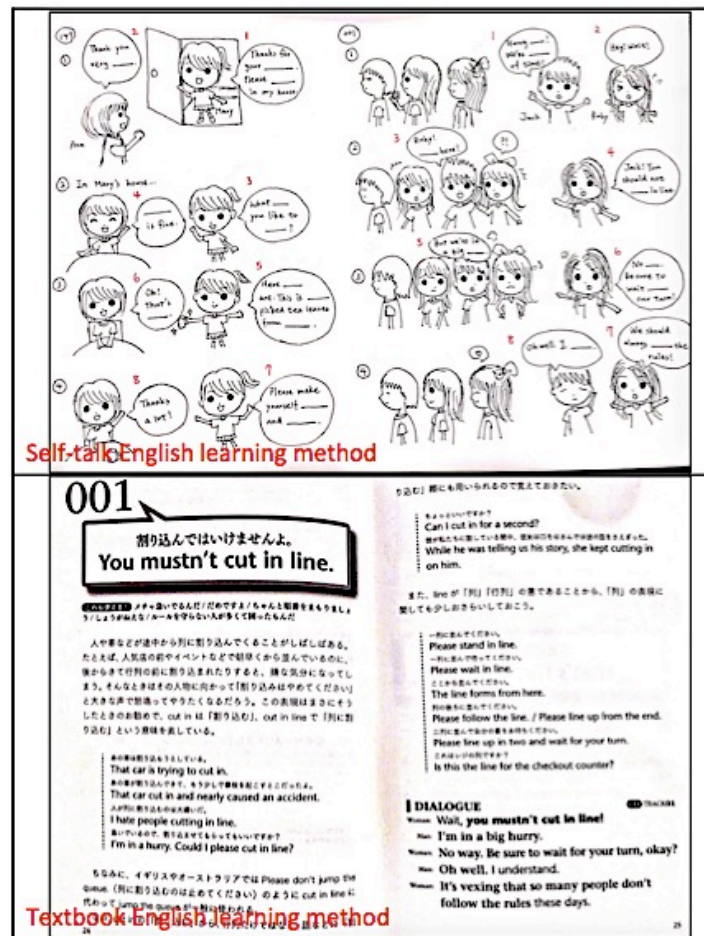
Fig. 7. The comparison between Self-talk English learning material and
Textbook English learning material in pre-experiment

3.2.3 Approach

Participants were divided into two groups. The treatment group used the Self-talk English learning method and the control group practiced English with two English learning textbooks. Participants in treatment group practiced English speaking by finding out the answers of the Self-talk learning method and practicing the English conversation by themselves. The feedback and sample answer were provided for treatment group language learners. In contrast, participants in control group read the textbooks with conversations. It showed that both participants in the treatment group and control group spent approximately 10-15 minutes studying English per day in a month. (See Table 4)

Table 4. Self-talk English learning method: 1-month English learning program

Process	Note
1. Practice English speaking by using self-talk method with English comic material	Pictures have a motivating effect. Because texts with pictures may be more enjoyable to read, the reader works harder at understanding the text. Besides, pictures help people to comprehend and remember texts. In addition, pictures may facilitate comprehension by providing information that is not available from the text.
2. Record the practice and send the assignment to the instructor	By recording the practice, language learners have to repeat their practice several times. Repetition serves the purpose of facilitating comprehension by providing less complicated discourse, while also establishing connection with earlier discourse.
3. Receive feedbacks from the instructor	Rapid feedback has a significant and positive effect on student performance when compared to no rapid feedback.

3.3 Validation

3.3.1 Heart rate monitor

In this pre-experiment, Xiaomi Mi Band was used to assess the participants' heart rate while they talked to the English native speaker. The variation of the heart rate before and after the one-month learning program has been measured. Group1 (Self-talk English learning method) and Group2 (Text-book learning method) have been measured separately in order to compare the results of these two groups. Mi Band is a wearable fitness tracker from Chinese hardware giant Xiaomi. The Mi Band 2 can monitor steps, heart rate and sleep patterns. In this study, Mi Band was used to monitor the participants' heart rate.

3.3.2 English Tests

Participants took the TOEIC test format exam including listening and writing examination before and after the one-month learning program. The aim of the

examination was to record the variation of their English proficiency, though it might be hard for participants to improve their English proficiency in two weeks. It takes 5 minutes for the listening test and 10 minutes for the writing test; approximately 15 minutes to finish the exam. The listening test of the research consists of two sections. The first section is the photographs section, which participants have to find out the correct explanation of the photograph. The second section is the conversation section, participants listen to a variety of questions and short conversations recorded in English, then answer questions based on what they have heard. The writing tests include two questions, participants have to read the question and make a short paragraph included 5 to 10 sentences to describe the situation. Most participants think the writing test part is difficult since they are not familiar with writing in English.

3.4 Results

The summary of the result can be found in figure 7. It is clear that there is a correlation between writing test score and the treatment group. However, when it comes to listening test, the effect is not significant. In contrast, for those who learned English with textbook English learning method, the correlation between test score and textbook learning method is not as significant as those who learned with self-talk English learning method.

The results in figure 8 show that the variation of heart rate while having a conversation with English native speaker in Self-talk English learning group has decrease after the one-month English learning program. In comparison to the treatment group, the downward slope of control group was not as obvious as the treatment group. It can be explained based on the result of the figure 8 that the variation of heart rate and Self-talk English learning method has a positive correlation.
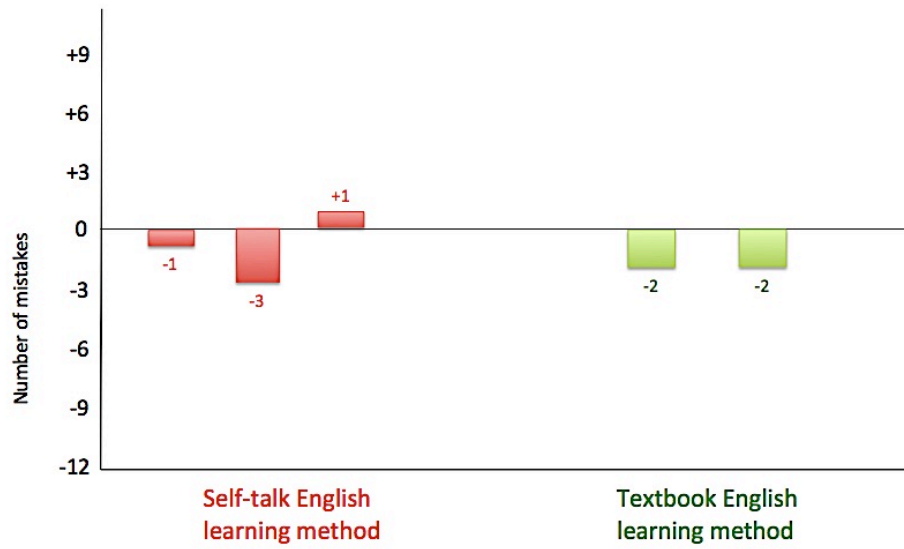
Fig. 8. The variation of listening test score before and after one-month English learning program
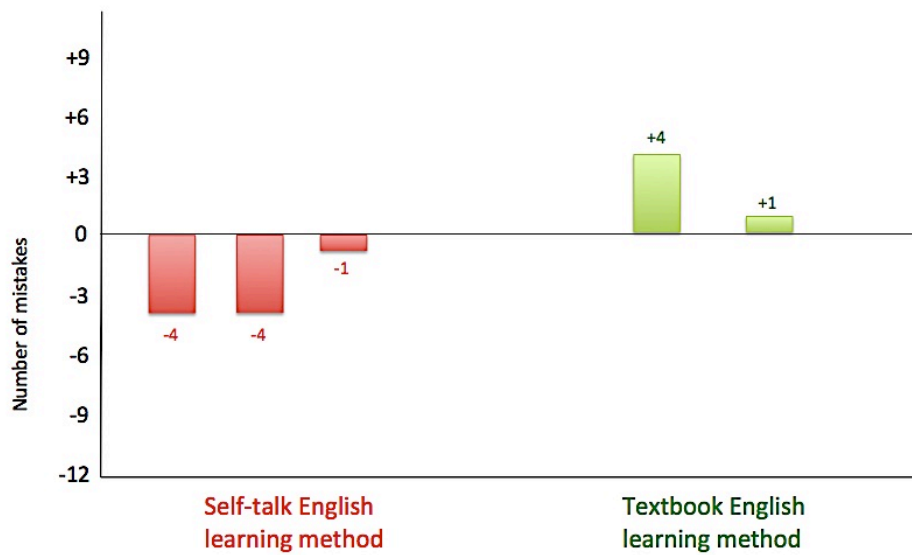
Fig. 9. The variation of writing test score before and after one-month English learning program
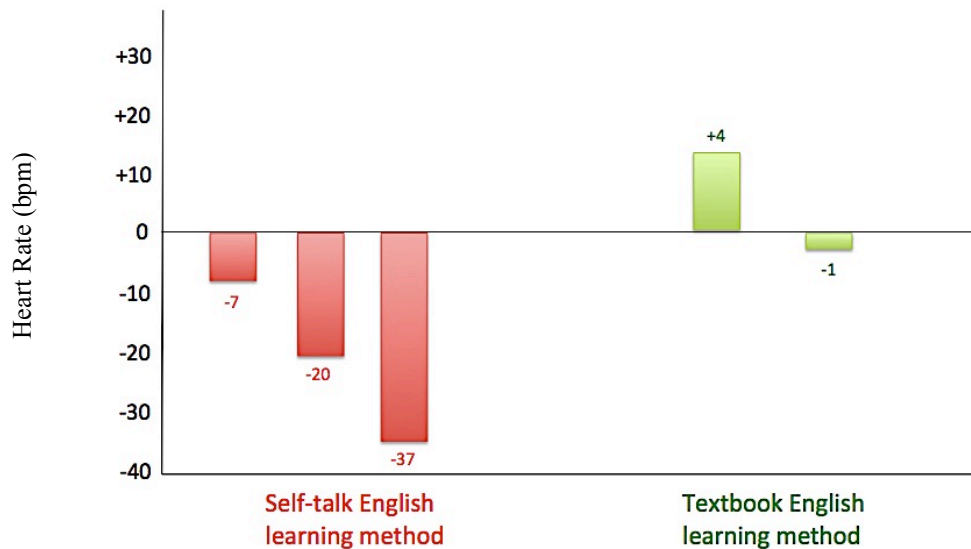
Fig. 10. The variation of heart rate before and after one-month English learning program

3.5 Discussion

According to the results in this chapter, the correlation found in the result was positive between the variation of heart rate and Self-talk English learning method. However, the aim of this study is to create opportunities for language learner to practice English speaking easily and without anxiety. The variation of heart rate is not equal to the anxiety rate; therefore, the KANSEI Analyzer was used in this research instead of the heart rate monitor. Although the results showed that Self-talk English learning method is effective in improving writing test score, the experiment in this study has been restricted to only 5 participants. Furthermore, the participants in treatment group and control group were different. In order to improve the quality of the research and set the same variable between the treatment group and control group, feedback of the treatment group was deleted in the experiment of this research. A larger sample size was prepared for the experiment to confirm the effectiveness of Self-talk English learning method. The self-talk English learning material was also revised according to comments from the participants in pre-experiment.

4. METHODOLOGY

Nowadays, people have a lot of opportunities to learn English. For instance, some people learn English in English cram school and some of them practice English speaking with English tutor online. In addition, some language learners get involved in making friends with native speakers or go abroad. However, these methods are too challengable for English beginner and low-intermediate learners. Therefore, I decided to use "self-talk practice method" for beginners and low-intermedite learners to practice English communication. This self-talk English practice method is different from the traditional self-talk method. Participants do self-talk with a comic learning material. Pictures play an important role in this method. According to Glenberg, A. M., & Langston, W. E. (1992), picture have a motivating effect in learning. Because texts with pictures may be more enjoyable to read, the reader works harder at understanding the text. Besides, pictures help people to comprehend and remember texts. In addition, pictures may facilitate comprehension by providing information that is not available from the text. (Levie, W. H., & Lentz, R., 1982). Paricipants practice different topics everyday in order to get familiar with several English-using situations. According to the topic, participants have to imagine the conversation between two people and speak out loud. When they don't know how to express their thoughts, they can search on the Internet or textbooks "by themselves". In other words, the self-talk English learning method developed in this study is a way of spontaneous learning.
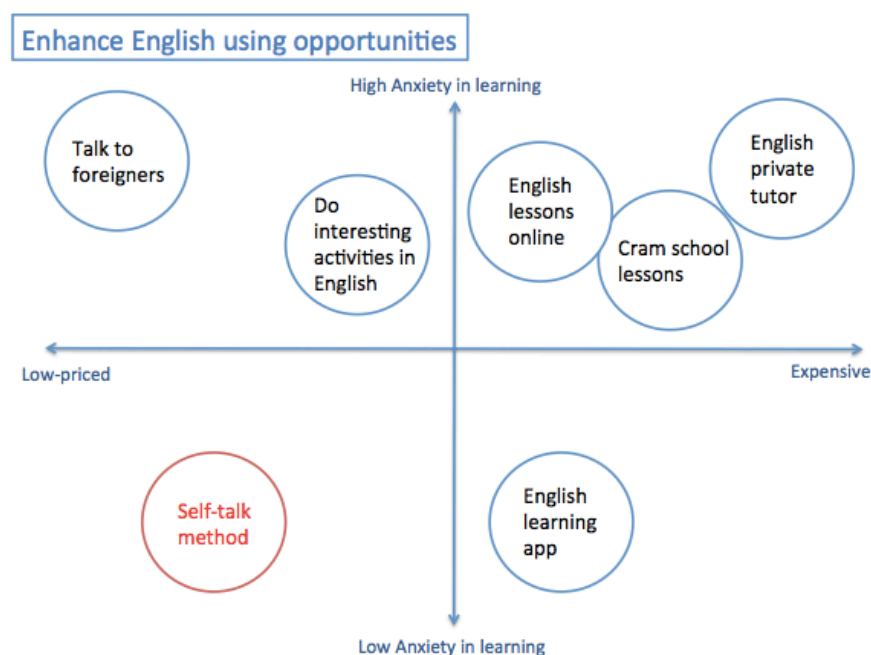
Fig. 11. Position of self-talk English method in English language learning

4.1 Methodology Overview

This chapter provides an overview of the methodology used in the study. For the purpose of the research study, the data has been collected before and after the experiment. The data has been collected through comprehensive questionnaire, interview, and emotion analyzer. The participants are introduced, after which the material and equipment used are described. The procedures followed during the assessment of the study are set out. In the end, the data analysis procedures are discussed.

4.1.1 Participants

The participants consisted of 20 English language learners in Japan registered in the English learning program. All of them have involved in an experiment includes a two-week learning program with self-talk method or textbook learning method. Men comprised 70% and women comprised 30% of the sample. Participants ranged in age

from 20s to 60s, with a mean age of around 30 years. Main targets are those who would like to know how to improve their English speaking skills or those who have interested in learning English with a new method. Their English proficiency ranged from CEFR B1 to B2 (See Table5). The participants were distributed fairly evenly across two groups, using two different materials to learn English; women comprised approximately 32% in both group1 and group2. Among all the participants, 44% of them are students, and the rest of them are workers in Japan. 95% of the participants have foreign friends but only 30% of them have experienced living abroad (See Table6). In addition, it showed that 60% of the participants have traveled abroad for less than 2 times or none in these three years, while 25% have traveled 3 to 5 times, and the rest (15%) have traveled more than 6 times in these three years (See Figure12). When it comes to English learning, 60% of the participants reported that they do not learn English in their daily life, and 80% of them reported that they don't have the opportunity to practice English speaking. 70% of the participants started learning English from secondary school (13-15years old), and 70% of them have the experience of having a foreign teacher. 80% had no experience in studying other foreign languages except English, while the balance (20 %) had previously studied at least one other foreign language. Although all participants have the experience of studying English, only 3 of them answered their English level are above in everyday conversation level. In other words, 85% of them don't have confidence in their English studies (See Figure13).

Table 5. Comparisons between various test scores and level systems,
SOURCE: Vancouver English Centre

TOEIC	TOEFL Paper	TOEFL CBT	TOEFL IBT	IELTS	Cambridge Exam	CEFR	VEC Online Score	Approximate VEC Level
0-250	0-310	0-30	0-8	0-1.0			0-34	2
	310-343	33-60	9-18	1.0-1.5		A1	35-38	3
255-400	347-393	63-90	19-29	2.0-2.5	KET	A2	46-53	6-7
	397-433	93-120	30-40	3.0-3.5	PET	B1		
405-600	437-473	123-150	41-52	4.0	PET	B1	54-57	8
	477-510	153-180	53-64	4.5-5.0	FCE	B2	58-65	9-10
605-780	513-547	183-210	65-78	5.5-6.0	FCE	B2	66-73	11-12
	550-587	213-240	79-95	6.5-7.0	CAE	C1	74-81	13-14
785-990	590-677	243-300	96-120	7.5-9.0	CPE	C2	82-100	15
Top Score	**Top Score**	**Top Score**	**Top Score**	**Top Score**	**Top Score**	**Top Score**	**Top Score**	**Top Level**
990	677	300	120	9	100	C2	100	15

Table 6. Foreign experiences of the participants (n=20)

Questions	Yes	No
Have you ever taken a class taught by native speaker?	70%	30%
Do you have any foreign friends?	95%	5%
Have you ever lived in a foreign country?	30%	70%
Can you speak any foreign language except English?	5%	95%
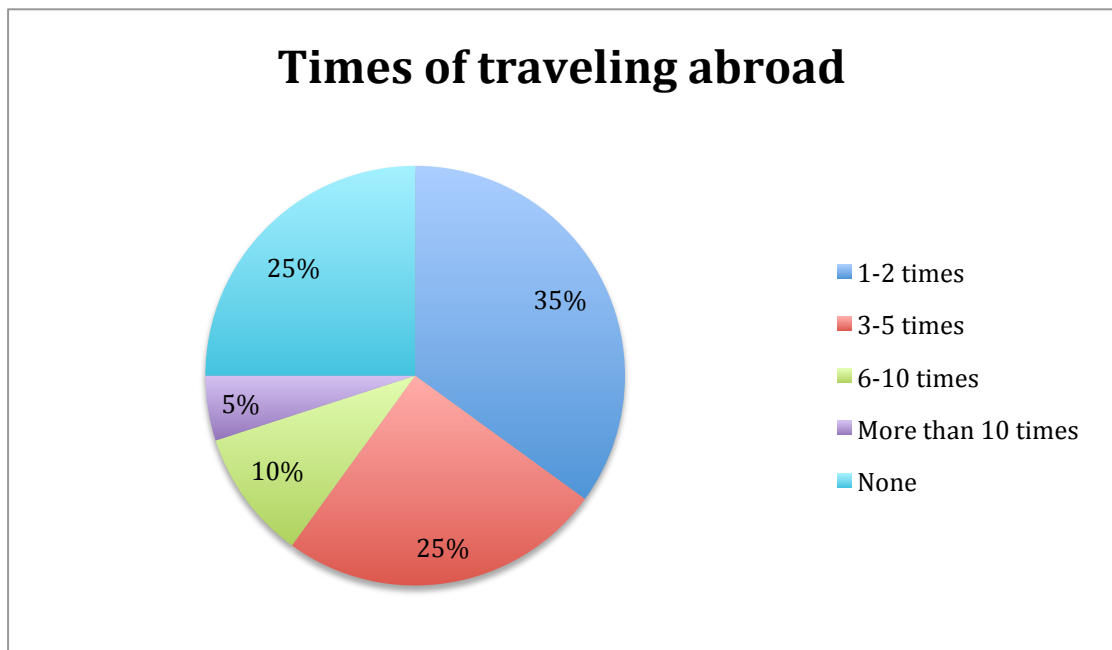
Fig. 12. Times of traveling abroad in three years (n=20)

Topics	Results
When did you start learning English?	5% 5% 20% 70% — 0-6 years old / 7-12 years old / 13-15 years old / 22 years old or above
What kind of method do you use to learn English?	10% 5% 25% 60% — Watch Foreign movies / Watch Foreign dramas / Read textbooks / Nothing
Do you have the opportunity to use English in your daily lives?	30% 20% 50% — Reading and Writing / Speaking and Listening / None
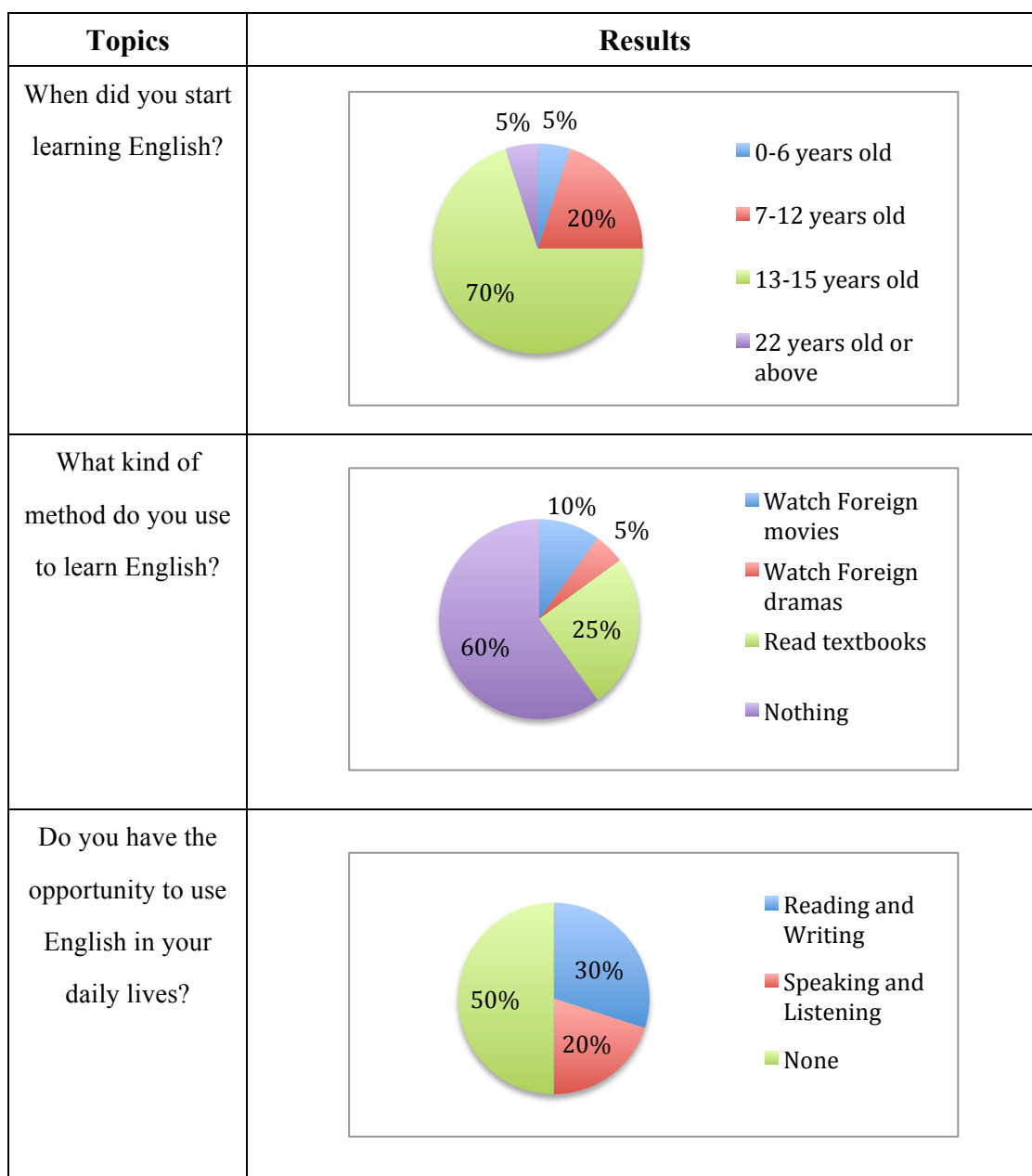
Fig. 13. English learning experiences of the participants (n=20)

4.1.2 Materials

In order to investigate the effect of self-talk practice method, the participants were divided into two groups. Participants in group1 used self-talk learning material to practice English speaking and participants in group2 practiced English with textbook materials. After two-weeks practice, all participants took the TOEIC test again to assess their improvement. Furthermore, they were asked to chat with foreigners for 3

minutes to compare the variation before and after the practice.

4.1.2.1 Group1 (Self-talk English Learning Material)

The material used to conduct this study is Self-talk learning material, which is an original English learning material developed in this study. The material is based on conversation comics (See Figure14). Participants do self-talk with a fixed topic. Since the conversation is incomplete, participants have to fill in the blanks to finish the conversation. If they had no ideas with the answer, they were allowed to search on the Internet or discussed with others. Since it was a spontaneous learning task, feedbacks were not provided. The sample answer of the practice was uploaded on learning group page around 11 pm everyday.

Fig. 14. Self-talk English learning material

4.1.2.2 Group2 (Textbook English Learning Material)

In order to verify the effect of Self-talk learning method, half of the participants were asked to practice with textbook (Yuka Kanno, 2017). The contents of the Textbook material were similar to the Self-talk learning material (See Figure15). If they didn't know the vocabulary or grammar, they were allowed to search on the Internet or discussed with others. Since it is a spontaneous learning task, feedbacks were not provided.
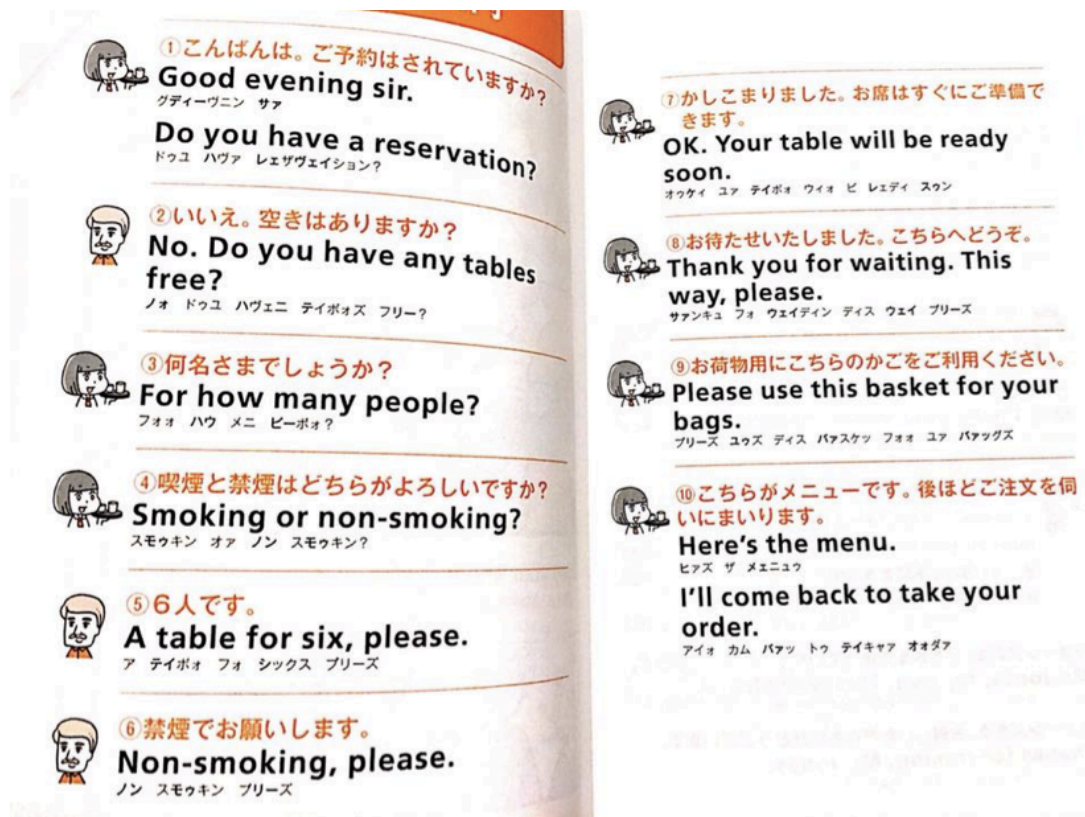
Fig. 15. Textbook English learning material,
SOURCE: Yuka Kanno(2017).Basic English for customer service.

4.1.3 Procedure

Procedure here means the whole procedure of the research experiment, including pre-test workshop, post-test workshop, and two-week learning program. The workshop was a personal workshop, which was conducted individually. The

workshop combined both English proficiency examination and English speaking practice with native speaker. Questionnaire was used to survey the participants' motivation and attitude. In the second workshop, 10 participants was chosen to share their opinions and perspectives regarding the experiment.

4.1.3.1 Workshop

There are 4 main activities in the first workshop and the second one. The first workshop included taking the English examination, filling in a questionnaire, knowing more about the 2-week English learning method, and practicing English speaking with native speakers in three miutes. English examination, questionnaire and English speaking practice were also requested in the second workshop. Additionally, half of the participants were selected to share their viewpoints in regard of the learning method. (See Figure16)

(1) Take the English examination

Participants had to take an exam before and after the two-week learning program in order to record the variation of their English proficiency. The content of the examination is based on TOEIC test format; listening test and short paragraph test are included. It takes approximately 15 minutes to finish the exam.

(2) Fill in the questionnaire

The participants were asked to fill in a questionnaire before and after the learning program about English learning in order to know their motivation and experience in English learning. In the second workshop, the participants also needed to fill in the questionnaire about their satisfaction with the two-week learning.

(3) English speaking practice for 3 minutes

After the participants filled the questionnaire, they were asked to have an English speaking practice with native speaker for 3 minutes. I assessed their stress rate by

using the Emotion analyzer when they were talking to the native speaker. The content of the conversation is not controlled; in other words, participants can talk about what they are interested in. The only requirement is that they have to speak in English during the conversation.

(4) Interview about the learning method

In the second workshop, 10 participants were selected to share their opinions and perspective regarding to the experiment and 2-week learning program. After the interview, I compared the opinions between group1 (Self-talk English learning practice) and group2 (Textbook English learning practice) to see the differences between two different methods.

4.1.3.2 Two-week English Learning Program

Participants were divided into two groups. Group1 used the Self-talk English learning method and Group2 practiced English with two English learning textbooks. Group1 practiced English speaking by finding out the answers of the Self-talk learning method and practicing the English conversation by themselves. In contrast, participants in Group2 read the textbooks with conversations. It showed that both participants in Group1 and Group2 spent approximately 10-15 minutes studying English in two weeks. (See Table7)

Table 7. The comparison between Group1 and Group2 during the two-week learning program

Group	Method	Practice time	Procedure
Group1	Self-talk English learning method	10-15 minutes	1. Read the hints of the learning material. 2. Think of the corresponding answer to complete the conversation between two people (or three people). 3. Search on the Internet if confused. 4. Speak out loud and practice the conversation at least three times per day.
Group2	Textbook English learning method	10-15 minutes	1. Read the textbooks. 2. Search on the Internet or dictionary if confused.
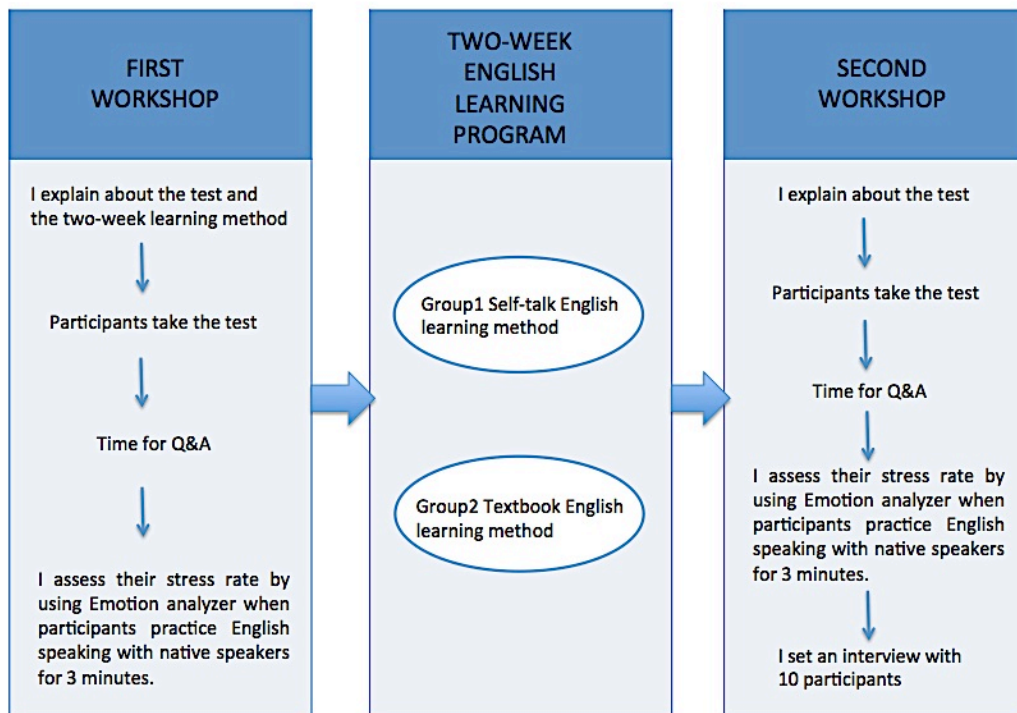
Fig. 16. Overall flow of the research experiment

4.2 Validation

4.2.1 KANSEI Analyzer

In this research, KANSEI Analyzer, a simplified electroencephalograph (EEG) is used to measure the participants' stress rate when they are having a conversation with the native speakers. The variation of the stress rate before and after the two-week learning program has been measured. Group1 (Self-talk English learning method) and Group2 (Text-book learning method) have been measured separately in order to compare the results of these two groups. The function of KANSEI Analyzer in this research is to validate the variation of anxiety (stress rate).

"Kansei" is a Japanese word, which means a person's psychological feeling and image regarding an idea. (Nagamachi, M, 1995) It corresponds to "feelings" or "impression." (Matsubara, T., Ishihara, S., Nagamachi, M., & Matsubara, Y., 2011) KANSEI Analyzer is an original system that constructed by Dentsu ScienceJam Inc. It can analyze the user's emotions with only a headgear and an iPad. Besides, it enables flexible and noninvasive measurement of human brain activity with a high temporal resolution. (Mitsukura, Y., 2016) The user can check the real-time status from the iPad immediately and visualize the results anywhere and anytime. The application detects the users' degrees of five emotional states: "Like", "Interest", "Concentration", "Calmness", and "Stress" from brainwaves. The degree of each emotional state is calculated per second, which is represented in percentage (0%: low degree - 100%: high degree). After the measurement, users can check the summary of the data, which summarized mean value of five emotional states.(See Figure17) Data in the iPad can be exported in CSV format. It can be used in several occasions, such as product development, benefit creation, evidence making, and PR etc. Besides the results in iPad can be exported in CSV format. KANSEI Analyzer is a brainwave

device providing several emotion-based parameters, the basic five emotion-based parameters are like, interest, concentration, stress, and calmness.(See Table8) The introduction page of KANSEI analyzer includes three feature, which are summarized below:

Table 8. The function and charasteristics of KANSEI-analyzer.
SOURCE: DENTSU SCIENCEJAM

Feature1	Algorithm based on 15 years of research	This algorithm is based on a biometric database amassed by professor Mitsukura over 15 years. It can simply classify emotions into "interest," "like," "stress," "concentration," "calmness," etc.
Feature2	Mobile and Real-time	The device allows mobile, real-time use at low-cost. "One of the features of electroencephalograms (EEG) is that they show transitions of emotions via visualization based on superior time resolution.
Feature3	High cost performance	The user can use the device as much as they like during the period since licensing to use the Emotion Analyzer is time-based.
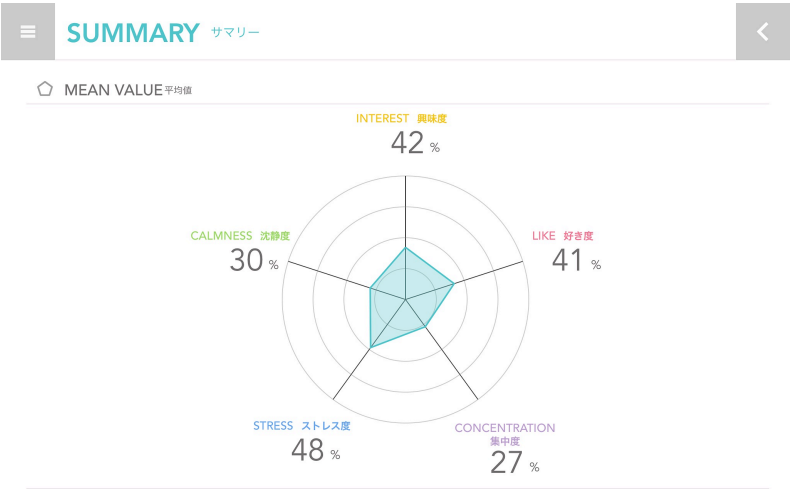
Fig. 17. The degree of five emotional state (0%: low degree - 100%: high degree).
SOURCE: KANSEI Analyzer application

4.2.2 Questionnaire

In order to know the improvement of participants' learning motivation and their opinions regarding the method, questionnaire was also used in this research. Participants were asked to fill in the same questionnaire before and after the two-week English learning program. The questionnaires were divided into three sections. Participants filled in both questionnaires before and after the two-week English learning program. The first section includes background questions about participant's gender, his or her language skills and degree of interest in the foreign language and time of practicing English language per day. The perspectives of globalization and their opportunities of interacting with foreigner were also included. All of them are also asked whether they have the experience of living in a foreign country or not. The second section was about how they felt about the Self-talk English learning method or Textbook English learning method, their expectations and satisifactions. The questionnaire also asks the participants about their opinions toward the method, which includes the willingness of using the method in the future. Besides, since this method was designed for participants to learn English without anxiety, I also put some questions to rate their anxiety level while conducting the two-week English learning program. The third section was about intrinsic motivation toward English learning. The variation of the result, in other words, the differences between pre-test and post-test, served as the measures of development in participants' motivation. Furthermore, in order to observe the aspects I perceived to be relevant through the study of foreign language anxiety literature, some background and specific questions were added. The questions of the questionnaire was derived from Basic Psychological Needs Scale (Deci & Ryan, 2000) and referred to (Tanaka Hiroko, 2006). The language used was Japanese, but all questions were formulated in English. The survey

was based on a paper questionnaire; however, some online questionnaire were also used for those who did not fill in the questionnaire in person.

4.2.3 English Tests

Participants took the TOEIC test format exam including listening and writing examination before and after the two-week learning program. The aim of the examination was to record the variation of their English proficiency, though it might be hard for participants to improve their English proficiency in two weeks. It takes 5 minutes for the listening test and 10 minutes for the writing test; approximately 15 minutes to finish the exam. The listening test of the research consists of two sections. The first section is the photographs section, which participants have to find out the correct explanation of the photograph. The second section is the conversation section, participants listen to a variety of questions and short conversations recorded in English, then answer questions based on what they have heard. The writing tests include two questions, participants have to read the question and make a short paragraph included 5 to 10 sentences to describe the situation. Most participants think the writing test part is difficult since they are not familiar with writing in English.

4.2.4 Interview

One of the survey in this research is the interview with ten pariticipants. The survey was 15 minutes per person, implemented through a number of semi-structured interviews. Some interviews were done in person, others via video chat. The language used was Japanese, but all questions were formulated in English. The questions were based on how the participants feel about the Self-talk English leanring method and Textbook English learning method, their plan for future studying, and their plan for

taking the English proficiency test, such as TOEIC, TOEFL, etc. The majority of questions were open-questions, which helped the participants express their feelings and opinions easily. The semi-structure format is a format that allowed to change the questions based on the interviewees' response; therefore, some extra questions were asked during the interview. All interviews were recorded, summarized and analyzed. The aim of the interviews is to know the participants' perspectives toward English learning and Self-talk English learning method. The plan of learning English was also an significant point since it could be regarded as the learning motivation and attitude of the participants. Table 9 listed the interviewees, their gender, group and English proficiency. For reasons of confidentiality, all names of interviewees has been anonymized.

Table 9. List of interviewees.

Interviewee	Group	Gender	English proficiency
I1	Group1	Male	B2
I2	Group1	Male	B2
I3	Group1	Female	B1
I4	Group1	Male	B1
I5	Group1	Female	B1
I6	Group2	Male	B2
I7	Group2	Female	B1
I8	Group2	Male	B1
I9	Group2	Male	B1
I10	Group2	Female	B2

4.3 Data Analysis Procedures

The data in the first section are analyzed by summarizing the result from KANSEI analyzer to observe the variation before and after the two-week English learning program. As I have mentioned, the application provides five emotional states: "Like", "Interest", "Concentration", "Calmness" and "Stress" from brainwaves. In this research, I analyzed two of them which are "Concentration" and "Stress", especially focused on the variation of "Stress". In the "Stress Rate Analysis" section, I have compared the mean value between Group1 (Self-talk English learning method) and Group2 (Textbook English learning method) , which is represented in percentage (0%: low degree - 100%: high degree) In addition, I record the variation of stress rate in several scenes. For instance, the scene when participant talked to the native speaker, the scene when participant listened to what the native speaker said and the scene when participants met the native speaker.

The data in the second section are analysed by calculating the percentage of participants' answers to each question from the questionnaire. To each questions, students are divided into two groups, depending on the method they used during the two-week English learning program. I calculate the percentage of participants who "Strongly Disagree, Disagree, A little bit Disagree, A little bit Agree, Agree, Strongly Agree". The answer "Strongly Disagree" is evaluated as 1 point, answer "Disagree" was evaluated as 2 points until "strongly Agree" which is evaluated as 6 points. In this way it is possible to calculate how participants feel about this learning method.

As for the data of the third section of the questionnaire where participants are asked to select their feelings about learning English in order to see if the motivation in English learning has been improved after the two-week English learning program. Same as the second section, I calculate the percentage of participants who "Strongly

Disagree, Disagree, A little bit Disagree, A little bit Agree, Agree, Strongly Agree". The answer "Strongly Disagree" is evaluated as 1 point, answer "Disagree" was evaluated as 2 points until "strongly Agree" which is evaluated as 6 points. In this way it is possible to calculate how participants feel about this learning method.

For the last section, the score of the examination is caculated to clarify the influence of English proficiency by learning English with Self-talk English learning method for two weeks. The score of participants using textbook English leanring method are also analyzed as the comparison group of this research. The score was caculated by the total number of mistakes. The score of listening test and writing test are analyzed separately.

5. RESULTS

In the present chapter, the results obtained through KANSEI Analyzer will be introduced. Hence tables summing up my findings will be showed in this chapter. Charts will also be included to make the findings more easily to understand. First of all, the results tables showing the anxiety and concentration level during the 3-minute English communication with native speaker will be explained. The result of Group1 and Group2 are both included in this chaper. As a second step, the evaluation made by the participants will be found in result of the questionnaire. The contents include opinions of the English learning method and the motivation in English learning. The results of the examinations are summarized in tables after the questionnaire section. To conclude, the end of the chapter will sum up participants' comments about methodologies, anxiety in English learning, the motivation improvement after the practice, and contents of the interview in detail.

5.1 Stress Rate Before and After English Learning Program

The results produced through KANSEI Analyzer will be analyzed and explained by fifteen tables (From Table 10 to 25). Table 10 and Table 11 list the stress rate arranged by mean values reported by participants of treatment group (Self-talk English learning method) and control group (Textbook English learning method). Before the experiment, I expected that treatment group participants would have been less anxious than participants in control group after the learning program, since self-talk provide assistance in lowering anxiety. (Bowles, M.A., 2010) In my research, I would like to prove that Self-talk with illustrators can be an useful tool for language learners to practice English speaking.

5.1.1 Mean Value of Stress Rate

The stress rate means before the two-week practice found respectively for both groups is not as high as I predicted since they are around the mean of 50% (Treatment group: 58.5%; Control group: 41%). Interestingly, after the two-week English learning program, the means of stress rate of both groups were decreased after two-week English learning program. Interestingly, some participants in Group1 were assessed to have high stress rate before the learning program (A1: 78%, A5: 86%, A10: 70%); however, the stress rates were sharply declined after the English learning program. The stress rate of treatment group had fell more than 10% except A7 (-4%). A7 claimed that recently he has the opportunity to use English in the company, which might be the main reason why the variation was not significant. Besides, participant A5, who had improved the most, told me that he had practiced five times per day during the interview. Compared to the average 3 times per day, A5 was the one who practiced the most. This might be the reason why he improved the most after two weeks.

As it appears in Table 11, 70 percent of the participants in control group have improved after the two-week English learning program. Yet, 30 percent of the participants remained the same or the stress rate had increased after two weeks. Both B4 and B6, whose rate has increased, claimed that they felt anxious during both pre-test and post-test. According to Table 9, Table 10, and Table 11, treatment group subjects (variation mean: -19.9%), on the whole, came out less anxious than control group subjects (variation mean: -3.4%).

Furthermore, paired-samples t-test was used to compare two means for the same sample tested at two different times and under two different conditions. The mean scores was examined by paired-samples t-test with a statistical significance (2-tailed)

set a priori at P < 0.05. Paired-samples t-test was conducted to compare the stress rate

of English language learners before and after the two-week English learning program.

Table 10. Treatment Group: The mean value of stress rate
analyzed by KANSEI analyzer (0%: low degree - 100%: high degree)

Group1 (Self-talk English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
A1	78%	57%	-21%
A2	48%	28%	-20%
A3	47%	30%	-17%
A4	42%	31%	-11%
A5	86%	54%	-32%
A6	58%	40%	-18%
A7	41%	37%	-4%
A8	58%	43%	-15%
A9	57%	33%	-24%
A10	70%	33%	-37%
Average	58.5%	38.6%	-19.9%

Table 11. Control Group: The mean value of stress rate
analyzed by KANSEI analyzer (0%: low degree - 100%: high degree)

Group2 (Textbook English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
B1	36%	29%	-7%
B2	56%	43%	-13%
B3	39%	36%	-3%
B4	30%	36%	+6%
B5	45%	37%	-8%
B6	36%	51%	+15%
B7	36%	36%	0%
B8	34%	31%	-3%
B9	52%	42%	-10%
B10	46%	35%	-11%
Average	41%	37.6%	-3.4%
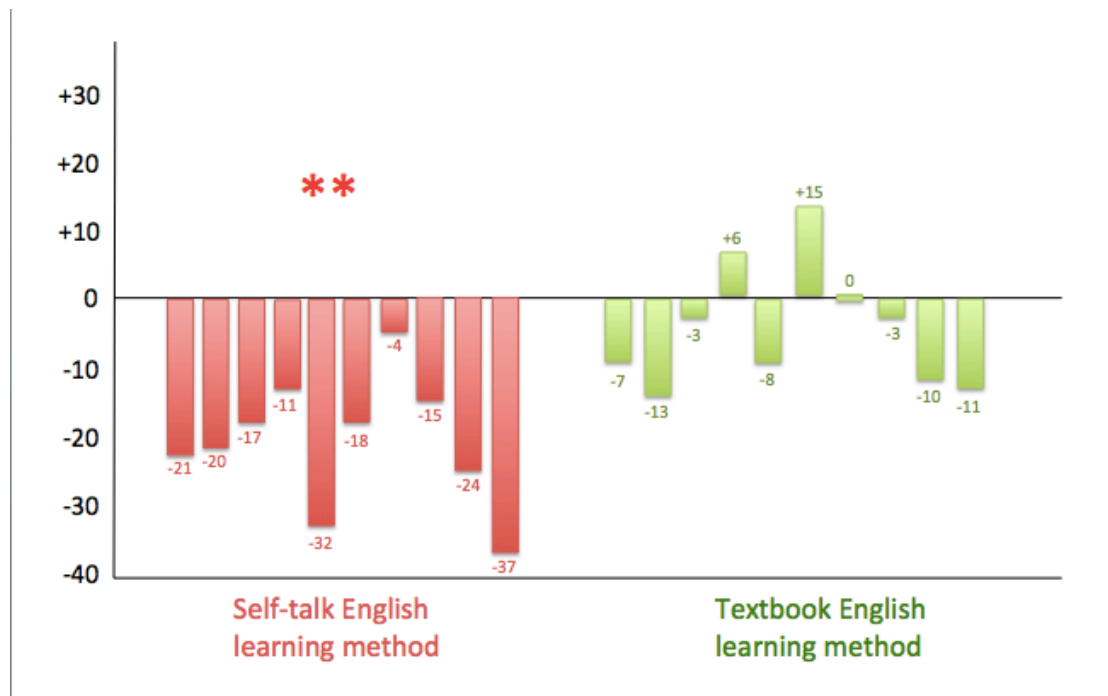
Note: *p< 0.05, **p< 0.01

Fig. 18. The variation of stress rate after two-week English learning program

Table 12. Paired Samples Statisitcs of Stress rate

		Mean	N	Std. Deviation	Std. Error Mean
Group1	Before	58.50	10	15.248	4.822
	After	38.60	10	10.035	3.174
Group2	Before	41.00	10	8.406	2.658
	After	37.60	10	6.328	2.001

Table 13. Paired Samples Test of Stress rate

		Paired differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences				
					Lower	Upper			
Group1	Before-After	19.900	9.574	3.027	13.051	26.749	6.573	9	.000**
Group2	Before-After	3.400	8.605	2.721	-2.756	9.556	1.249	9	.243

Note: *p< 0.05, **p< 0.01

Table12 here displays the descriptive statistics for two conditions of Group1 and 2. As showed in the Table12, we can see from the two means that participants in Group1 felt less anxious after the two-week English learning program (mean=58.5) than before (mean =38.6). Participants in Group2 also felt less anxious (mean=37.6) compared to two weeks ago (mean=41.0). According to Table 13, there was a significant difference in the score for Group1 conditions; t(9)=6.57, p=.000. However, there was no significant difference in the score for Group2; t(9)=1.25, p=.243. Moreover, the value of t in Group1 is larger than the value of t in Group2, which means that the difference between the conditions and the smaller the probability that this difference occurred by chance.

5.1.2 Different Scenes of Anxiety

In order to classify the effect of Self-talk English learning method, I have analyzed the stress rate from KANSEI Analyzer in several scenes. Basically, English communication is consisting of speaking and listening. In addition to speaking and listening, I have also analyzed the stress rate of greeting, which was the period when participants greeted and started talking to the native speaker. The numbers of the stress rate in this section were sampled from the peak of stress rate in every scene. For instance, if the participant had been talking for two minutes during the three minutes English communication, the stress rate of speaking English might not remain the same; in other words, it might rise and fall in two minutes. Therefore, the stress rate of speaking English in this section means the average of highest rate while speaking. The data of "greeting" and "listening" were also recorded in this way. (See Figure 12)
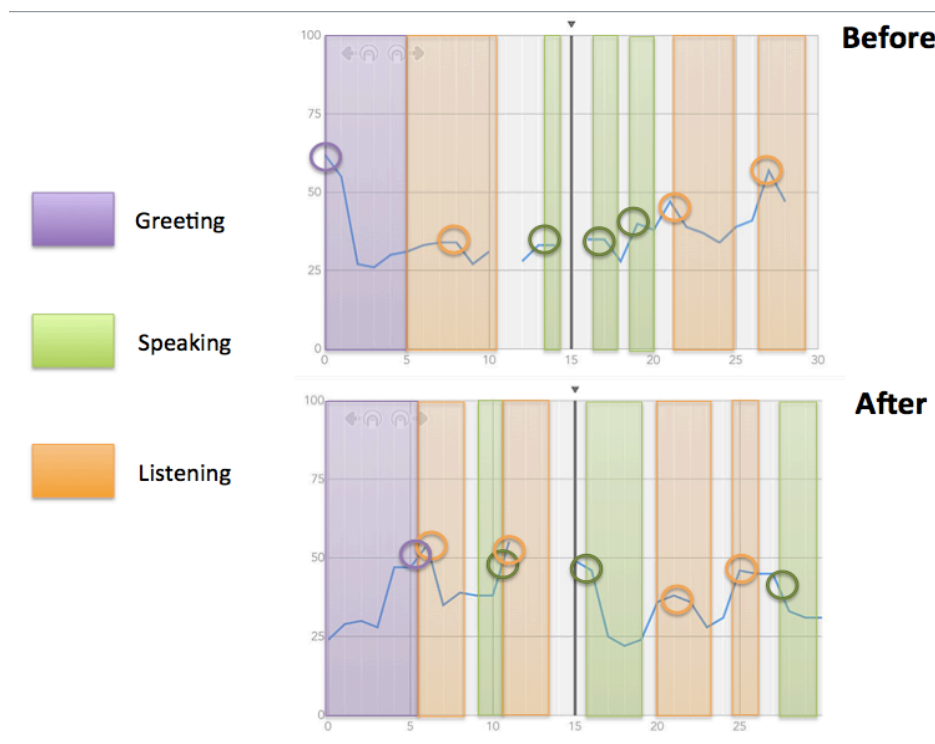
Fig. 19. The highest stress rate while greeting, speaking and listening

5.1.2.1 Stress Rate while Greeting in English

At first, I thought Self-talk English learning method might be also effective for language learners to feel less anxious when meeting English native speakers. However, the variation stress rate found respectively for treatment group (Self-talk English learning method) was not as obvious as I predicted. The stress rate of treatment group has declined 10.4%; however, the stress rate of control group has also decreased 5.8%. Since the participants had met the English native speaker once, it might be the reason why both groups have significant differences before and after the two-week English learning program in this case. I am not sure whether the present anxiety means could be explained by the fact that participants of the two groups had already built up a certain degree of trust with the native speaker.

Most participants in treatment group (Self-talk English learning method) felt less stressful while greeting after the two-week English learning program. (Table14) Since all of them had introduced themselves two weeks ago, they started the conversation with the native speaker smoothly. Yet, the stress rate of A1 has increased after two weeks. Besides, in comparison with other participants, the stress rate of A2 has dropped to 24%, which is 34% decreased after two weeks. As it appears in Table 15, the stress rate in control group has decreased except B3, B4 and B8. Although the stress rate of B3, B4 and B8 had increased, it only found around 3% increased. Generally speaking, when it comes to stress rate of greeting, treatment group (variation mean: -10.4%) has declined more than control group (variation mean: -5.8%) after two weeks. (Table 16)

Furthermore, Paired-samples t-test was also used in this section to compare two means for the same sample tested at two different times. The mean scores was examined by paired-samples t-test with a statistical significance (2-tailed) set a priori at $P < 0.05$.

Table 14. Treatment Group: Peak of stress rate while greeting in English

Group1 (Self-talk English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
A1	43%	47%	+4%
A2	58%	24%	-34%
A3	61%	50%	-11%
A4	49%	41%	-8%
A5	67%	59%	-8%
A6	100%	81%	-19%
A7	70%	62%	-8%
A8	80%	74%	-6%
A9	30%	30%	0%
A10	45%	31%	-14%
Average	60.3%	49.9%	-10.4%

Table 15. Control Group: Peak of stress rate while greeting in English

Group2 (Textbook English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
B1	45%	34%	-11%
B2	78%	67%	-11%
B3	43%	44%	+1%
B4	41%	44%	+3%
B5	37%	33%	-4%
B6	57%	50%	-7%
B7	63%	57%	-6%
B8	38%	40%	+2%
B9	54%	36%	-18%
B10	58%	51%	-7%
Average	51.4%	45.6%	-5.8%
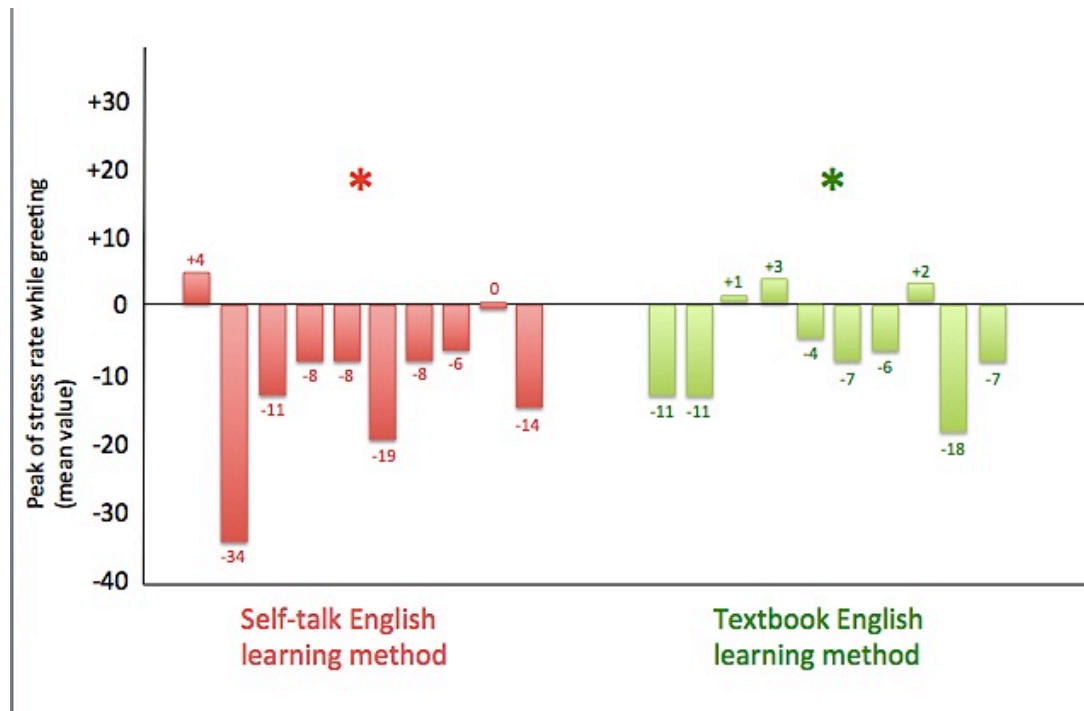
Fig. 20. The variation of stress rate while greeting after two-week English learning program

Table 16. Paired Samples Statisitcs of Stress rate while greeting in English

		Mean	N	Std. Deviation	Std. Error Mean
Group1	Before	60.30	10	20.243	6.401
	After	49.90	10	19.116	6.045
Group2	Before	51.40	10	13.040	4.124
	After	45.60	10	10.844	3.429

Table 17. Paired Samples Test of Stress rate while greeting in English

Paired differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences		t	df	Sig. (2-tailed)
					Lower	Upper			
Group1	Before-After	10.400	10.522	3.327	2.873	17.927	3.126	9	.012*
Group2	Before-After	5.800	6.613	2.091	1.069	10.531	2.773	9	.022*

Note: *p< 0.05, **p< 0.01

65

Table 17 sums up the descriptive statistics for Group1 and 2. Table 17 shows that both participants in Group1 and Group2 felt less anxious while greeting after the two-week English learning program. (Group1 from mean: 60.3 to mean: 39.9; Group2 from mean: 51.4 to mean: 45.6). As it appears in Table 18, there was a significant difference in the score for both Group1 conditions; $t(9)=3.126$, $p=.012$ and Group2 $t(9)=2.773$, $p=.022$.

5.1.2.2 Stress Rate while Speaking English

As it appears in Table 19, the variation of stress rate means in Group1 has apparently decreased after two-week English learning program. Self-talk English learning method is a kind of training for language learning to feel less anxious while speaking English. Therefore, the hypothesis of the research was found to be correct. Interestingly, after the two-week English learning program, the means of stress rate of both groups were decreased after two-week English learning program.

The stress rate of treatment group had declined and especially A5 and A10. As I mentioned, during the interview, A5 told me that he had practiced five times per day which might be the reason why he improved the most after two weeks. A10 felt less anxious in both greeting and speaking scene. She had a high opinion of "Self-talk English learning method" according to the questionnaire she filled in.

In comparison to treatment group, the downward slope of control group was not as obvious as the treatment group. (Table 20) In conclusion, as it indicates in Table 21, treatment group subjects (variation mean: -12.6%), on the whole, came out less anxious than control group subjects (variation mean: -4.3%).

Furthermore, Paired-samples t-test was used to compare two means for the same sample tested at two different times and under two different conditions. The mean

scores was examined by paired-samples t-test with a statistical significance (2-tailed) set a priori at P < 0.05. Paired-samples t-test was conducted to compare the stress rate of English language learners before and after the two-week English learning program.

Table 18. Treatment Group: Peak of stress rate while speaking English

Group1 (Self-talk English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
A1	83%	80%	-3%
A2	89%	76%	-13%
A3	63%	56%	-7%
A4	73%	61%	-12%
A5	84%	55%	-29%
A6	88%	70%	-18%
A7	58%	50%	-8%
A8	51%	49%	-2%
A9	52%	42%	-10%
A10	87%	63%	-24%
Average	72.8%	60.2%	-12.6%

Table 19. Control Group: Peak of stress rate while speaking English

Group2 (Textbook English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
B1	75%	68%	-7%
B2	61%	63%	+2%
B3	80%	79%	-1%
B4	68%	56%	-12%
B5	72%	61%	-11%
B6	79%	72%	-7%
B7	73%	68%	-5%
B8	54%	51%	-3%
B9	76%	84%	+8%
B10	84%	77%	-7%
Average	72.2%	67.9%	-4.3%
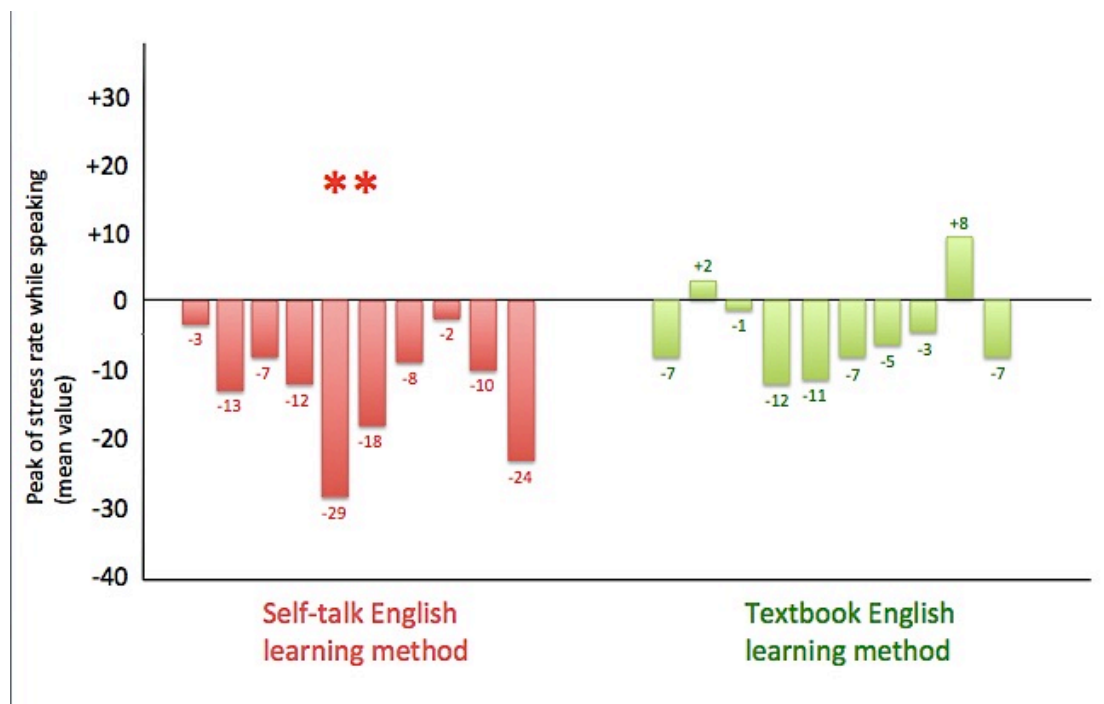
Fig. 21. The variation of stress rate while speaking after two-week English learning program

Table 20. Paired Samples Statisitcs of Stress rate while speaking English

		Mean	N	Std. Deviation	Std. Error Mean
Group1	Before	72.80	10	15.447	4.885
	After	60.20	10	12.255	3.875
Group2	Before	72.20	10	9.090	2.874
	After	67.90	10	10.440	3.301

Table 21. Paired Samples Test of Stress rate while speaking English

		Paired differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences		t	df	Sig. (2-tailed)
					Lower	Upper			
Group1	Before-After	12.600	8.771	2.774	6.325	18.875	4.543	9	.001**
Group2	Before-After	4.300	6.056	1.915	-0.032	8.632	2.245	9	.051

Note: *p< 0.05, **p< 0.01

Table 22 shows the descriptive statistics for two conditions of Group1 and 2. As showed in the Table 22, we can see from the two means that participants in Group1 felt less anxious after the two-week English learning program (mean=60.2) than before (mean =72.8). Participants in Group2 also felt less anxious (mean=67.9) compared to two weeks ago (mean=72.2). As it appears in Table 23, there was a significant difference in the score for Group1 conditions; t(9)=4.543, p=.001. However, there was no significant difference in the score for Group2; t(9)=2.245, p=.051. Moreover, the value of t in Group1 is larger than the value of t in Group2, which means that the difference between the conditions and the smaller the probability that this difference occurred by chance.

5.1.2.3 Stress Rate while Listening English

The variation of stress rate means was not as obvious as the stress rate while speaking English.(Table 24) Listening skill plays an important role in the process of learning a language. Most people felt difficult to talk in English since they suffered from understanding what the English speaker was talking about, and this is the reason why language learners have difficulties having an English conversation with foreigners. However, self-talk English learning method is a kind of training for language learning to feel less anxious while speaking English. Therefore, even though the participant felt frustrated to understand what the English native speaker was talking about, they might find the courage to ask for repetition.

The stress rate of treatment group had declined except A7 and A8. During the interview, A8 told me that she felt anxious when the English native speaker asked her about her job. She said that she had never had the experience to explain about her job in English. When it comes to the stress rate of treatment group, as it appears in Table 25, the stress rate of B6, B7, B8 had increased after two weeks. Most participants said that they felt anxious when they could not figure out what the English native speaker was talking about. (Table 26)

Furthermore, Paired-samples t-test was used to compare two means for the same sample tested at two different times and under two different conditions. The mean scores was examined by paired-samples t-test with a statistical significance (2-tailed) set a priori at P < 0.05. Paired-samples t-test was conducted to compare the stress rate of English language learners before and after the two-week English learning program.

Table 22. Treatment Group: Peak of stress rate while listening English

Group1 (Self-talk English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
A1	88%	87%	-1%
A2	94%	89%	-5%
A3	100%	88%	-12%
A4	85%	79%	-6%
A5	91%	73%	-18%
A6	97%	90%	-7%
A7	63%	70%	+7%
A8	59%	61%	+2%
A9	85%	76%	-9%
A10	89%	85%	-4%
Average	85.1%	79.8%	-5.3%

Table 23. Control Group: Peak of stress rate while listening English

Group2 (Textbook English learning method)			
Participants	Before the two-week learning program	After the two-week learning program	Variation
B1	73%	55%	-18%
B2	100%	93%	-7%
B3	75%	67%	-8%
B4	57%	51%	-6%
B5	100%	85%	-15%
B6	68%	79%	+11%
B7	60%	68%	+8%
B8	72%	76%	+4%
B9	97%	89%	-8%
B10	94%	82%	-12%
Average	79.6%	74.5%	-5.1%
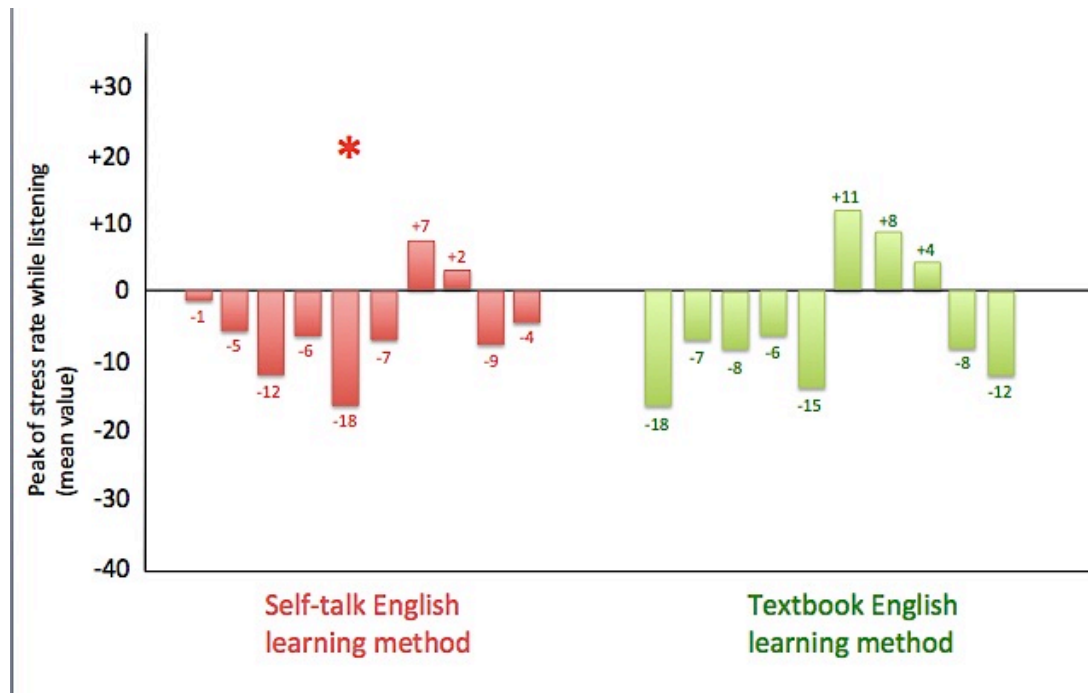
Fig. 22. The variation of stress rate while listening after two-week English learning program

Table 24. Paired Samples Statisitcs of Stress rate while listening English

		Mean	N	Std. Deviation	Std. Error Mean
Group1	Before	85.10	10	13.626	4.309
	After	79.80	10	9.693	3.065
Group2	Before	79.60	10	16.648	5.265
	After	74.50	10	14.034	4.438

Table 25. Paired Samples Test of Stress rate while listening English

		Paired differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences		t	df	Sig. (2-tailed)
					Lower	Upper			
Group1	Before-After	5.300	7.056	2.231	0.252	10.348	2.375	9	.042*
Group2	Before-After	5.100	9.701	3.068	-1.839	12.039	1.663	9	.131

Note: *p< 0.05, **p< 0.01

Table 27 lists the descriptive statistics for two conditions of Group1 and 2. As showed in the Table 27, we can see from the two means that participants in Group1 felt less anxious after the two-week English learning program (mean=79.8) than before (mean =85.1). Participants in Group2 also felt less anxious (mean=74.5) compared to two weeks ago (mean=79.6). As it appears in Table 28, there was a significant difference in the score for Group1 conditions; $t(9)=2.375$, $p=.042$. However, there was no significant difference in the score for Group2; $t(9)=1.663$, $p=.131$. Moreover, the value of t in Group1 is larger than the value of t in Group2, which means that the difference between the conditions and the smaller the probability that this difference occurred by chance.

5.2 English Learning Motivation Before and After English Learning Program

As I mentioned in Chapter 2, a recent review of the literature on this topic found that anxiety has a great influence on motivation in learning and demotivation is actually an obstacle for language learners to improve academic achievements. Therefore, in this research, I would like to find out if the motivation in English learning has been improved after the two-week English learning program. The data was collected with the use of a questionnaire consisted of 6 items. The questionnaire is adapted from Tanaka Hiroko (2006), who researched on "Instructional intervention on motivating English learners: The Self-Determination Theory viewpoint". This questionnaire is about the motivation scale in English learning. In this study, this questionnaire was used to examine the variation of motivation in learning English after the two-week English learning program. Of the study population, 20 subjects completed and returned the questionnaire.

5.2.1 Results of Treatment Group (Self-talk English Learning Method)

The purpose of the questionnaire was to identify the improvement after two-week English learning program. For this reason, the responses of participants are evaluated in terms of six answer categories as in Table30 and 31. 6 point Likert scaling is used to measure either positive or negative response to each statement. In this research, in order to classify the effect of Self-talk English learning method, an even-point scale is used where the middle option of "Neither agree nor disagree" is not available. As it appears in Table 30 and 31, the general results of the section displayed that the motivation in English learning has increased after self-talk English learning program. The item 1,2 and 5 is regarding with how language learners feel during English learning. Although item 1 and 2 seem similar, it is actually a little bit different. The item 1 focused on new discovery during the learning process; however, the item 2 focused on the gain from English learning. In the items 1, 2 and 5, table 31 showed that the item 2 (t=-3.28, p=0.01) and 5 (t=-2.703, p=0.024) have significant differences after two-week English learning program. These tests revealed that participants enjoyed the learning process and felt joyful when they gained new knowledge through Self-talk English learning method. The aim of item 3 and 4 is to know how they feel about what they can earn through English learning. The majority of participants' response indicates high frequency of "Agree" which clearly states that participants agree that English learning can know more about the culture of English-speaking communities and gain new perspective of themselves; however, since there was no significant difference in item 3 and 4, Self-talk English learning method did not affect these opinions. The questionnaire item 6 illustrates the improvement of participants' motivation in English learning. There was a significant positive correlation between Self-talk English learning method and English learning motivation (t=-4.714, p=0.001). In other words, English learning motivation has

improved after two-week Self-talk English learning program. Overall, our results show Self-talk English learning method affect the sense of accomplishment and motivation in English learning; yet did not affect the purpose of English learning.

Table 26. Treatment Group: Paired Samples Statisitcs of motivation in English learning before and after two weeks (1: Strongly disagree - 6: Strongly agree)

Group1		Mean	Std. Deviation	Std. Error Mean
Q1: I feel happy when I figure out something I have never known before.	Before	4.7	1.059	0.335
	After	5.3	0.675	0.213
Q2: I feel happy when I learn something new.	Before	5.0	0.943	0.298
	After	5.7	0.483	0.153
Q3: I am interested in knowing more about the culture of English-speaking communities.	Before	5.3	0.823	0.260
	After	5.8	0.422	0.133
Q4: If I improve my English proficiency, I can gain a different perspective of myself.	Before	5.2	0.789	0.249
	After	5.4	0.699	0.221
Q5: I feel happy when I learn new English words and phrases.	Before	4.7	1.160	0.367
	After	5.8	0.422	0.133
Q6: My motivation in learning English has improved recently.	Before	4.4	0.843	0.267
	After	5.5	0.707	0.224

Note: N=10

Table 27. Treatment Group: Paired Samples Test of Concentration rate of motivation in English learning before and after two weeks (1: Strongly disagree - 6: Strongly agree)

				95% Confidence Interval of the Differences				
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	dt	Sig. (2-tailed)
Q1	-0.6	1.075	0.340	-1.369	0.169	-1.765	9	.111
Q2	-0.7	0.675	0.213	-1.183	-0.217	-3.280	9	.010**
Q3	-0.5	0.707	0.224	-1.006	0.006	-2.236	9	.052
Q4	-0.2	0.789	0.249	-0.764	0.364	-0.802	9	.443
Q5	-1.1	1.287	0.407	-2.020	-0.180	-2.703	9	.024*
Q6	-1.1	0.738	0.233	-1.628	-0.572	-4.714	9	.001**

Note: *p< 0.05, **p< 0.01

5.2.2 Results of Control Group (Textbook English Learning Method)

The purpose of the questionnaire was to identify the improvement after two-week English learning program. For this reason, the responses of participants are evaluated in terms of six answer categories as in Table 32 and 33. 6 point Likert scaling is used to measure either positive or negative response to each statement. In this research, in order to classify the effect of Self-talk English learning method, an even-point scale is used where the middle option of "Neither agree nor disagree" is not available. According to table 32 and 33, the analysis did not identify any significant differences between Textbook English learning method and English learning motivation except item 5 (t=3.28, p=0.01). The questionnaire item 5 illustrates how language learners feel when they learn new English word and phases. As it appears in table 33, there was a negative correlation between Textbook English learning method and the joy of gaining new knowledge of words and phrases. The mean of item 5 indicated 5.5 before the two-week English learning program; however, it dropped to 4.8 after two

weeks. Unexpectedly, textbook English learning method may reduce the language learners' interest in learning new words and phrases. When it comes to item 1, 2, and 3, the mean remains almost the same after two-week English learning program. However, after learning English with textbook for two weeks, participants' opinions regarding English learning have slightly changed in item 4 and 6. According to table 32 and 33, after learning English with textbook two weeks, the motivation in English learning has decreased from mean= 4.3 to mean=3.9.

Table 28. Control Group: Paired Samples Statisitcs of motivation in English learning
before and after two weeks (1: Strongly disagree - 6: Strongly agree)

Group2		Mean	Std. Deviation	Std. Error Mean
Q1: I feel happy when I figure out something I have never known before.	Before	4.2	1.033	0.327
	After	4.1	0.994	0.314
Q2: I feel happy when I learn something new.	Before	4.9	0.876	0.277
	After	5.0	0.667	0.211
Q3: I am interested in knowing more about the culture of English-speaking communities.	Before	5.2	0.789	0.249
	After	5.1	0.738	0.233
Q4: If I improve my English proficiency, I can gain a different perspective of myself.	Before	5.2	0.919	0.291
	After	4.9	0.994	0.314
Q5: I feel happy when I learn new English words and phrases.	Before	5.5	0.707	0.224
	After	4.8	0.919	0.291
Q6: My motivation in learning English has improved recently.	Before	4.3	0.483	0.153
	After	3.9	0.738	0.233

Note: N=10

Table 29. Control Group: Paired Samples Test of Concentration rate of motivation in English learning before and after two weeks (1: Strongly disagree - 6: Strongly agree)

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Differences | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	dt	Sig. (2-tailed)
Q1	0.1	0.994	0.314	-0.612	0.811	0.318	9	.758
Q2	-0.1	0.568	0.180	-0.506	0.306	-0.557	9	.591
Q3	0.1	0.994	0.314	-0.611	0.811	0.318	9	.758
Q4	0.3	0.823	0.260	-0.289	0.889	1.152	9	.279
Q5	0.7	0.675	0.213	0.217	1.183	3.280	9	.010**
Q6	0.4	0.966	0.306	-0.291	1.091	1.309	9	.223

Note: *p< 0.05, **p< 0.01

5.2.3 Comparison between Treatment Group and Control Group

The questionnaire results given in Figure 15 clearly showed the differences between the results of treatment group and control group. As Figure5 appears, generally speaking, English learning motivation has improved after two-week Self-talk English learning program in treatment group. However, the mean of motivation in control group almost remains steady after two-week English learning program. Among all data, it is interesting to note item 5, which is the most different result between these two groups. Participants who attended Self-talk English learning program felt happy when they learned new English words and phrases. In contrast, participants involved in Textbook English learning program felt the opposite of it. When it comes to item 2, the results indicated participants in treatment group felt happy when learn something new; however there is no significant difference in control group. Besides, in response to item 6, the majority of the surveyed indicated that English learning motivation of participants in treatment group has increased while none of these differences were statistically significant in control group.

5.3 Opinions regarding English Learning Method

The purpose of the questionnaire was to identify how participants feel about the learning method. For this reason, the responses from participants are evaluated in terms of eight questions as in Table34. Both treatment group (Self-talk English learning method) and control group (textbook English learning method) filled in the questionnaire after the two-week English learning program. The participants reflected their general opinion for the learning program. For this section of the questionnaire, the responses of participants are evaluated in terms of six answer categories as in Table 34 from 1: Strongly disagree to 6: Strongly agree. 6 point Likert scaling is used to measure either positive or negative response to each statement. In this research, in order to classify their opinions of the learning method, an even-point scale is used where the middle option of "Neither agree nor disagree" is not available.

According to Table 34, there were significant differences between treatment group and control group in terms of item1 to 8. Items 1 and 2 particularly display their freedom to decide how to learn English. Treatment group agrees that they have freedom to decide and express their thoughts during two weeks learning program. In contrast, control group also thinks that they have the opportunity to convey their thoughts to the instructors; however, they think they don't have the freedom to decide how to learn English by using the textbook learning method. Items 3, 4, 5 and 6 are related to their feelings toward the learning method. Both treatment group and control group agree that they can learn English without stress during these two weeks, yet when it comes to items 4 and 5, control group don't have the feeling of accomplishment and satisfaction after the learning program. Item 6 is a question related to self-assessment of their efforts, which treatment group agrees that they had worked hard while control group didn't. In item 7 and 8, the participants in treatment

group answered that they would like to learn English with Self-talk English learning method; however, participants in control group have a negative response toward these questions. The overall results showed that treatment group and control group have different opinions toward the two-week English learning program since the analysis revealed significant differences between treatment group and control group. ($p < 0.01$)

Table 30. The comparison between treatment group and control group:
opinions of English learning method (1: Strongly disagree - 6: Strongly agree)

		Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Q1: I have the freedom to decide how to practice English during the two-week English learning program.	Group1	5.2	0.632	0.20	.000**
	Group2	3.3	0.949	0.30	
Q2: I have the opportunity to convey my thoughts to the instructor.	Group1	5.5	0.527	0.167	.004**
	Group2	4.1	1.10	0.348	
Q3: I can learn English without stress during the two-week English learning program.	Group1	5.5	0.527	0.167	.032*
	Group2	4.5	1.08	0.342	
Q4: I can enjoy a feeling of accomplishment by using this method to learn English.	Group1	4.9	0.738	0.233	.002**
	Group2	3.1	1.197	0.379	
Q5: I can enjoy a feeling of satisfaction by using this method to learn English.	Group1	4.7	0.823	0.260	.002**
	Group2	3.1	1.10	0.348	
Q6: I feel I've worked hard during these two weeks.	Group1	5.3	0.675	0.213	.000**
	Group2	2.9	0.876	0.277	
Q7: I think this is an effective way to learn English.	Group1	5.4	0.516	0.163	.000**
	Group2	3.3	0.675	0.213	
Q8: I would like to keep using this method to learn English.	Group1	5.2	0.789	0.249	.000**
	Group2	3.4	0.843	0.267	

Note: Group1(N=10), Group2(N=10), *$p < 0.05$, **$p < 0.01$

5.4 English Tests Score Before and After English Learning Program

Table 35 and 36 illustrate the comparison of English test score before and after the two-week English learning program. As showed in the Table 35, the numbers of mistakes in listening score have decreased from (m=-4.6) to (m=-3.8); and the numbers of mistakes in writing score have decreased from (m=-3.9) to (m=-3.2). Although it indicated improvement after two weeks, approximately 30% of participants' score has decreased after two weeks, which is the reason why there are no significant differences before and after the learning program. (p>0.05) On the other hand, according to table 36, the listening score in control group has improved from (m= -4.3) to (m=-3.9) after two weeks; however, the writing score went backwards after the two-week English learning program. Besides, approximately 40% of participants made more mistakes in listening test after the learning program, which is also the reason why there is no significant difference before and after the two-week English learning program. (p>0.05) The overall results in this section were not as obvious as those in other sections. Basically according to the results, it seems that it is hard for English language learners to improve their English listening and writing skills in two weeks.

Table 31. Treatment Group: Test score before and after two weeks

Group1		Mean	Std. Deviation Mean	Std. Error Mean	t	df	Sig (2-tailed)
Listening test	Before	-4.6	2.150	0.680	-1.177	9	.269
	After	-3.8					
Writing test	Before	-3.9	2.003	0.633	-1.105	9	.298
	After	-3.2					

Note: N=10, Unit of measurement: numbers of mistakes

Table 32. Control Group: Test score before and after two weeks

Group2		Mean	Std. Deviation Mean	Std. Error Mean	t	df	Sig (2-tailed)
Listening test	Before	-4.3	2.170	0.686	-0.583	9	.574
	After	-3.9					
Writing test	Before	-3.6	2.003	0.633	0.474	9	.647
	After	-3.9					

Note: N=10, Unit of measurement: numbers of mistakes

6. DISCUSSION

This chapter discusses the findings and summarized the idea of the research. All results have been reported in this chapter, including those with and without significant differences. Recommendation for further research is also suggested in the end.

6.1 Interpretation of Results

The results of this study indicated that Self-talk English learning method is effective to reduce anxiety and improve English learning motivation. The previous study from Bowles, M.A. (2010) showed that self-talk can provide assistance in lowering anxiety. In this study, Self-talk indicated to be an effective method on language learning. As I mentioned in Section 5.1, a significant positive correlation was found between Self-talk English learning method and anxiety reduction. This suggests that by using Self-talk to learn English for two weeks, the anxiety of speaking English can be alleviated, especially the stress while speaking. Language anxiety is the obstacle for language learners to learn English. In the previous study, MacIntyre (1999) also indicated that language anxiety is one of the most accurate predictors of whether or not students will be able to learn a second language successfully. In Section 5.2, the English learning motivation of treatment group was highlighted in contrast of the control group. This finding is in line with previous results (Hernández 2010), which found that there is a relation between motivation and the performance of language speaking. In my viewpoint, using the right method to learn English is extremely important to increase the motivation in learning. According to the motivation questionnaire, most participants answered that they would like to continue using Self-talk English learning method to learn English while participants in the control group claimed that they would not like to use the Textbook English

learning method to learn English after the two-week English learning program. This is in good consistent with the results of Ramage's (1990) study. His precious study showed that continuing students, who are intrinsically motivated, tend to be more motivated to learn language than students who decide to discontinue language studies. In Section 5.3, the opinions were collected through questionnaires. Interview was also held in this study and it has been explained in the next section. Another finding from this study is that the results indicate that there are no significant differences in performance on listening and writing tests. This means, it is hard to improve English proficiency in two weeks. However, interestingly, the treatment group who used Self-talk language learning method improved a little bit more than the control group. This indicated that thinking is more necessary than memorizing in language learning. Overall, the results indicate that language anxiety and language motivation have an important role in second language learning. Therefore, it might be beneficial for language instructors to create an environment without stress and interesting learning method for language learners in order to improve their motivation in learning.

6.2 New Possibilities for English Learning in Japan

Learning English can open up a whole new world of opportunity, both socially and culturally. However, most people regard "English" as a tool for job research and career development. Language learners started learning English since elementary school or junior high school, and they were forced to remember a large numbers of words and phrases in English. However, when they found out they have difficulties speaking English fluently after learning English for years, they felt frustrated and gave up. This negative attitude toward English learning is also common in Japanese society as a whole, as seen in a survey by GMO research company (2017). 66 percent of the 10,000 respondents agreed English is necessary, but most of them had negative

feelings toward English learning. Approximately 67 percent of adults think English is difficult. Besides, when it comes to English speaking skills, only 11 percent of 5,000 adult respondents answered they are good at it. Language learners in Japan seldom have successful English learning experiences, which might be the main reason why language learners in Japan are lack in confidence in English learning. Besides, since second language learners in Japan concerned about the evaluation by others, they tend to be reluctant to speak in English and sometimes express defensive reactions to error correction (Doyon, 2000). In my opinion, the most crucial key for language learners in Japan is to create new possibilities for English learning. Although the purpose of English learning might be different from one another, the first step for language learners is to cultivate interest in learning English. Furthermore, continuation also plays an important role in English learning. According to Lally, P.(2010), normally it takes 66 days on average before a new behavior becomes automatic. From my point of view, if language learners can learn English with an interesting method, it might be easier for them to continue learning English for two months and cultivate into a habit. In fact, this is the reason why I decided to develop Self-talk English learning method and assessed the effect of the method. Language learning should be fun; depends on how instructors make it happens. I hope more and more innovative language learning methods can be created for language learners to select the best way for them to learn a second language.

6.3 Limitations of the Study and Future Perspectives

The aim of this study is to create opportunities for language learner to practice English speaking easily and without anxiety. I hope that by using Self-talk English learning method, language learners can gradually develop the habit of learning English everyday. Although the results showed that Self-talk English learning method

is effective in improving motivation and reducing anxiety, the experiment in this study has been restricted to only 20 participants. In the view of the limitations of the study, several suggestions are recommended for future research. First, future research needs a larger sample size and subjects with different English proficiency in order to provide a more detailed analysis of the learning method. Secondly, English proficiency can also be considered as a variable of this study. Future research needs to gather English language learners with different English proficiency to make sure the effectiveness of Self-talk English learning method for each proficiency levels of English language learners. Last but not least, when instructors try to create new learning method for the language learner, it is important to investigate the reason why certain language learners have difficulties learning English. According to Gomi and Thompson (2005), they pointed out that the majority of Japanese people don't have confidence in speaking English, which has come an expectation that Japanese people will only speak Japanese. Therefore, Self-talk English learning method is used for language learners to build self-confidence in English speaking in this study.

7. CONCLUSION

Language learning is a long journey; it takes time and needs lots of effort. Therefore, how to continue learning and keep track on it is the most important issue. When it comes to learning English, some language learners feel anxious and try to avoid speaking English in public. In section 2.2, the negative impact of language anxiety has explained. In many cases, the feeling of stress, anxiety or nervousness may hinder the language learners' performance. Many researchers indicated that anxiety is the major obstacle to be overcome while learning English or any other foreign language. (Zafar Iqbal Khattak, Tanveer Jamshed, Ayaz Ahma, Mirza Naveed Baig, 2011) In addition, motivation is also regarded as the key to accomplish long-term goals such as language learning. A positive attitude and motivation help language learners to put effort into studying. (Gardner and Lambert, 1972) This study aimed at enhancing the learning opportunities for learners and developing a chance for them to realize the importance of practice in language learning.

As the saying goes, "Practice makes perfect." By practicing English speaking for two weeks, their self-confidence has been increased and motivation has been enhanced. The purpose of this research is to develop a new English learning method which reduces intermediate level English learners' speaking anxiety and improves learning motivation. The effectiveness of Self-talk English learning method, an original method developed in this study, was assessed by KANSEI Analyzer and questionnaires. As Chapter5 appears, by using Self-talk English learning method to practice English speaking for two weeks, English speaking anxiety has decreased and English learning motivation has improved, which showed the effectiveness of this method.

From these findings, it is suggested that in order to effectively improve language learners' oral performance, instructors should pay attention with language learners'

affective domains, in particular, their anxiety and motivation, when selecting the learning materials for language learners. These findings could prove useful for researchers or instructors who might take these results into consideration and use them to improve the motivation of language learners.

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Appendix1: Personal information questionnaire

<div align="center">

「英語学習の取り組み」に関するアンケート
</div>

【お名前】（　　　　　　　　　　）【年齢】10 代 ・ 20 代 ・ 30 代 ・ 40 代 ・ 50 代 ・ 60 代

【性別】男性 ・ 女性　　　　　　【ご職業】（　　　　　　　　　　）

【学歴】博士 ・ 修士 ・ 四年大学 ・ 短期大学 ・ 専門学校 ・ 高等学校

【連絡先】Facebook アカウント（　　　　　　　　　　）メールアドレス （　　　　　　　　　　）

➢ 英語勉強の経験について、答えてください。

1. 何歳から英語を勉強し始めましたか？

   0-6 歳 ・ 7-12 歳 ・ 13-15 歳 ・ 16-18 歳 ・ 18-22 歳 ・ 22 歳以上 ・ 勉強したことない

2. 普段はどんな英語勉強をされていますか？

   英語塾 ・ 英語映画 ・ 英語ドラマ ・ オンライン授業 ・ 自学(内容:　　　　　) ・ ない

3. 普段は英語を使う機会がありますか？

   ある(読み書き) ・ ある(聞き話す)・ない

4. 英語能力試験を受けたことがありますか？

   TOEIC(　　点)・ TOEFL(　　点)・ 英語検定　　級 ・ その他(　　　　) ・ ない

5. 外国人の英語教師の授業を受けたことがありますか？

   あります(　　年間) ・ ない

6. 外国人の友達がいますか？

   います ・ いません

7. 外国で生活したことがありますか？(旅行以外)

   あります(　　年間) ・ ない

8. 最近 3 年間に、海外旅行を何回しましたか？

   1-2 回 ・ 3-5 回 ・ 6-10 回 ・ 10 回以上 ・ ない

9. 日常会話レベル以上の語学力

   英語 ・ 韓国語 ・ 中国語 ・ スペイン語 ・ フランス語 ・ その他(　　　　)・ ない

Appendix2: English learning motivation questionnaire

➢ あなたの英語学習に対する<u>動機や理由に関して、答えてください。</u>

1. 英語を勉強している時に、「あっそうか」や「なるほど」と思うような発見がある。

《 全く違う ・ 違う ・ やや違う ・ ややその通り ・ その通り ・ 全くその通り 》

2.英語を勉強することで、初めて気づくことがあると嬉しい。

《 全く違う ・ 違う ・ やや違う ・ ややその通り ・ その通り ・ 全くその通り 》

3.英語圏の人々や、彼らの生活様式について知るのは楽しい。

《 全く違う ・ 違う ・ やや違う ・ ややその通り ・ その通り ・ 全くその通り 》

4.英語ができるようになると、今までとは違う自分の新しい一面を見ることができる。

《 全く違う ・ 違う ・ やや違う ・ ややその通り ・ その通り ・ 全くその通り 》

5.英語を勉強し続けている、今まで聞き取れなかった単語や言葉がわかるようになるのが嬉しい。

《 全く違う ・ 違う ・ やや違う ・ ややその通り ・ その通り ・ 全くその通り 》

6.英語を勉強するモチベーションが高くなったと感じます。

《 全く違う ・ 違う ・ やや違う ・ ややその通り ・ その通り ・ 全くその通り 》

Appendix3: Personal Opinions questionnaire toward English learning method

➤ <u>この練習に対する、皆さんの印象や取り組みについて、答えてください 。</u>

1.この英語の練習では、教材・練習の進め方に関して私たちにある程度の選択の自由が与えられていると思う。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

2.この英語の練習では、練習の進め方の希望などを、主催者に伝える機会が与えられていると思う。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

3.この英語の練習では、プレッシャーを感じずに勉強をすることができると思う。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

4.この英語の練習では、「できた」という達成感が得られると思う。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

5.この英語の練習では、「よくがんばった」という満足感が得られると思う。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

6.この英語の練習では、自分の努力の成果が実ったという充実感が得られることがあると思う。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

7.この英語の練習では、英語の勉強に役に立てると思う。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

8.今後もこの英語手法で勉強したいと考えている。

《　全く違う　・　違う　・　やや違う　・　ややその通り　・　その通り　・　全くその通り　》

Appendix4: TOEIC English proficiency test (First Workshop)

リスニング
（TOEIC LISTENING）

1つの設問に対して1枚の写真が掲載されている。英語の音声が4つほど流れ、その中で最も適切に写真を表している選択肢を選ぶ。

1 ( )
2 ( )
3 ( )
4 ( )
5 ( )
6 ( )

1 Where is the woman calling?

A. an office
B. a garage
C. a doctor's surgery
D. a factory

2 What information does that man ask for?

A. the woman's name
B. the registration number of the bike
C. the make of the bike
D. the woman's phone number

3 What is the man going to do?

A. telephone the suppliers
B. call the woman back
C. order a new part
D. pick up the motorbike

1 Where are they?

A. in a shop
B. in a college
C. in the street
D. in a factory

2 Where is the manager's office?

A. on the second floor
B. near the restaurant
C. next to the changing rooms
D. next to the staff kitchen

3 What is on the lower ground floor?

A. the household goods department
B. the staff kitchen
C. the restaurant
D. the changing rooms

短文作る問題

- You want to invite your friend Abby to your birthday party next weekend. Please write an invitation letter to invite her. (5-10 sentences)

- You have to submit your monthly report to your manager tomorrow. However, you feel really sick today and you're afraid that you can't finish your work on time. Please tell your manager this situation and try to ask for postponement. (5-10 sentences)

短文作る問題

- You want to invite your friend Abby to your birthday party next weekend. Please write an invitation letter to invite her. (5-10 sentences)

- You have to submit your monthly report to your manager tomorrow. However, you feel really sick today and you're afraid that you can't finish your work on time. Please tell your manager this situation and try to ask for postponement. (5-10 sentences)

Appendix5: TOEIC English proficiency test (Second Workshop)

リスニングテスト
（TOEIC LISTENING TEST）

1つの設問に対して1枚の写真が掲載されている。英語の音声が4つほど流れ、その中で最も適切に写真を表している選択肢を選ぶ。

1 ( )

2 ( )
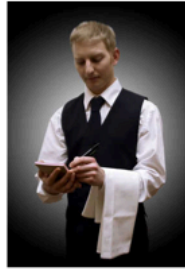
3 ( )

4 ( )

5 ( )

6 ( )

二人の会話を聞いて、1〜3の質問を答えてください。

1). What is the woman doing this evening?

(A) catching a train

(B) taking a flight

(C) going on holiday

(D) meeting a friend

2). What time is the taxi coming?

(A) 8 o'clock

(B) 7 o'clock

(C) half past four

(D) half past two

3). How long will the woman's journey take?

(A) 1½ hours

(B) 2½ hours

(C) 4½ hours

(D) 8½ hours

二人の会話を聞いて、1～3の質問を答えてください。

1). Where did the woman go at the weekend?
(A) to a city
(B) to the beach
(C) to the countryside
(D) to visit a friend

2). What was the weather like at the weekend?
(A) sunny
(B) cloudy
(C) rainy
(D) snowy

3). What did the man do at the weekend?
(A) he got married
(B) he had a party
(C) he went out for a drink
(D) he prepared for his wedding

短文作る問題

- You want to invite your friend Emily to your wedding next month. Please write an invitation letter to invite her. (5-10 sentences)

- You have to make a presentation at the seminar this evening. However, you've got a fever and you're afraid that you can't make a presentation this evening. Please tell your professor this situation and try to ask for postponement. (5-10 sentences)

Appendix6: Self-talk English learning materials

- Jack went to a restaurant alone without making reservation.
- He does not smoke.
- Jack likes to eat fish.
- He was thirsty so he ordered some juice.

- Jenny wanted to buy a new pair of high heels so she went to the shoes shop.
- Jenny bargained with the shopkeeper over the price but the shopkeeper said they could not lower the price.
- The shopkeeper told Jenny that they didn't have a new one.
- Jenny bought the shoes and she felt satisfied.

- Ken would like to make a reservation for next weekend so he called HOTEL ABC.
- The hotel clerk prepared a room for him and told him the price.

- Tina went to HOTEL ABC to check-in.
- She booked a room with breakfast included.
- The hotel clerk told Jenny that the breakfast time started from 7 o'clock.

- This is the first time Jack met Emily.
- They introduced themselves to each other.
- Emily asked Jack to invite her when he planned to go to Niigata.

- Lukas is a French guy and he is now traveling in Tokyo.
- Emily recommended Lukas to visit Asakusa and told him about the famous red lantern.
- Lukas thought Japanese eat sushi everyday. Emily told him that they don't eat sushi everyday.

- Jack invited Mary to go to Shibuya with him.
- Jack doesn't have spare time on Sunday so he asked if they can meet on Saturday instead.

- Winnie wanted to go somewhere else after dinner but Mary told her that she was too tired to go somewhere else.

- Tom suggested that they can take a picture in front of the bear.
- Tom and Amy are going to have some cake for dessert.

- Debby said she would like to buy a gift for her mother.
- They will go to the "Hello Kitty shop" to find a gift for Debby's mother.

- Jack and Mary are going to grab some food.
- They are going to go to a Japanese curry restaurant to have some curry.

- Tina was selling rice crackers.
- Mike said that he would like to buy some rice crackers.

- Amy and Jenny decided to have some Tempura for lunch.
- Amy is a Korean girl but this is not her first time to have Tempura.

- Ann asked John how to go to the shopping center.
- John told Ann that she has to take the shuttle bus to get there.

- Grace and Christian are on the plane to LA.
- Grace told Christian that this is her first visit to LA so Christian recommended a tourist spot to her.

- Emily and Cara met in a party in the U.S.A. and they introduced themselves to each other.
- Cara told Emily that she wanted to go to Kyoto.
- Cara told Emily that she would like to wear a Kimono and take pictures when she goes to Kyoto.

① Emily — Cara

1. Hi! I'm Emily. I'm ___ Japan. How ___ you?
2. Hello. I'm Cara. I'm ___ Rome. I love Japan!
3. Have you ___ been to Japan?
4. I've ___ been there, but I watched TV about Japan.
5. Do you ___ visit Japan?
6. Yes, I want to ___ Kyoto.
8. I think fall is ___.
7. Which season ___ the ___ best to ___ Kyoto?
9. Because the ___ are very beautiful.
10. I see. I would like to ___ a Kimono, too.
11. You can rent a Kimono at a ___ shop.
12. Actually I want to buy one. Is it ___ to buy?
13. A good Kimono costs nearly ___, but a ___ Kimono is reasonable.
14. Ok. I think I ___ rent it and take a picture.

- Tom is having a job interview in ABC company and Jim is a manager in ABC company.
- Jim told Tom that he may have to go on a business trip and asked how he thinks about it.
- Jim will contact Tom after he makes his decision.

① Tom — Jim

1. Well, tell me, how ___ have you worked ___ your current company?
2. 6 years ___ I graduated from my university.
3. Ok. What ___ your major?
4. My major ___ English literature.
5. Did you ___ use your English skills ___ work?
6. No, not ___. But I try to learn it myself.
7. Can you make a spreadsheet ___ Excel?
8. Umm... Actually I have ___ made it, but I can learn it ___.
9. What ___ your strengths? Tell me ___.
10. My strong point is that I am ___ and I'm good ___ working with people.
11. You will mainly work in the ___, but you may ___ on a business trip. How do you ___ about it?
12. I love traveling and I ___ to go on business trips.
13. We will contact ___ in a ___ days.
14. Thank you very ___ for ___ time.

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