Improving Oral Proficiency through the Callan Method

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Abstract

This paper is a report on the findings of research trials conducted on undergraduate level oral computer-mediated communication English practices through the Callan Method in Japanese universities. Several test results were used to examine the resulting effectiveness of the trials. Findings indicate that the Callan Method trainings are greatly effective in improving oral competence especially in vocabulary and slightly significant in improving overall competence of English. Psychological aspects were also examined and very high evaluations of satisfaction and motivation are observed. The results showed that the oral computer-mediated communication practice with the Callan Method had immediate effects in oral proficiency of English for less experienced students. In conclusion, The Callan Method training seems to be an effective way to improve listening and speaking skills of English for Japanese university students.

Keyword: Callan Method, satisfaction, self-efficacy, motivation, flow

1. Introduction

In the university English education in Japan, it has been debatable how not only input activities but also the output activities should be implemented. Aimed at improving the English communication skills by actual communication with native speakers, computer-mediated conversation activities (Oral Computer-mediated Communication: OCMC) has been attracting attentions, taking an advantage of communication tools online. Looking at the situation in Japan, in recent years, several universities have implemented the OCMC as preparatory courses for studying abroad, or incorporated OCMC as student possible anticipation courses for the job hunting. Cziko & Parks (2003) suggested that communication practice with a native speaker through e-learning can be a great resource for studying for the learners of English as a second language whose opportunities of practical communication are limited. They also noted that the communication practice with native speakers through e-learning is important and that this recognition has been spreading.

Currently, oral English proficiency training has become primarily important in English communication skills training, and how to provide learners with the opportunity of output activity has

become an important issue. Considering from the viewpoint of providing the framework of college education, it is expected for an output activity to be not only highly effective but also easy to introduce.

The Callan Method is an English training method for learners of English as a second or foreign language and it was developed by Robin Callan in UK in 1959. It is a kind of direct method and used by millions of people across the world. It is believed to be an exceptionally quick way to successfully master English as a foreign language and designed specifically to improve listening and speaking abilities in a lively and active environment. In particular it aims to extend the listening and speaking abilities.

First of all, the dominant feature of Callan Method is speed. The utterance speed of instructor is very fast; 220-240 words per minute (WPM), which is faster than those of native English speakers; 150-180 WPM. Normally, English conversation school teachers are said to speak at a speed of 60-100 WPM and even news reporters at 200 WPM. Secondly, the instructor should always ask each question twice at top speed, and immediately start off the answer for the student by giving him or her the first two or three words of the answer. The instructor should not wait a second for the student to answer, but should immediately begin dragging the answer out of him/her by a pushing and pulling process. Thirdly, there should not be a moment's silence in the lesson. The instructor and students should be speaking every second. Fourthly, it is extremely important for the instructor to correct the student's pronunciation. Finally, immediate feedback is always given to the student and, if abundantly given, students also increase opportunities to obtain the "awareness" with respect to their own learning.

The Callan lessons are mainly carried out in the flow of "instructor asks and student answers" structure. Starting from revision of the previous lesson, new vocabularies are introduced and the lesson moves onto the reading and dictation. The content is also structured on a set up concept, starting from easy question and answer. QQ English was founded in 2009 and it organizes two language schools in Cebu, Philippines: one in IT Park and the other in Seafront. It teaches English to Japanese learners through Skype, adopting the Callan Method

2. The Study

In order to investigate possibilities for introducing OCMC into the Japanese university English education and to examine the effectiveness of OCMC, several trials were carried out for implementing oral practices with the Callan Method through Skype and in class sponsored by the Institute for Service Innovation Studies of Meiji University, formerly known as the Institute for Civilization and Management. Nine trials have been conducted so far. (Table 1)

Table 1

Research Trials for Implementing Oral Practice with Callan Method through Skype and in Class

	Year	Month	School	Type	# of Student	# of Lesson
1	2011	September – December	Meiji Univ.	On Line	21	50 min x 80
2	2012	July - September	Meiji Univ. Jissen Women's Univ. Kyoai Gakuen Maebashi Univ.	On Line	10 23 8	90 min x 20
3	2012	November - December	Tokyo Music Univ.	On Line	6	90 min x 20
4	2012	September - December	Meiji Univ.	On Line	48	90 min x 20
5	2013	May - June	Meiji Univ. Jissen Women's Univ.	Face to Face	93	90 min x 20
6	2013	November - January	Kyorin Univ.	On Line	20	50 min x 40
7	2014	May - July	Takushoku Univ.	On Line	10	90 min x 9
8	2014	October - December	Takushoku Univ.	On Line	13	90 min x 20
9	2014	May - July	Shiraume JH &SH	On Line	13 (JH7/SH6)	25 min x 30

3. Findings

Some of the results from the trials are to be introduced in order to prove that oral computer-mediated communication English practices through the Callan Method are effective in Japanese universities.

3.1 Research Findings from Trial #1

The first trial was carried out between September and December in 2011. The participants were collected at Meiji University and 21 students participated. The lessons were held on the on-line basis through Skype while the instructors work at the QQ English in Cebu, Philippines and the students attended the lessons at their homes in Japan. The students took 80 50-minute lessons during three months of the trial. The pre-test and post-test scores of TOEIC were compared in order to investigate the effect of the lessons. The lowest score in the pre-test was 275, the highest was 810, and the average was 586.9 points. The lowest score in the post-test was 545, the highest was 850, and the average was 694.3 points. The smallest increase of 30 points, the biggest of 250, and the average of 107.4 were observed. (Fig. 1)

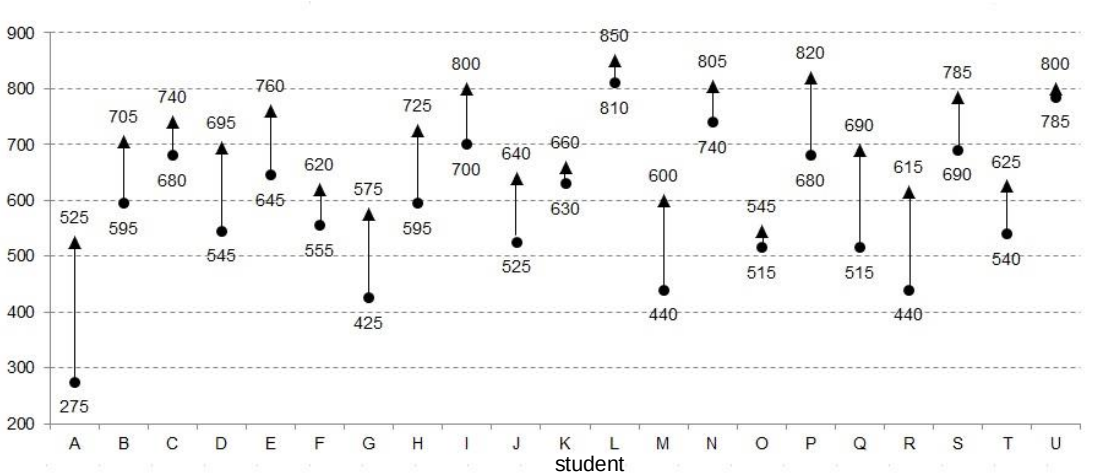

Figure 1. Pre-Test and Post-Test TOEIC Score Comparison of Trial #1

3.2 Research Findings from Trial #2

The second trial was carried out during summer vacation between July and September, 2012. The total of 41 students participated; 10 from Meiji University, 23 from Jissen University, and eight from Maebashi Kyoai Gakuen College. The students received the total of 20 on-line based lessons through Skype during three months of this trial. Each lesson was 90 minute long and consisted of 50 minutes of the Callan Method lesson and 25 minutes of TOEIC test preparation with 15 minutes of break in between. In the same way as the first trial, the instructors worked at QQ English in Cebu, Philippines and the students received the lessons at their homes in Japan through Skype. The pre-test and post-test scores of TOEIC, CASEC, and Versant tests were analyzed this time.

CASEC is an abbreviation of Computerized Assessment System for English Communication and it measures English proficiency for listening and reading. The length of the exam is between 40 and 50 minutes depending on test takers and the score range is 0 to 1,000 points. It has 61 questions in four sections in total; 16 questions in Vocabulary, 17 in Expression, 17 in Summary comprehension, and 11 in Listening comprehension. Meanwhile, Versant is a speaking test through telephone and examines oral fluency of English. The score range is between 20 and 80 points. It has the total of 63 questions in six sections; eight questions in Read aloud, 16 in Repeat, 24 in Question and answer, 10 in Comprehension, three in Summary and two in Free talk.

First of all, Maebashi Kyoai Gakuen College conducted an analysis of its students with their TOEIC raw scores. There were eight students from the College in this trial. The lowest score in pre-test was 255 and the highest was 635. The lowest score in post-test was 300 and the highest was 700. The biggest increase of 145 points and the average of 29 were reported. (Fig. 2)

In order to analyze and compare the CASEC and Versant test scores, we developed the idea of Score Development Rate (SDR) which indicates potential increase of scores of a test taker. We came up with this idea because we felt that there was slight unfairness when we compared just the increases of raw scores. For example, if a student with 490 in pre-test gets 590 in post-test, the increase is 100 points. In the same way, if a student with 890 in pre-test gets 990 in post-test, the increase is also 100. However, these

increases may have different meanings. When we calculate these increases with SDR, there is a distinctive difference between these two examples. The SDR of the former student is 20% while that of the latter is 100%. The formula of SDR is as below.

SDR = (Post-Test Score – Pre-Test Score) / (Full Mark – Pre-Test Score)

Example 1: TOEIC score increase 490 to 590

(590-490) / (990-490) = 20%

Example 2: TOEIC score increase 890 to 990

(990-890) / (990-890) = 100%

The difference is significant and so we decided to use the SDR to analyze the increases of test scores for this trial.

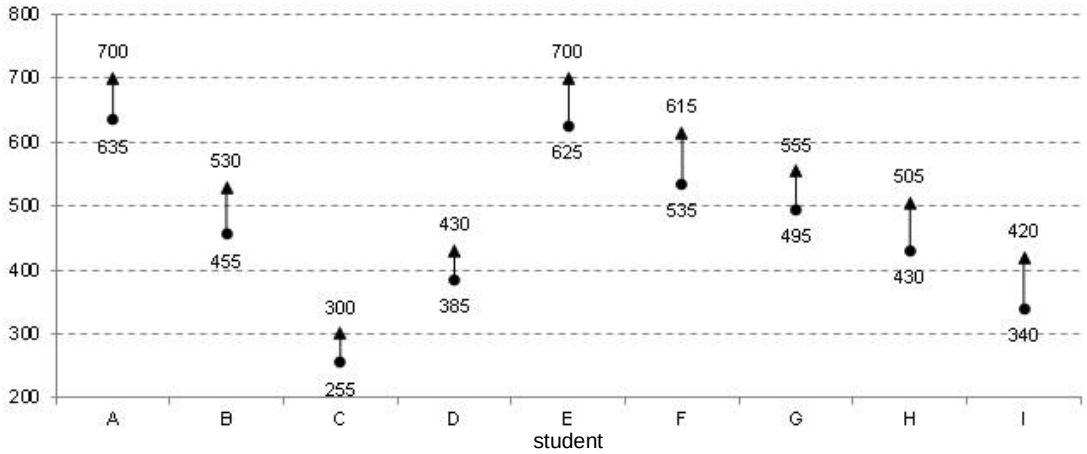

Figure 2. Pre-Test and Post Test TOEIC Score Increase of Maebashi Kyoai Gakuin College

Secondly, the SDR of CASEC was analyzed. The result showed an average of 6.7% increase in total. (Table 2) We can say that it is a slight increase. To make it clearer, here are some typical examples of score increase of CASEC test takers; a student with the pre-test score of 400 increased to 440 in the post-test, and a student with 600 in the pre-test got 626 in the post-test, and one with 800 received 813.

Table 2

Score Development Rate of Pre-test and Post Test Scores of CASEC

SDR :CASEC	Lowest	Highest	Vocabulary	Expression	Summary Comprehension	Listening Competence	Total
Great Increase ++++	>=50%		0	0	2	0	0
Big Increase +++	>=25%	<50%	6	8	5	7	0
Increase ++	>=10%	<25%	13	10	9	14	16
Slight Increase +	>=5%	<10%	0	6	4	4	9
Fluctuation ±	>=-5%	<5%	8	6	6	5	10
Slight Decrease -	>=-10%	<-5%	6	2	4	4	3
Decrease --	>=-25%	<-10%	5	6	5	6	3
Big Decrease ---	>=-50%	<-25%	1	1	2	0	0
Great Decrease ----		<-50%	2	2	4	1	0
		Total	41	41	41	41	41
Score Development Rate		Maximum	43.4%	44.8%	57.0%	45.8%	24.1%
		Minimum	-75.3%	-104.9%	-87.9%	-58.8%	-13.7%
		Average	3.2%	5.5%	-0.3%	8.3%	6.7%
		STD	24.0%	26.7%	32.1%	19.8%	9.8%

Thirdly, the SDR of Versant Test was studied and the average of 3.9% increase in total was observed. (Table 3) We categorize this increase as fluctuation. However, we noticed that there is an average of 20.1% increase in Vocabulary. We classify this as increase.

Table 3

Score Development Rate of Pre-test and Post Test Scores of Versant

SDR: Versant	Lowest	Highest	Sentence Structure	Vocabulary	Fluency	Pronunciation	Total
Great Increase ++++	>=50%		0	0	0	0	0
Big Increase +++	>=25%	<50%	4	2	1	1	0
Increase ++	>=10%	<25%	13	34	7	7	9
Slight Increase +	>=5%	<10%	8	2	6	7	13
Fluctuation ±	>=-5%	<5%	8	1	18	13	13
Slight Decrease -	>=-10%	<-5%	3	1	4	6	3
Decrease --	>=-25%	<-10%	3	0	2	5	1
Big Decrease ---	>=-50%	<-25%	0	0	2	0	1
Great Decrease ----		<-50%	1	0	0	1	0
		Total	40	40	40	40	40
Score development Rate		Maximum	33.3%	41.2%	25.0%	36.6%	21.6%
		Minimum	-51.4%	-7.1%	-35.7%	-82.4%	-30.8%
		Average	6.2%	20.1%	0.9%	-0.1%	3.9%
		STD	16.0%	7.4%	12.3%	17.2%	9.0%

To summarize the Score Development Rates of the test results from pre-test and post-test of CASEC and Versant, we observed a slight improvement of overall competence of English and great improvement of an oral competence of English especially in vocabulary.

The psychological aspects were analyzed through pre and post lesson questionnaires throughout the three months of trial. The first item in the questionnaires was about student satisfaction. We asked the students if they were satisfied after completing all the 20 lessons. 51% of the students responded very satisfied, 46% satisfied, and only 3% answered ordinal. There were no students who said “not satisfied.” (Fig. 3)

About the question on learning effectiveness or self-efficacy, 22% of the students replied very effective and 63% effective while 12% answered ordinal and 3% said little effective.(Fig. 4)

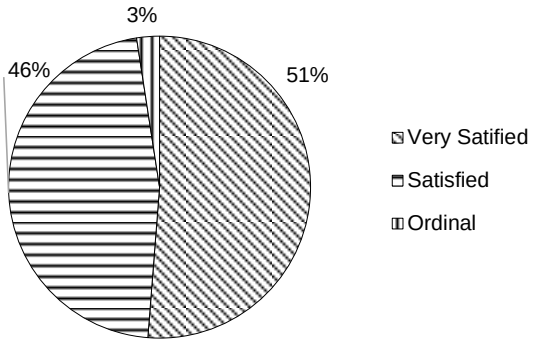

Figure 3. Questionnaire－Satisfaction

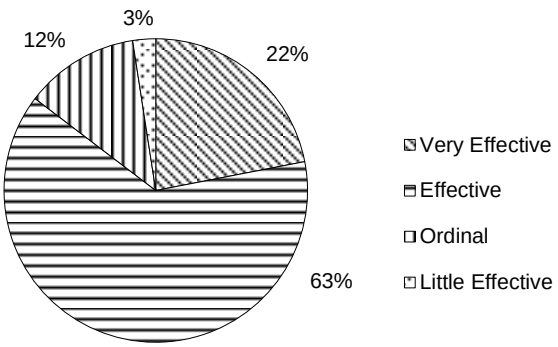

Figure 4. Questionnaire－Learning Effectiveness (Self-efficacy)

As for the motivation, 56% of the students responded very motivative and 35% motivative. On the other hand, 3% of them said ordinal, 3% little motivative, and there were 3% of no response. (Fig. 5)

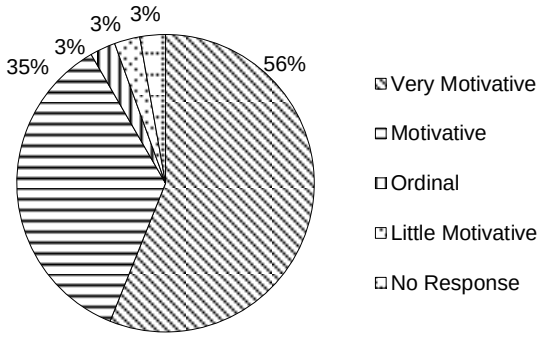

Figure 5. Questionnaire－Motivation

When motivation was analyzed, the following phrases were recognized as key words to indicate that the students were motivated: “I want to improve my speaking skills.” and “I want to speak more.” However, these phrases were considered as indications of contriving learning strategies: “I want to acquire more vocabularies.” and “I need to read a conversation textbook.” The comments such as “I had some opportunities to learn English every day.” and “I used a English-English dictionary” were categorized as revision of learning.

As for cognitive learning strategies, 12% of the students responded that they tired a lot while 64% tried a few. 15% said ordinal, 3% replied few, and 6% answered none. In responding a question, what kind of ingenuities did you try?, there were many responses about preparation and reviewing and many students said that they tried some in-class strategies.

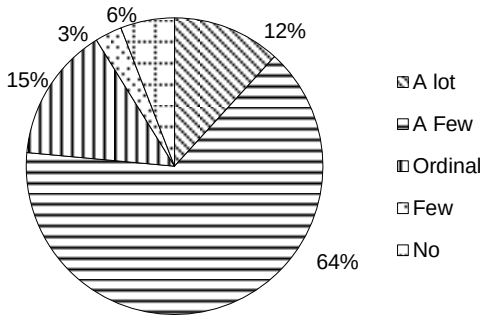

Figure 6. Questionnaire－Contriving Learning Strategies

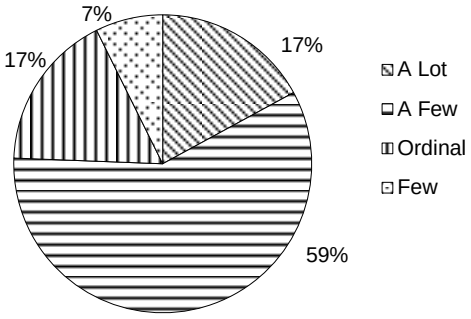

Figure 7. Questionnaire－Notices

Considering notices, 17% of the students responded that they noticed a lot and 59% a few. On the other hand, 17% replied ordinal and 7% said few. Some examples of indication of positive expressions are "I can do something." There were 16 cases of such responses. For negative expressions, the phrases like "I realized that I cannot do something" and "I have to do something" were recognized in the questionnaires and 14 cases of such comments were found. In either expression, high evaluations for satisfaction, learning effectiveness, and motivation were observed. Therefore, we came to believe that self-efficacy and notices for improvement lead to positive learning attitudes.

To summarize the questionnaires, very high evaluations for satisfaction, learning effectiveness (self-efficacy), and motivation were observed. In addition, high evaluations for contriving learning strategies and notices were indicated. Consequently, we can conclude that only a few students contrived learning strategies (autonomic adjustment for learning) based on Notices and many students felt self-efficacy and gained high motivation.

Concluding the findings from the second research trial, we discovered that the oral computer-mediated communication practice with the Callan Method was not very effective in over-all English proficiency. However, immediate effect in oral proficiency for less experienced students can be expected and immediate effect in some areas of proficiencies can also be expected especially in vocabulary. There are some expected changes of student attitude in learning. High evaluations for emotion were recognized and positive attitudes of self-efficacy in learning were witnessed. Reduced resistance or hesitation for speaking in English was noticed and this will create the improvement of confidence. Maintaining and improving motivation will lead to continuity of learning

3.3 Research Findings from Trial #5

The fifth trial was conducted between May and June, 2013 and 93 students participated. The students were collected from Meiji University and Jissen Women's University. The total of 20 lessons was carried out on face to face basis in classroom. Each lesson consisted of an instructor and three to four students and lasted for 90 minutes. In this trial, researched items were self-evaluation of achievement in listening and speaking, emotions during lessons, and flow state.

Self-evaluation of achievement in listening and speaking was investigated by 20 Items for Self-Evaluation of Listening and Speaking Skills based on Can-Do List by STEP®. (Tables 4&5) The students chose items for the “can do” before and after lessons. Self-evaluation of achievement responses were numerically calculated.

Table 4

Items for Self-Evaluation of Achievement - Listening

Items for Self-Evaluation of Achievement - Listening	STEP Level	Point
a.（Introduce foreign culture and life style） Understand simple contents of lecture and seminar in English	G 2	1
b.（Announcement or Information of event） Understand important information of announcement	G 2	1
c.（size, discount rate, stock availability） Understand simple explanations of clerk while shopping	G 2	1
d.（Speech and lecture） Understand very long conversation about topics of your own interest	G Pre1	2
e. Understand important points of News programs on TV and radio	G Pre1	2
f.（Directions for Train transfer, Explanation for delay） Understand directions and announcement in using airport and public transportation	G Pre 1	2
g. Understand order and inquiry on telephone if related to own work and specialized field	G Pre 1	2
h.（Speech in general education lecture) Understand various topics and issues in very long conversation	G 1	3
i.（Planning an event, meeting at work） Understand opinions and comments in meetings	G 1	3
j. Understand News report on politics and economy on TV and radio	G 1	3

Table 5

Items for Self-Evaluation of Achievement - Speaking

Items for Self-Evaluation of Achievement - Speaking	STEP Level	Point
a.（reasons for being late or absent） Explain various situations happening in daily life	G 2	2
b.（color, size, price）Explain what you are looking for, tell your preference and ask simple questions to a shop clerk while shopping	G 2	2
c.（Tell Jason to call me back, Tell Jason that I cannot attend the meeting) Leave simple messages	G 2	2
d.（Presenting research results, giving a business presentation) Talk details about own research and survey	G Pre 1	4
e. Concerning your work and special field, Ask questions and give opinions about a lecture or presentation	G Pre 1	4
f.（Appointment for dentist, beauty salon） Deal with tasks and interactions in a set situation	G Pre 1	4
g. Explain summaries and outlines of books and movies	G Pre 1	4
h. Express opinions and ask questions about current social issues and topics	G 1	6
i .（Planning an event, meeting at work）Exchange opinions and comment in meetings	G 1	6
j（Changing schedule, negotiating price）Negotiate various topics through telephone	G 1	6

The emotions during lessons were measured by SAN Emotion Scale (Sakai et al, 2013) (Figure 8). The meseasurements were conducted at the end of each lesson for 20 times with the scale and the responses indicated what emotions students had during lessons.

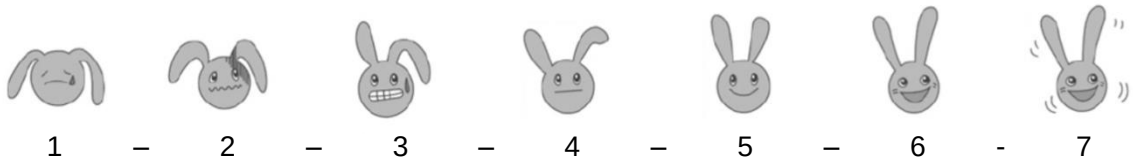

Figure 8. SAN Emotion Scale

In positive psychology, flow state, also known as the zone, is the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity (Csíkszentmihályi, 1990). In order to investigate whether the students were in flow state or not, the student emotions were examined with the questionnaire at the end of each lesson for 20 times. (Table 6)

Table 6

Check List for Flow State

Number	Question
1	Challenging
2	Confident in doing well
3	Advancing forward toward goal
4	Doing well
5	Completely Concentrating
6	Working as you want
7	Forgetting about own self
8	Controlling (dealing) well
9	Forgetting about time
10	Having fun
※「Confidence in abilities」(2,4,6,8),「Positive emotion and Awareness experience by immersion」(5,7,9,10),「Challenge toward goal」(1,3)（Ishimura, 2008）	

The correlations were calculated between emotion, self-evaluation, and flow state in listening and speaking (Table 7). A very strong correlation can be seen in the "emotion" category. Between "exit emotion" and "peak-end," there is a very strong correlation with 0.954. According to the peak-end rule of Kahneman (Kahneman, 2011; Redelmeier & Kahneman, 1996), what is memorable can be determined by the "peak-end" emotion (the average points of the peak emotion and end feelings). In this experiment, it may be concluded that "peak-end" is determined by the "exit emotion."

A strong correlation can be found in the "flow state" category. Of the "flow state," three items of "confidence in the ability," "positive feelings and awareness by the immersive experience," and "challenge to the target" have correlations of more than moderate each other, and particularly there is a strong correlation with 0.814 between "confidence in ability" and "challenge to the target." In other words, a person with high in "confidence in ability" has a strong tendency of higher in "challenge to the target." This trend is more obvious among the people with low initial emotion with 0.887, the people with high initial emotion show a correlation of 0.805.

As for the "self-efficacy" classified by Can-Do list, between listening and speaking, and between before (pre) and after (post) the lessons, there are basically four combinations of the two times two. Judging from the fact that the strongest correlation with 0.749 is observed between "pre-listening" and "pre-speaking," we can recognize that students who have confidence in speaking beforehand also have a strong confidence even in listening.

Table 7

Correlation between Emotion, Self-Evaluation, and Flow State in Listening and Speaking

		Emotion				Self-Evaluation						Flow State		
		Beginning	Peak	End	Peak･End	Pre-Listening	Post-Listening	ΔListening	Pre-Speaking	Post-Speaking	ΔSpeaking	Confidence	Positive･Immersion	Challenging
Emotion	Beginning	1												
	Peak	0.384	1											
	End	0.292	0.320	1										
	Peak･End	0.371	0.589	0.954	1									
Self- Evaluation	PreL	0.092	-0.201	-0.051	-0.107	1								
	PostL	0.084	-0.130	-0.170	-0.186	0.559	1							
	ΔL	-0.020	0.097	-0.111	-0.064	-0.571	0.360	1						
	PreS	0.291	0.117	0.079	0.104	0.749	0.433	-0.413	1					
	PostS	0.213	0.018	0.070	0.065	0.612	0.603	-0.091	0.706	1				
	ΔS	-0.080	-0.123	-0.005	-0.044	-0.123	0.262	0.398	-0.313	0.450	1			
Flow State	Confidence	0.241	0.296	0.183	0.250	0.177	0.038	-0.160	0.337	0.192	-0.167	1		
	Positive ･ Immersion	0.091	0.356	0.143	0.234	0.025	0.002	-0.026	0.000	-0.085	-0.115	0.526	1	
	Challenging	0.187	0.451	0.098	0.226	0.033	0.023	-0.014	0.128	0.044	-0.102	0.814	0.695	1

"Post-listening" and "post-speaking" has a moderate correlation of 0.603. This indicates that the students who gained confidence in listening afterwards also acquired moderate confidence in speaking after training. These contributions are seen mainly among the people with high initial emotion, and the correlation coefficients are respectively 0.769 and 0.664.

A strong correlation of 0.706 was recognized between "pre-speaking" and "post-speaking", and it is obvious that the students who have confidence in speaking beforehand have strong confidence in speaking even after the training. However, this trend is recognized primarily among the students with high initial emotions (5-7 out of 7 in the SAN emotion measurement scale) (r=0.713), it reduced to a moderate correlation of 0.513 among those with low initial emotions (1-4).

An interesting fact among the students with low initial emotion is that the "post-speaking" and "Δspeaking" shows a strong correlation of 0.818. This is because, in case of students with low initial feelings, speaking evaluation after training is determined mostly by the improvement of speaking.

As for negative correlations, there are moderate negative correlations (r=-0.571 and r=-0.413, respectively) between the improvement in listening and pre-assessment listening and the improvement in listening and pre-evaluation speaking. This means that the students with low confidence both in listening and speaking beforehand show large improvement in listening in self-evaluation afterwards. Since there is

no such relationship with the improvement in speaking in this course, it is understandable that self-efficacy has indicated more improvement in listening than in speaking.

Between “emotion” and “flow state” categories, because a moderate correlation of 0.451 is notified between the “peak emotion” and “challenge to the target,” the students with strong “peak emotion” seem to be aggressive in “challenge to the target.” This is mainly because there is a contribution from the students from low initial emotion (r=0.501).

In the “self-efficacy” and “emotion” categories, only weak correlations were observed. However, when limited to the students with low initial emotion, there are moderate correlations between the “initial emotion” and “peak emotion” in speaking and “end emotion” and “peak-end” in listening. That is the “initial feelings” is correlated moderately both with the “pre-speaking” (r=0.543) and with “post-speaking” (r=0.449). On the other hand, “end emotion” and “pre-listening” have a moderate correlation of 0.420 and a medium correlation of 0.612 can be seen between “end emotion” and “post-listening.” In this way, low “initial emotion” reflects in the low “self-efficacy” in speaking and “self-efficacy” in listening is reflected in the “end emotion.”

There are some typical features about the relationships between the “self-efficacy” and other categories. In other words, “confidence in the ability” has a moderate correlation of 0.513 with “pre-speaking” and “challenge to the target” is moderately correlated with “peak emotion” (r=0.501). However, only weak correlations are observed between these categories among the students with high emotion. In case of the students with low initial emotion, the lack of “self-confidence” in speaking before taking the course is reflected in the low level of “confidence in the ability” and the high level of the “peak emotion” enhances high score in the “challenge to the target.”

Here are a summary of observed results from correlations.

- High scores in emotion at beginning greatly affect continuity rate of learning.
- Emotions to lessons were determined by emotional state at the end.
- High scores in confidence in skills co-relate with high scores in challenge toward goal.
- Students with strong peak emotions indicated active result in challenge toward goal.
- Students with confidence in speaking at the beginning have strong confidence in listening.
- Students with confidence in listening have moderate confidence in speaking at the end.
- Students with confidence in speaking at the beginning also have strong confidence in speaking at the end.
- Students with little confidence in listening and speaking at the beginning showed large improvement of listening and speaking in self-evaluation.
- Self-evaluation in listening showed more improvement than speaking.
- Post lesson evaluations for speaking were determined by the improvement at the end of lesson.
- Low emotions affect low self-evaluation for speaking and also influence the end emotions of self-evaluation.
- Little confidence in speaking at the beginning affect low confidence in skill and high in peak emotion facilitates challenge toward goal.

In this trial, through the face-to-face in class conversation practice in small groups, we tried to observe how the students engage in their introspection in terms of self-efficacy and emotional aspects. Despite the trial was carried out in a short period of 20 times, the increase in the self-efficacy was observed after the course as a whole. However, as for the changes in self-efficacy, more accurate self-analysis through the course is suggested and so the interpretation requires a more careful verification.

In the emotional aspects, it became obvious that growing emotion at the beginning of the course can be a major impact on the maintenance of the subsequent course continuous rate. In addition, the heightened emotion at the beginning was also likely to be maintained until the end of the course. Regardless of the level of emotion at the beginning, we found that the students with high in "confidence in the ability" are also higher in "challenge to the target." And especially in the group of students with low initial emotion, the students with strong "peak emotion" tend to be positive in the "challenge to the target."

As for the relationship between the emotional aspect and self-efficacy, I noticed the following features. Overall, those who have the confidence in speaking beforehand have a strong self-confidence even in listening. In addition, those who are not confident in listening and speaking before the trial showed higher improvement of self-efficacy in listening. Since there is no such relationship with the improvement in speaking, in this trial, it is evident that the students can improve self-efficacy more in listening than speaking.

Looking at each group by the levels of emotion at the beginning, in a group of the students with high emotion at the beginning, the students who have confidence in listening after the course have moderate confidence in speaking afterwards and the students who have higher confidence in speaking at the beginning have strong self-confidence in speaking even afterwards. On the other hand, in a group of the students with low emotion at the beginning of the course, self-efficacy in speaking after the course is mostly determined by the improvement in speaking. Furthermore, in this group, initial low emotion is reflected in the low level of self-efficacy in speaking and self-efficacy in listening also affected the "end emotion. " In addition, the lack of confidence in speaking before the course is reflected in the low level of "confidence in the ability" and the high level of the "peak emotion" increases the aggressiveness of the "challenge to the target."

4. Conclusions

Throughout the nine trials in this research, a variety of knowledge was obtained about the relationship among the emotional aspects, self-efficacy, and learning continuity rate of the students in English speech and conversation practices. In order for students to enhance self-efficacy and to sustain the willingness to learning, it is clear that the emotion during the course have brought great impact. It appears to be an important issue how we can set up such learning environment as to give rise such feelings. Although the trial conducted this time was in a small group and on a face-to-face basis, in terms of the development of desirable learning environment, it is also determined to be an element that should be emphasized in the practice of distance education.

In conclusion, the oral practices through the Callan Method seem to be very effective in oral proficiencies such as listening and speaking for Japanese university students of English as a foreign language. The Callan Method through Skype provides opportunities for oral practice to the students at home. In the future, taking advantage of this knowledge, we would like to verify the output activities in an effective distance education format. More continuous researches are necessary to evaluate pre and post lesson improvement of oral proficiency accurately.

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Notes:

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