

論文内容要旨

Development of Speaking Performance and Affective Dispositions among Japanese University EFL Students through Storytelling Tasks

(ストーリーテリング・タスクを用いた日本人大学生英語学習者のスピーキング・パフォーマンスと情意的側面の発達)

東北大学大学院国際文化研究科
国際文化言語論専攻（言語教育体系論）

伊勢 恵

指導教員

志柿光浩 教授

岡田毅 教授

ワーナー・ピーター・ジョン 准教授

Abstract

In the present study, the term “storytelling” is used interchangeably with “narrative” and refers to talking about a series of real or fictive events in the order they took place (Dahl, 1984: 116). Given that storytelling is a very common social activity in our daily life (Wong & Waring, 2010), the ability to tell a story can be considered one of the important communication skills that should be incorporated in second or foreign language (FL) classroom. However, FL teaching or studies that focus on the development of storytelling skills seem to be rare. This dissertation aimed to demonstrate storytelling-based English classes for Japanese university EFL learners and provide an empirical report on their developmental changes in speaking performance and L2 affective dispositions.

The educational intervention is a thirty-class hour English speaking course that utilized storytelling activities in a fifteen-week long semester. To design syllabi that are expected to enhance L2 linguistic skills and affect, the course employed four principles, where learners made use of their linguistic resources creatively, engaged in pair and group work, practiced speaking consistently, and reflected their speaking performance regularly. Sixty Japanese undergraduate students of beginning to low-intermediate English proficiency participated in the studies.

Two studies were conducted. Study 1 explored how the students developed speaking performance and narrative adequacy through the storytelling-based English course. Speaking performance was assessed from the aspects of complexity, accuracy, and fluency. Narrative adequacy was measured by elaboration with the number of information included as well as the use of adjectives and adverbs, and coherence through the use of conjunctions. A self-evaluation questionnaire on L2 linguistic skills at the end of the semester, and two storytelling performances (picture-based and personal experience-based) at the beginning and end of the semester were analyzed. Study 2 concerned how the students felt about the storytelling-based English course and how they changed their motivation, anxiety, and self-confidence toward studying and using English. A course-evaluation questionnaire and a self-evaluation questionnaire on L2 affect at the end of the semester, and a general L2 affective disposition questionnaire at the beginning and end of the semester were investigated.

The dissertation mainly showed the following three points. First, as for speaking performance, the students became to speak more accurately with a wider variety of vocabulary than before, but they did not improve in syntactic complexity and speaking speed. Second, regarding narrative adequacy, their storytelling became more coherent through conjunctions and included more information at the end of the course. Third, although the students found

enjoyment, got motivated, and became less anxious and more confident in the storytelling-based English classes, the gains in their general affective dispositions toward L2 study and use were limited to anxiety and self-confidence. Some pedagogical implications for L2 speaking instruction were also discussed.

Organization of the thesis

Chapter 1 Introduction

Chapter 2 Literature review

Chapter 3 Educational intervention: Storytelling-based English Classes

Chapter 4 Study 1: Changes in L2 Speaking Performance and Narrative Adequacy

Chapter 5 Study 2: Changes in L2 Speaking Dispositions

Chapter 6 Conclusion

A summary of each chapter is described below.

Chapter 1 Introduction

Chapter 1 introduces the purposes and rationale of the study. The main rationale of the study is as follows:

- English speaking skills of Japanese students are remarkably low, but speaking activities are not incorporated very often in English classes in Japan.
- Among various speaking tasks available in L2 classrooms, storytelling can be considered one of the necessary communication skills that all kinds of language learners need to acquire due to its frequent occurrence and social function in our daily life.
- Research and theories indicate that producing the target language has the potential to facilitate L2 learning (e.g., output hypothesis, skill acquisition theory, transfer appropriate processing).
- Studies that explored the relationship between L2 learners' speaking performance and pedagogic intervention are still limited. However, this vein of study is necessary to obtain more concrete implications for L2 teaching and learning, and it is desirable to conduct it under various conditions in classroom settings.

Chapter 2 Literature review

In Chapter 2, research related to the present study is reviewed in two sections: (1) speaking performance addressing Levelt's speech production model (1989), narrative speaking performance, and measuring speaking performance with a narrative task, and (2) individual

learner differences and L2 learning in terms of motivation, foreign language anxiety, and linguistic self-confidence.

Research related to storytelling

- Pavlenko (2006) proposed three components related to L2 narrative competence: (1) narrative structure, (2) elaboration and evaluation, and (3) cohesion.
- Labov (1972) found six elements in well-formed narratives and regarded narratives as a series of answers to fundamental questions: (1) abstract (what was the story about?), (2) orientation (who, when, what, where?), (3) complicating action (then what happened?), (4) evaluation (so what?), (5) resolution (what finally happened?), and (6) coda (a signal of the end of the story).
- Good narratives exhibit a variety of strategies to elaborate a story (e.g., reported speech), whereas poor narratives overuse compensatory strategies such as repetition and omission (Pavlenko, 2006).
- According to Halliday and Hasan (1976), conjunction involves four categories: (1) additive, (2) adversative, (3) causal, and (4) temporal.
- L2 learners' weakness in storytelling: (1) lack of elaboration (e.g., Rintell, 1990; Ordóñez, 2004), and (2) the limited use of conjunctions (e.g., Viberg, 2001).

Research related to L2 affective dispositions and speaking/ storytelling tasks

- Motivated learners tend to speak more than less motivated learners (e.g., Dörnyei, 2002).
- L2 speaking is most closely associated with language anxiety (e.g., Woodrow, 2006).
- MacIntyre and Gardner (1994) found that anxious learners produced shorter descriptions with lower fluency and complexity and less of a L2 accent in an oral self-description task.
- Baker and MacIntyre (2000) claim that for the non-immersion students who have limited opportunities to use the target language, perceived competence predicts the students' L2 communication to a greater extent than anxiety.
- Motivation, anxiety, and self-confidence are changeable depending on a variety of factors such as learners' perception of L2 learning and related experiences (e.g., Gardner, Masgoret, Tennant, & Mihic, 2004).

Chapter 3 Educational intervention: Storytelling-based English Classes

With the aim of developing the ability to tell stories about events and experiences in the L2, Japanese undergraduate students consistently engaged in storytelling activities based on picture

sequences in 24 class hours (twice a week) during a fifteen-week long semester. This course had two major objectives: (1) to develop the ability to construct stories about experiences and events, including all the necessary information and sufficient details in a coherent sequence to make the stories understandable and interesting for listeners; and (2) to improve speaking skills to get stories across to listeners.

For teaching materials, picture prompts (e.g., Heaton, 1966, 2007) were used to maximize variations among the students' output by having them creatively think about what messages to include and how best to express their intended messages in the L2. The class covered eight stories in total.

Following Pavlenko's (2006) three components related to L2 narrative competence, narrative structure, cohesive devices, and elaboration were determined as topics of the storytelling classes, and revisited throughout the course.

Table 1 *Materials and Topics for the Storytelling-based English Classes*

Story 1: A clever dog (Heaton, 2007: p.8) Who? When? Where? What happened? What finally happened?	Topic: Story elements 1 (Necessary information)
Story 2: The crow & the jug (Aesop Fable) (Launching) What is the story about? (Ending) Evaluative commentary to the story	Topic: Story elements 2 (To launch / end a story)
Story 3: Catching a thief (Heaton, 2007: p.42) Use appropriate articles and pronouns consistently.	Topic: Cohesion 1 (Referential cohesion) Avoid unnecessary repetition of a person's name.
Story 4: Wet paint (Heaton, 2007: p.14) Use conjunctive adverbs to make additive, adversative, causal, and temporal connectivity	Topic: Cohesion 2 (Conjunctive adverbs)
Story 5: Football (Heaton, 1966: p. 21-22) Use subordinating conjunctions to indicate a time, place, condition, and/or cause and effect relationship	Topic: Cohesion 3 (Subordinating conjunctions)
Story 6: A visit to the doctor (Heaton, 2007: p.32) Use adjectives, prepositional phrases, relative clauses, and/or present participle adjectives to fully describe the story characters	Topic: Elaboration 1 (Describing story characters)
Story 7: An embarrassing morning (Original) Use adjectives, prepositional phrases, and/or relative clauses to fully describe time and place in the story scene	Topic: Elaboration 2 (Describing time & place)
Story 8: Hit and miss! (Heaton, 2006: p. 30) Use adjectives, adverbs, and/or catenative verbs to fully describe the character's actions, intentions and feelings	Topic: Elaboration 3 (Describing actions & emotions)

In line with SLA and related studies, the following four principles were considered when making lesson plans: (1) to have the students produce a story on their own first, followed by the opportunity to study a model story with grammatical features, and to produce a modified version of their first attempt; (2) to get the students to work in small groups to think about the language in order to express a story during the planning stage; (3) to have the students repeatedly practice storytelling with different partners; and (4) to have the students reflect on their own storytelling

performance. Each story was completed with 10 stages in three class hours. For group formation, the students drew lots with every new story, made groups of four or five, and sat in assigned seats with their group members.

Table 2 *The 10-stage Lesson Flow for a Story (3 class-hours)*

The students' activities	Formation
Stage 1: Exchange information and predict a story (Information Gap)	Pair → Group
Stage 2: Describe each scene as much as possible, using various vocabulary items and structures (Brainstorm on words and phrases)	Whole class
Stage 3: Prepare how to convey the story & Practice telling the story (First attempt to construct and convey the story as group work)	Group (original)
Stage 4: Tell the group story in a different group & Get comments (Tell the story as a representative of the original group in a new group)	Group (new)
Stage 5: Report the comments and what they noticed (Share their noticing through the comments and listening to other groups' stories)	Group (original)
Stage 6: Study the model story (Language focus: Study the teacher's Model Story which contains errors or missing words to focus on the target linguistic features)	Individual → Group → Whole class
Stage 7: Make the final version of the story (Revise the story as individual work, incorporating what the students learned and noticed in all the stages)	Individual
Stage 8: Practice telling the final version of the story (Speaking practice with different partners in rotation)	Pair
Stage 9: Record the story & Evaluate the storytelling performance (Reflect on their speaking performance)	Individual
Stage 10: Vocabulary log (Keep records of words, phrases, and structures)	Individual

Chapter 4 Study 1: Changes in L2 speaking performance and narrative adequacy

Research questions

- (1) How do the students perceive the changes in their L2 skills through the storytelling-based English course?
- (2) How does the students' L2 speaking performance develop in terms of complexity, accuracy, and fluency?
- (3) How does the students' narrative adequacy develop in terms of elaboration with information, adjectives, and adverbs, and cohesion with conjunctions?

Participants

The study involved two intact classes of 60 non-English-related major students (30 students each, 7 male and 53 female) who enrolled in a compulsory English course at a private university in Japan. Although they all agreed to participate in the study and were included for their perceptions of L2 skill improvement, some students were excluded from analyses of

storytelling performances for some reasons (e.g., absences, failure in recordings). Consequently, picture-based storytelling by 52 students and personal experience-based storytelling by 55 students were analyzed for the study. Based on the background information questionnaire and Oxford Placement Test 2 (Allan, 2004), the students were judged as beginning to low-intermediate EFL learners with limited experience of speaking practice. It was also found that they all had a desire to improve speaking skills.

Instruments

(1) Self-evaluation questionnaire (administered at the end of the course)

In this questionnaire, the students rated perceived changes in linguistic skills on a 4-point Likert scale. The questionnaire also contained open-ended questions in which the students were instructed to explain what had changed in their L2 skills and how it had done so.

(2) Storytelling with picture sequences

At the beginning and end of the course, the students recorded their storytelling of “*Picnic Story*” based on a six-frame picture story from Heaton (1966). This picnic story was used in other task performance study (Tavakoli and Skehan, 2005), and was considered a suitable material to elicit enough talk with various linguistic features from the participants in the present study. A five-minute preparation time was given before telling the story.

(3) Storytelling with a personal experience

At the beginning and end of the course, the students were asked to pick an emotional event such as a happy memory or a sad memory and to tell me the story in as much detail as possible. They chose a different event to talk about in the posttest. A five-minute preparation time was given before telling the story.

Measures for the storytelling tasks

After transcribing the students’ storytelling performances, the oral data was divided into AS-units (Foster, Tonkyn & Wigglesworth, 2000) to calculate the frequency and ratios of data elements.

(1) Measures for L2 speaking development

L2 speaking development was considered to be manifested in improved levels of complexity, accuracy, and fluency, and analyzed by the measures in Table 3.

Table 3 Summary of L2 Speaking Performance Measures Used in Study 1

Construct	Code	Measure
Fluency	F1	Speech rate: Tokens per minute
Lexical Complexity	LC1	Guiraud Index
Syntactic Complexity	SC1	No. of tokens per AS-unit
	SC2	No. of clauses per AS-unit
Accuracy	A1	% of error-free AS-units
	A2	% of error-free clauses

(2) Measures for Narrative adequacy

Narrative adequacy was regarded as constructing stories with sufficient information and details in a coherent manner. It was examined by the measures in Table 4.

Table 4 Summary of the Narrative Adequacy Measures Used in Study 1

Construct	Code	Measure
Narrative Adequacy	MaU1	No. of major idea units (only Picture-based storytelling)
	MiU2	No. of minor idea units (only Picture-based storytelling)
	IU3	No. of idea units (only Personal storytelling)
	AJ1	No. of adjectives per 100 tokens
	AJ2	No. of types of adjectives per 100 tokens
	AD1	No. of adverbs per 100 tokens
	AD2	No. of types of adverbs per 100 tokens
	Con1	No. of conjunctions per 100 tokens
Con2	No. of types of conjunctions per 100 tokens	

Analyses

Paired *t*-tests were performed on the measurement means to compare the students' L2 speaking performance and narrative adequacy at the pretest and the posttest phases. Effect sizes were also calculated by Grass's delta and interpreted as follows: $|\cdot 20| \leq$ small $< |\cdot 50|$, $|\cdot 50| \leq$ medium $< |\cdot 80|$, $|\cdot 80| \leq$ large. The qualitative data collected by the self-evaluation questionnaire were content analyzed. The students' responses were carefully read, segmented into meaningful units, and categorized under key themes which emerged from the data.

Results

(1) The students' perceptions of the changes in their L2 skills

The quantitative and qualitative data generally showed that the students had perceived progress in speaking, vocabulary, story construction, grammar and sentence construction, and other skills such as listening and creativity through the storytelling-based English course. However, there were a few comments that described unchanged L2 skills such as Japanese

English accent, difficulty in speaking without looking at a planning memo, and limited vocabulary and grammar knowledge in use.

The major classroom factors linked with the students' perceived L2 progress were (a) group work in that they could think about the language to express meaning, (b) teaching methods in which they could repeatedly practice storytelling, and (c) opportunities to make use of the English knowledge that they already had.

(2) Changes in L2 speaking performance

Picture-based Storytelling (The results of paired-tests and Glass's delta)

- Lexical complexity, measured by the Guiraud index, was significantly improved ($p < .01$). The magnitude of the change was large ($\Delta=1.45$).
- Accuracy, measured by the percentage of error-free AS-units and the percentage of error-free clauses, was significantly improved (both at $p < .01$). The magnitude of the change was medium to large ($\Delta=.55$ for % of error-free AS-units; $\Delta=.80$ for % of error-free clauses)
- Syntactic complexity, measured by the number of clauses per AS-unit, was improved to a small extent ($p < .05$; $\Delta=.28$). The other complexity index from the number of tokens per AS-unit did not change significantly.
- Fluency, measured by tokens per minute, remained the same.

Personal Experience Storytelling (The results of paired-tests and Glass's delta)

- Fluency, measured by tokens per minute, dropped remarkably ($p < .01$). The magnitude of the change was small ($\Delta=.45$).
- Accuracy and lexical complexity progressed significantly (all at $p < .05$). The magnitude of the change was small ($\Delta=.49$ for % of error-free AS-units; $\Delta=.40$ for % of error-free clauses; $\Delta=.32$ for the Guiraud index).
- Syntactic complexity did not change.

(3) Changes in narrative adequacy

Picture-based Storytelling (The results of paired-tests and Glass's delta)

- All the narrative adequacy measures displayed significant increase (all at $p < .01$). Whereas the changes in the types of conjunctions were medium ($\Delta=.51$), those in the other measures were all large.

Personal Experience Storytelling (The results of paired-tests and Glass's delta)

- The number of idea units and the number and types of conjunctions increased considerably ($p < .01$ for No. of idea units and conjunctions; $p < .05$ for Types of conjunctions). The magnitude of the change was large for the idea units ($\Delta=1.00$), medium for the number of conjunctions ($\Delta=.63$), and small for the types of conjunctions ($\Delta=.39$).
- The number and types of adjectives and adverbs did not show significant improvement. However, the relatively small standard deviation at the end of the course might suggest that individual variation among the students would become smaller in these measures.

Chapter 5 Study 2: Changes in L2 Affective Dispositions

Research questions

- (1) How do the students feel about the storytelling-based English course at the end of the semester?
- (2) How do the students perceive their L2 affective changes in the storytelling-based English course?
- (3) How do the students' general affective dispositions toward L2 learning and use develop in terms of L2 anxiety, self-confidence, and motivation?

Instruments

- (1) L2 affective disposition questionnaire (administered at the beginning and end of the course)

This questionnaire comprised 25 items representing anxiety, self-confidence, and three components of motivation (effort, desire to learn English, attitudes toward learning English) on 6-point Likert scales.

- (2) Course evaluation questionnaire (administered at the end of the course)

The students were asked to indicate their impressions about the storytelling-based English course on semantic differential scales. The questionnaire used 6-point bipolar ratings with contrasting words at each end. The questionnaire contained 15 contrasting items modified on Gardner's (1985) French course evaluation.

- (3) Self-evaluation questionnaire (administered at the end of the course)

The students were asked to rate their perceptions of the changes in their L2 affective disposition on 4-point Likert scales. The questionnaire also contained open-ended questions in which the students were instructed to explain what had changed in their L2 affect and how it had changed.

Results

(1) The students' impressions about the storytelling-based English course

According to the students' responses on the course evaluation questionnaire, it was found that the storytelling-based English course was perceived as valuable and favorable but difficult for the students who had little experience of speaking in English. Yet, they found the course rewarding. This might suggest that the course would be challenging but achievable if the students put their efforts into it.

(2) The students' perceptions of their L2 affective changes in the storytelling classes

Both the quantitative and qualitative data demonstrated that almost all of the students perceived some positive changes in their way of thinking about L2 learning after experiencing the storytelling-based English course. They showed more favorable attitudes and motivation toward L2 learning, L2 speaking in particular. Moreover, they gained confidence and became less anxious about their English and speaking ability. They also noticed that they could deliver stories using simple English expressions and that they don't need to be afraid of making mistakes.

The major classroom factors linked with their positive L2 affective disposition were (a) the teaching methods wherein the students could express picture stories in their own ways using both their new and existing English resources, their voluntary class participation being rewarded as group points, and speaking practice and grammar learning not being clearly separated, (b) group work in which the students could exchange ideas, and help and inspire each other, (c) the students' view of speaking-focused lessons and storytelling activities as practical and useful, and (d) a friendly classroom atmosphere. It also seemed that these major classroom factors had a positive impact on one or more of the students' L2 affect and awareness, which in turn, would influence the other affective dispositions.

(3) Changes in the general L2 affective dispositions

As shown in Table 5, there were significant improvements in anxiety and self-confidence between April and July (both at $p < .01$). The effect sizes calculated by Glass's delta suggested moderate change in anxiety ($\Delta = .58$) and small change in self-confidence ($\Delta = .45$).

As for the measures of L2 motivation, there was a remarkable drop in effort to learn English ($p < .01$). The effect size indicated that the magnitude of the change in effort was medium ($\Delta = .79$). Meanwhile, desire to learn English and attitudes toward learning English did

not show significant differences over the observation period.

Table 5 *Changes in L2 Affective Dispositions at April and July*

	<u>April</u>		<u>July</u>		<i>t</i>	<i>p</i>	Δ
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Effort	4.61	0.61	4.13	0.62	6.12	.000*	0.79**
Desire to learn	4.58	0.72	4.39	0.71	2.38	.021	0.26*
Attitudes toward learning	4.44	0.78	4.53	0.75	1.11	.273	0.12
L2 anxiety	2.76	0.73	3.18	0.82	4.70	.000*	0.58**
L2 self-confidence	2.80	0.65	3.09	0.70	3.49	.001*	0.45*

* A Bonferroni correction was applied and the alpha level was set at .01 (.05/5)

Chapter 6 Conclusion

Overall, the students became able to tell cohesive stories in more details with richer vocabulary and simple but more accurate language. Adding to that, although the gains in the general L2 affective dispositions were limited to anxiety and self-confidence, it is an encouraging fact that the students found enjoyment, got motivated, and became less anxious and more confident at least in the storytelling-based English course. Further, in spite of the difficulty the students felt, they evaluated the course as valuable and favorable. These results inevitably lead to the conclusion that the storytelling-based English course has the potential to foster foreign language learning in both aspects of L2 acquisition and affective dispositions for the beginning to low-intermediate level students with little experience of speaking in the L2. Moreover, unlike presentations and discussions in L2 speaking classes, storytelling with picture prompts can control the students' variation in the content, which is well suited for small group collaboration on L2 use. In addition, because storytelling won't take much time, it makes the students' repeated practice and regular reflections of their speaking possible. Based on the results, more pedagogical implications were presented.

Reference

- Allan, D. (2004). *Oxford Placement Test 2*. Oxford: Oxford University Press.
- Baker, S. C., & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning, 50*, 311-341.
- Dahl, Ö. (1984). Temporal distance: Remoteness distinctions in tense-aspect systems. In B. Butterworth, B. Comrie, & Ö. Dahl (Eds.), *Explanations for language universals* (pp.105-122). Berlin: Mouton Publishers.

- Dörnyei, Z. (2002). The motivational basis of language learning tasks. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 137-157). Philadelphia, PA: John Benjamins.
- Foster, P., Tonkyn, A., & Wigglesworth, G. (2000). Measuring spoken language: A unit for all reasons. *Applied Linguistics*, 21(3), 354-375.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C., Masgoret, A. M., Tennant, J., & Mihic, L. (2004). Integrative motivation: Changes during a year-long intermediate-level language course. *Language Learning*, 54, 1-34.
- Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. London: Longman Group Ltd.
- Heaton, J. B. (1966). *Composition through pictures*. London: Longman.
- Heaton, J. B. (2007). *Beginning composition through pictures*. Essex: Longman
- Labov, W. (1972). *Language in the inner city: Studies in the black English vernacular*. Philadelphia: University of Pennsylvania Press.
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. Cambridge, MA: The MIT Press.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44, 283-305.
- Ordóñez, C. L. (2004). EFL and native Spanish in elite bilingual schools in Colombia: A first look at bilingual adolescent frog stories. *International Journal of Bilingual Education and Bilingualism*, 7, 449-474.
- Pavlenko, A. (2006). Narrative competence in a second language. In H. Byrnes., H. Weger-Guntharp., & K. A. Sprang (Eds.), *Education for advanced foreign language capacities: Constructs, curriculum, instruction, assessment* (pp. 105-117). Washington D.C.: Georgetown University Press.
- Rintell, E. M. (1990). That's incredible: Stories of emotion told by second language learners and native speakers. In R. Scarcella, E. Anderson & S. Krashen (Eds.), *Developing communicative competence in a second language* (pp. 75-94). Boston: Heinle & Heinle.
- Tavakoli, P., & Skehan, P. (2005). Strategic planning, task structure, and performance testing. In R. Ellis (Ed.), *Planning and task performance in a second language* (pp.239-276). Amsterdam: John Benjamins Publishing Company.
- Viberg, A. (2001). Age-related and L2-related features in bilingual narrative development in Sweden. In L. Verhoeven & S. Strömquist (Eds.), *Narrative development in a multilingual context* (pp.87-128). Amsterdam : John Benjamins Publishing Company.
- Wong, J., & Waring, H. Z. (2010). *Conversation analysis and second language pedagogy: A guide for ESL/ EFL teachers*. New York, NY: Routledge.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37, 308-328.

論文審査の結果の要旨

学位の種類	博士（国際文化）	氏名	伊勢 恵
学位論文の 題名	<p>Development of Speaking Performance and Affective Dispositions among Japanese University EFL Students through Storytelling Tasks (ストーリーテリング・タスクを用いた日本人大学生英語学習者のスピーキング・パフォーマンスと情意的側面の発達)</p>		
論文審査担当者氏名			
<p>(主査) 志柿光浩, 岡田 毅, ワーナー、ピーター・ジョン 杉浦謙介, 浅川照夫</p>			
論文審査の結果の要旨 (1,000 字内外)			
<p>現在の外国語教育においては、読む・書く・聞く・話すの4技能についてバランスの取れた言語運用能力の獲得を促すことが求められている。このうちの話す能力において、ある出来事の生起についてまとまった話をするストーリーテリングの能力は重要な位置を占める。外国語学習においてストーリーテリング・タスクを用いることの効用は広く認められているが、外国語教育学の分野において、かかる能力の養成をどのように行うべきかという問題について行われた実証研究は限られている。本研究の目的は、このような状況を背景として、日本語を母語とする中級下位レベルの英語能力を有する学習者を対象としてストーリーテリングを主体とした英語教育を実施した指導実践を記録・提示すると共に、学習者に生じた話す能力の変化および英語学習に対する情意上の変化についての実証的なデータを提出することを通して、外国語教育における話す能力の指導方法の改善に資することにあつた。</p> <p>具体的には、日本語を母語とする大学生を対象とした週2回、15週間にわたる英語の授業において、ストーリーテリング・タスクを中心に据えた指導を行い、この間に生じた学習者の英語で話す能力の変化と英語学習に対する情意上の変化を記録し、量的・質的に分析した。</p> <p>話す能力に関しては、流暢さや構文の複雑さには変化が見られなかったが、正確さや語彙量が増すと共に、接続詞の使用や終結部の情報などの面で語りとしての適切性が増していることが観察された。また英語学習に対する情意の面では、不安が減り自信が強まる結果が得られたが、それ以外に顕著な変化は見られなかった。</p> <p>本研究は外国語教育においてストーリーテリングを主とした一定期間にわたる指導が学習者に生じさせた変化について詳細な報告を行った点に最大の価値を認めることができる。また、外国語を話す能力をどう評価すべきかという点についても先行研究を丹念に検討し、一定の指針を示しており、この点でも学界に貢献する内容となっている。</p> <p>本研究は、協働学習、省察などの要素を組み込みながら入念に設計され運営された授業実践の質の高さが注目されるが、その実践内容の特徴と学習者の能力及び情意上の変化との関連の分析が必ずしも十分と言えないこと、情意面について英語で意思疎通を図ろうとする意欲の変化という視点からの分析が必ずしも十分と言えないこと、など惜まれる面も見られる。しかしながら本研究は、今後、外国語を話す能力の指導に関する研究が展開されていくにあたって参照されるべき重要な知見を呈示しており博士の学位論文として適当であり、著者が自立して研究活動を行うに必要な高度の研究能力と学識を有することを示している。よって、本論文は、博士（国際文化）の学位論文として合格と認める。</p>			