Modern English Education, Vol. 9, No. 3, Winter 2008

The Role of L2 Communication Anxiety in Tendencies in Self-perceptions of L2 Competence in the Korean and Japanese Contexts

Hyun Jin Kim, Nami Iwaki
Cheongju National University of Education, Nagoya University

Kim, Hyun Jin & Iwaki, Nami. (2008). The role of L2 communication anxiety in tendencies in self-perceptions of L2 competence in the Korean and Japanese contexts. *Modern English Education*, *9*(3), 63-82.

The study is intended to investigate the relationships among actual L2 competence and learner variables affecting L2 communication such as L2 communication anxiety, perceived L2 competence, and L2 willingness to communicate (WTC), and to investigate the role of L2 communication anxiety in biases in L2 self-perceptions in the Korean and Japanese contexts. Thirty-eight Korean students and thirty-nine Japanese students responded to the questionnaires measuring their L2 communication anxiety, perceived L2 competence, and L2 willingness to communicate, and participated in the oral task performance measuring their actual proficiency. The results of the study are as follows: there were correlations between communication anxiety and perceived competence in both groups of students; communication anxiety plays a role in biases in self-perception of L2 competence with Korean students, but not with Japanese students.

[communication anxiety/perceived competence/actual competence/willingness to communicate (WTC)/의사소통불안감/능력지각/실제능력/의사소통의지]

I. INTRODUCTION

L2 acquisition research has included studies on learner variables affecting the L2 learning process and development such as language anxiety, motivation, or strategies to identify the relationship between the variables and L2 acquisition. A large body of research has shown that anxiety has a negative effect, and high

motivation and frequent strategy use have a positive effect on L2 acquisition. Also, studies on L2 communication have investigated learner variables that influence L2 communication such as communication anxiety, perceived competence, and willingness to communicate (WTC) in order to find the interrelations between the variables and L2 communication frequency. These studies have shown that the lower level of anxiety learners feel, the more willing to communicate they are and consequently the more frequently they participate in L2 communication.

Language anxiety has been the focus of both areas of research—L2 acquisition and L2 communication—and is considered a significant variable affecting acquisition and communication frequency negatively. However, perceived competence or how learners evaluate their competence has been studied mainly in L2 communication research, and has not been the focus of L2 acquisition research in spite of its significant role in acquisition. Learners evaluate their L2 competence while they learn L2. They perceive their L2 competence, evaluating whether their L2 proficiency is improving or whether they are able to perform L2 tasks. Such self-evaluation or perceived competence may affect their L2 learning process, resulting in positive or negative effects. It may also help learners prepare learning strategies or discourage them from making further efforts depending on how learners perceive or evaluate their competence.

Given clear and concrete criteria, learners may evaluate their ability almost correctly or predict the outcome of their task performance. However, their self-evaluation or prediction is not always or completely correct, especially when the criteria are not clear and concrete enough. Learners may show either the tendency of overestimation or underestimation; they usually tend to evaluate their competence higher or lower than their actual competence. Overestimation and underestimation may have important effects on the learning process. Tendencies to overestimate or underestimate may play positive or negative roles in the learning processes learners go through.

Such tendencies may be affected by affective variables such as anxiety. According to socio-cognition theories, judgments about one's own ability or self-regulating cognition play an important role in a situation stimulating anxiety. These theories argue that anxiety creates self-regulating cognition determining

ultimate achievement of tasks. Learners with higher anxiety perceive their ability to be lower, focus more on incompetent ability and possible failure than on the task itself, and may end up with negative outcomes. Likewise, in L2 communication research, language anxiety negatively affects perceived competence and WTC and, in turn, negatively affects participation in communication.

Such research findings warrant a study to further investigate the relationship between anxiety and perceived competence and the role of anxiety in learners' perceptions of their own competence. In this context, the present study was intended to investigate the relationships between actual L2 competence and learner variables affecting L2 communication such as L2 communication anxiety, perceived L2 competence, L2 WTC with Korean and Japanese students as the subjects, and also to investigate the role of L2 communication anxiety in biases in self-perceptions of their L2 competence.

For the purpose of the study, two research questions are raised: 1. Considering Korean and Japanese students independently, how are communication anxiety, perceived competence, WTC and actual competence related? 2. How does Korean and Japanese students' anxiety affect biases in self-perceptions?

II. LITERATURE REVIEW

1. Perceived L2 Competence and L2 Communication Anxiety

Learners' self-perception of their competence has been studied in socio-cognition areas. According to socio-cognition theories, self-perception of one's competence, so-called perceived competence, has a significant influence on one's accomplishment of learning. Such judgment of one's competence to perform a specific type of task is one of the most influential factors affecting one's behaviors (Bandura, 1988). Those who judge that they are competent in a certain task are more likely to believe that they can perform the task successfully than those who do not. That is, there are two tendencies in perceiving one's competence: a tendency to perceive one's competence higher than it actually is, overestimation, and a tendency to perceive one's competence lower than it actually is, underestimation.

Learners' tendency to overestimate their ability is related to self-confidence in their competence. Socio-cognition theorists explain that humans have a basic desire to be confident in their competence (Connell, 1985), and such self-confidence in one's own competence builds the foundation for self-worth (Covington, 1992). This self-confidence in competence is evident especially in the beginning stage of learning, and gets stronger when the evaluation criterion is vague. On the other hand, learners' tendency to underestimate their ability occurs when self-confidence in their ability is weak.

Socio-cognition theorists argue that such judgment about one's ability, like self-efficacy, is related to affective tensions such as anxiety, and affects how one perceives one's own ability. In learning situations, when learners feel a high level of anxiety, they tend to perceive their ability to be low, with their self-efficacy and expectation of their task performance reducing accordingly (Bandura, 1988). They also worry too much about outcomes of their performance, and consequently use less effort and fail to perform the task well. In other words, anxiety is an affective factor that weakens self-confidence in task performance and, in turn, negatively influences task performance level.

Similar studies have been conducted in L2 acquisition and L2 communication areas. L2 acquisition research has studied how L2 learners perceive their L2 competence or L2 learning processes affect L2 acquisition. For example, L2 learners' awareness of their uses of L2 learning strategies (e.g., MacIntyre, 1994; Oxford, 1990), their beliefs in their L2 learning processes (e.g., Horwitz, 1988; Mantle-Bromley, 1995), and their perception of their L2 competence (e.g., Dornyei, 1995) have been studied. These studies showed that the more aware of their L2 learning strategy uses L2 learners are, the stronger their beliefs in their L2 learning are, and the higher they perceive their L2 competence to be, the more likely they are to succeed in their L2 learning. Also, in L2 communication research, learners' perceived competence is reported to be related to L2 communication development. Researchers such as MacIntyre and Charos (1996), Hashimoto (2002), and Yashima (2002) report that the higher learners perceive their L2 competence to be, the more willing to communicate in L2. In turn, the more likely they are to participate in L2 communication. In this sense, learners' self-perception or judgment of their L2 competence is one of the most important

factors affecting their L2 learning processes.

L2 learners' self-ratings of their L2 ability have been used as an important tool to raise their awareness of L2 learning processes and L2 development in learner-centered instruction focused on self-directed learning. Learner-centered instruction intends to help learning processes by making learners aware of their ability or performance or having them reflect on it. Such subjective self-ratings by learners consistently correspond with objective ratings when detailed and clear measurement criteria are given (Blanche & Merino, 1989). This means that objective evaluation scores of learners' L2 competence measured by others are positively correlated with subjective evaluation scores measured by learners themselves. However, as mentioned above, learners' self-ratings of their competence do not always completely accord with their actual competence; they tend to make mistakes in their self-ratings, either to overestimate or underestimate their competence. In other words, two tendencies of underestimation and overestimation apply in the L2 learning context.

Generally, L2 learners tend to perceive their L2 ability positively at the beginning of learning (Brown, 1986), or in a situation where they perform tasks with evaluation criteria that are not clear or objective enough. It is L2 anxiety that negatively affects this tendency to overestimate. Kraemer and Zisenwein (1989) reported that Hebrew learners tended to gradually underestimate their Hebrew competence even though their competence increased as they moved up to the advanced level. Kraemer and Zisenwein concluded that this tendency resulted from the fact that learners' self-ratings evaluated not only their proficiency but also their affective aspects. Also, Gardner, Lalonde, Moorcroft, and Evers (1987) argued in their study on French learners that subjects with higher anxiety and negative opinions about their speaking proficiency were more likely to give up their L2 learning than those with lower anxiety and positive opinions, given that all the subjects had a similar level of L2 competence in the objective evaluation.

Similarly, research on the relationship between L2 communication and affective variables (MacIntyre & Charos, 1996; Yashima, 2002) regards L2 communication anxiety as one of the factors negatively affecting perceived L2 competence and frequency of L2 communication, which may lead to negative results in L2 development. If learners' anxiety increases, they are likely to perceive their ability

negatively and to be less willing to communicate in L2, and as a result they will tend to participate in L2 communication less frequently.

To summarize what has been mentioned so far, two propositions are evident: one is that L2 learners show two tendencies in evaluating their L2 competence and the other is that L2 anxiety is the main factor influencing learners' self-perception of their L2 competence. This leads to the question of whether the role of L2 anxiety affecting self-perception is systematic. One of the studies that have investigated such a role of anxiety is MacIntyre, Noel, and Clement (1997). They investigated the role of anxiety in L2 learners' tendencies of self-perception with French learners as their subjects. In their study relating L2 anxiety to perceived L2 competence and actual L2 competence, they concluded that anxiety consistently affects self perception; learners with higher anxiety tend to evaluate their L2 competence lower than their actual L2 competence and learners with lower anxiety tend to evaluate their L2 competence higher than their actual L2 competence. What is most important about their study is that it proved that learners' tendency to overestimate or underestimate their competence is not the result of errors in predicting their competence but the result of a consistent tendency affected by anxiety. Following MacIntyre et al. (1997), Kim (2006) examined the role of anxiety in biases in self-perception. Her subjects were Koreans learning English. While MacIntyre et al. investigated how anxiety affects learners' perception of general L2 proficiency including listening, speaking, reading and writing, Kim focused on the role of anxiety in a more specific situation, investigating how anxiety affects pre-service teachers' self-perception of their L2 communication competence as English learners, and their classroom language skills and L2 teaching skills as pre-service English teachers. That is, Kim investigated the role of anxiety in self-perception of both general English communication skills and specific English skills (classroom language and English teaching skills). Similar to the findings from MacIntyre et al., Kim concluded that anxiety consistently plays a role in how one perceives one's communication skills, classroom language and L2 teaching skills.

III. METHOD

1. Participants

Thirty-eight Korean college students, 21 females and 8 males, and 39 Japanese college students, 26 females and 13 males, volunteered in participating in the study. Korean college students were attending the university located in a medium-sized city in Chungcheong province and their English speaking proficiency is intermediate level on average. Twelve of them were majoring in home engineering and 26 in education. As for the Japanese college students, 12 of them were from a national university and the rest were attending a private university, both located in central Japan. These students were majoring in French, Spanish or German. All 39 students were taking English as a required course and their English proficiency was high intermediate to advanced level.

2. Instruments

To measure actual competence, five oral tasks were developed based on the instruments used in MacIntyre et al. (1997), namely: buying clothes in a department store, ordering food at a restaurant, talking about hobbies, describing pictures, and giving directions in English. To measure communication anxiety, WTC, and perceived competence, questionnaires with five items for each variable were developed, also based on the instruments used in MacIntyre et al. Items used for each variable matched oral tasks. Following the previous study, subjects were asked to respond to questionnaires on a percentage scale. For example, in the anxiety questionnaire, they had to write the percentage of time they would feel nervous; 0% meant they would never feel nervous and 100% meant they would always feel nervous. (See Appendix.)

3. Procedure

Subjects were asked to respond to the questionnaires first and then they had interview sessions with the researchers individually. They responded to three questionnaires on the following variables: communication anxiety, perceived competence, and WTC. After completing the questionnaires, they participated in the individual interviews where they performed five oral tasks one by one. The

researchers recorded the task performance and, after the tasks, they graded each task on a scale of 1 - 5 according to the oral proficiency rubric to calculate the subjects' actual performance scores. The researchers collected the responses from the questionnaires and the results from the oral tasks, coded them using the Excel program, and analyzed the results using SPSS 15.0.

IV. RESULTS AND DISCUSSION

Table 1 and Table 2 show the descriptive statistics of Korean students' and Japanese students' L2 communication anxiety, perceived L2 competence, L2 WTC, and actual L2 competence. On average, both Korean and Japanese students showed moderate communication anxiety, perceived competence, and WTC even

Table 1
Descriptive Statistics of the Korean Group

	Min	Max	Mean	SD
Communication Anxiety	0	100	54.816	20.769
Perceived Competence	16	100	52.958	15.315
WTC	10	100	58.258	19.623
Actual Competence	1.8	3.4	2.585	0.363

Table 2
Descriptive Statistics of Japanese Group

	Min	Max	Mean	SD
Communication Anxiety	6	93	57.564	19.202
Perceived Competence	12	86	47.692	15.482
WTC	14	94	55.231	20.747
Actual Competence	2	5	3.641	0.859

though the Japanese students (M = 47.692) tended to perceive their competence to be lower than the Korean students (M = 52.958). Also the Japanese students' speaking proficiency (M = 3.641) was higher than the Korean students' (M = 2.585).

1. The Relationship between Communication Anxiety, Perceived Competence, Willingness to Communicate (WTC), and Actual Competence

How are Korean students' communication anxiety, perceived competence, WTC and actual competence related? How are Japanese students' communication anxiety, perceived competence, WTC and actual competence related?; To answer research question 1, the relationships between communication anxiety, perceived competence, WTC, and actual competence for each group of subjects were analyzed using Pearson correlation. The results are shown in Table 3 and Table 4.

Table 3

Correlations of the Korean Group

	Perceived Competence	WTC	Actual Competence
Communication Anxiety	-.640**	-.583**	-.130
Perceived Competence		.590**	.304
WTC			.195

** p<.01

Table 4

Correlations of the Japanese Group

	Perceived Competence	WTC	Actual Competence
Communication Anxiety	-.425**	-.220	-.231
Perceived Competence		.498**	.383*
WTC			.265

** p<.01, *p<.05

For the Korean group, communication anxiety had significant negative correlations with both perceived competence (r = -.640**) and WTC (r = -.583**), while perceived competence had a positive correlation with WTC (r = .590**). The results confirmed the findings of MacIntyre et al. (1997). However, there was no negative correlation between communication anxiety and actual competence, and no positive correlation between perceived competence and actual competence, unlike the findings of MacIntyre et al. The results of the present study show that the higher communication anxiety Korean students have, the lower they perceive their L2 competence to be and the lower willingness to communicate they have. Also the higher they perceive their L2 competence to be, the greater willingness to communicate they have.

For the Japanese group, communication anxiety had a significant negative correlation with perceived competence (r = -.425**), and perceived competence had a positive correlation with willingness to communicate (r = .498**). There was a positive correlation between perceived competence and actual competence (r = .383*) unlike the results for the Korean group in the present study, while there was no negative correlation between communication anxiety and actual competence, like the results for the Korean group in the present study. From the results, it can be inferred that the higher communication anxiety Japanese students have, the lower they perceive their L2 to be. Also, the higher they perceive their L2 competence to be, the greater willingness to communicate they have and the more likely they are to have higher actual competence.

2. The Role of Anxiety in Tendencies in Self-perception

How does Korean and Japanese students' anxiety affect biases in self-perceptions? To answer research question 2, regressions were conducted to predict perceived competence by using actual competence as an independent variable, and the residuals (the difference between the actual competence scores and predicted perceived competence scores) were calculated from regression analysis. Table 5 and Table 6 show the results for the Korean group and the Japanese Group.

From the first regression for the Korean group, the predicted value r^2 (.092) and the regression equation (y = 20.368x + 12.560) were deduced. In the same way, the predicted value r^2 (.147) and the regression equation (y = 22.518x + 6.914) were deduced from the second regression for the Japanese group.

Table 5

Regression (Korean Group)

Model Summary[a]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.304[b]	.092	.067	14.792

a. Dependent Variable: PC
b. Predictors: (Constant), AC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	801.222	1	801.222	3.662	.064 [b]
	Residual	7876.710	36	218.798		
	Total	8677.933	37			

a. Dependent Variable: PC
b. Predictors: (Constant), AC

Constant[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	20.368	17.199		1.184	.244
	AC	12.560	6.563	.304	1.914	.064

a. Dependent Variable: PC

From each regression equation, predicted perceived competence and residuals were calculated. Residuals are the differences between actual scores and predicted perceived competence. If the residual is 0, it means that the students predicted their competence with 100% accuracy. If the residual is more than 0, it means that they over-evaluated their competence (overestimation), and if the residual is less than 0, it means that they under-evaluated their competence (underestimation).

After predicted perceived competence and residuals were calculated, the Japanese and Korean groups were each divided into two subgroups according to

Table 6

Regression (Japanese Group)

Model Summary[a]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.383[b]	.147	.124	14.491

a. Dependent Variable: PC
b. Predictors: (Constant), AC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1339.196	1.000	1339.196	6.378	.016 [b]
	Residual	7769.112	37.000	209.976		
	Total	9108.308	38.000			

a. Dependent Variable: PC
b. Predictors: (Constant), AC

Constant[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	22.518	10.235		2.200	.034
	AC	6.914	2.738	.383	2.525	.016

a. Dependent Variable: PC

their anxiety scores: a high anxiety group (above median) and a low anxiety group (below median). The median score for the Korean group was 54 (N = 3) and the median score for the Japanese group was 58 (N = 6). The residuals of each high anxiety group and the residuals of each low anxiety group were compared using independent samples T-tests. In the T-tests, the median scores were excluded.

Table 7

T-test of Residual Means (Korean Group)

	Group	N	Mean	Mean Difference	t	p
Residual	High Anxiety	17	-.450	-.825	-2.605	.014
	Low Anxiety	18	.376			

Table 8

T-test of Residual Means (Japanese Group)

	Group	N	Mean	Mean Difference	t	p
Residual	High Anxiety	17	-.186	-.390	-1.066	.295
	Low Anxiety	16	.204			

As shown in Table 7, there was a significant difference in residual means between the high anxiety Korean group and the low anxiety Korean group. From the results, it can be inferred that Korean students with higher anxiety tend to perceive their L2 competence to be lower than their actual L2 competence (underestimate their L2 competence), and Korean students with lower anxiety tend to perceive their L2 competence to be higher than their actual L2 competence overestimate their L2 competence). However, as shown in Table 8, there was no significant difference in residual means between the high anxiety Japanese group and the low anxiety Japanese group.

The results for the Korean group in the present study accord with those of the previous studies, proving that anxiety has a systematic influence on learners' tendency to estimate their competence, which means that the more L2 anxiety learners feel, the more they tend to underestimate their L2 competence and the less L2 anxiety they feel, the more they tend to overestimate their L2 competence. However, in the case of the Japanese group, even though the residual means of the high anxiety group were below zero (underestimation) and the residual means of the low anxiety group were above zero (overestimation)

showing the same pattern as the Korean group, it cannot be concluded that anxiety plays a systematic role when Japanese students estimate their L2 competence, which is contrary to the results for their Korean counterparts. This might be partly explained by the fact that on average, Japanese students perceive their L2 competence (M = 47.692) to be lower than Korean students do (M = 52.958) as shown in Table 1 and Table 2. That is, Japanese students' general tendency to underestimate their ability regardless of their level of anxiety might weaken the role of anxiety in biases when evaluating their own ability.

V. CONCLUSION

The present study investigated how L2 communication anxiety, perceived L2 competence, willingness to communicate, and actual L2 competence are related and how anxiety affects tendencies in self-perception of L2 competence. Overall, the present study followed previous studies such as MacIntyre et al. (1997) and Kim (2006), but it included one more variable—willingness to communicate—which is related to the other variables to give us a more detailed picture showing the interrelated relationships among the variables. Also, this study included two groups of learners—Korean learners and Japanese learners—to investigate whether the role of anxiety is affected by the context.

As for research question 1, the present study showed partly similar patterns of findings to the previous studies: there was a negative correlation between communication anxiety and perceived competence, and a positive correlation between perceived competence and actual competence. Also, it showed that willingness to communicate had a negative correlation with anxiety and a positive correlation with perceived competence. Therefore, it is concluded that the more communication anxiety learners feel, the lower they perceive their competence to be, the less willing to communicate they are, and the lower proficiency they are likely to have. On the other hand, the less communication anxiety learners feel, the higher they perceive their competence to be, the more willing to communicate they are, and the higher proficiency they are likely to have.

Concerning research question 2, the present study confirmed the previous studies. MacIntyre et al. (1997) investigated the role of anxiety in biases in self-perception of general L2 proficiency, and Kim (2006) investigated the role of

anxiety in tendencies in self-perception of general English communication skills and specific English skills (classroom language and English teaching skills). Both studies showed that there were significant differences between high language groups and low anxiety groups regarding tendencies in self-evaluation of their L2 competence, and concluded that language anxiety plays a role in biases in self-ratings of L2 proficiency. That is to say, L2 learners with high language anxiety are likely to underestimate their L2 proficiency and L2 learners with low language anxiety are likely to overestimate their L2 ability.

The present study showed similar patterns in the role of anxiety with the Korean group of learners. Based on the finding, it can be concluded that communication anxiety plays a significant role in the tendency of Korean students to evaluate their L2 competence, but it may not play the same role with Japanese students. As mentioned in the previous chapter, the difference between the Korean group and the Japanese group might be partly caused by the Japanese students' tendency to perceive their L2 competence as being lower than their actual competence on average compared to their Korean counterparts. Therefore, the role of anxiety in biases of underestimation and overestimation might be affected by this general tendency of Japanese students to underestimate their ability independently of their anxiety level, and consequently its role might be weakened. However, further study to investigate the difference between the findings of the Korean and the Japanese groups more concretely should be undertaken to find out which other variables, apart from anxiety, affect Japanese students' self-perception of L2 competence.

Overestimation and underestimation may bring significantly different effects to the L2 learning process and, consequently, to ultimate achievement. Learners' tendency to evaluate their competence higher than their actual competence may benefit their L2 learning. They may have self-confidence in their ability and higher expectations about their performance, and exert more effort accordingly. Such effort may increase their willingness to communicate, and this higher level of willingness to communicate may lead to more opportunities to participate in communication to develop their competence (MacIntyre & Charos, 1996; Yashima, 2002). On the other hand, learners who tend to perceive their actual competence as being lower may lack confidence in their ability, have lower expectations about their performance, and make less effort accordingly. They may be unwilling to communicate, communicate less frequently, and, as a result, the possibility of developing their L2 may suffer. Therefore, language teachers should consider the important roles of perceived competence and anxiety, and practice teaching skills

helping learners so that their anxiety is reduced and their self-confidence is improved. Taking the conclusions by and large, overestimation is more desirable than underestimation, but overestimation is not always beneficial. If learners have excessively high expectations about their performance compared to their actual ability, and the outcomes turn out to fall short of these expectations, they may experience frustration. If such experiences are repeated, learners might build negative attitudes towards L2 learning. In this regard, language teachers should help learners become aware of their present level of proficiency correctly, and not to overestimate their competence and have excessively high expectations about their performance. At the same time, teachers should help them build confidence in their possible performance and support their performance by using helpful teaching strategies and planning concrete, success-oriented tasks.

REFERENCES

Bandura, A. (1988). Self-efficacy conception of anxiety. *Anxiety Review, 1,* 77-98.

Blanche, P., & Merino, B. J. (1989). Self-assessment of foreign-language skills: Implications for teacher and researchers. *Language Learning, 39*, 313-340.

Brown, J. D. (1986). Self-enrichment biases in social judgments. *Social Cognition, 4*, 353-376.

Connell, J. (1985). A new multidimensional measure of children's perceptions of control. *Child Development, 56,* 1018-1041.

Covington, M. (1992). *Making the grade: A self-worth perspective on motivation and school reform.* New York: Cambridge University Press.

Dornyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly, 29*, 55-84.

Gardner, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second language attrition: The role of motivation and use. *Journal of Language and Social Psychology, 6*, 29-47.

Gardner, R C., Moorcroft, R., & Metford, J. (1989). Second language learning in an immersion programme: Factors influencing acquisition and retention. *Journal of Language and Social Psychology, 8,* 287-305.

Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *Second Language Studies,*

29, 20-70.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal, 72,* 283-294.

Kim, Hyun Jin. (2006). The role of anxiety in self-perception of L2 competence: With a focus on nonnative elementary pre-service teachers' L2 and language teaching skills. *Korean Journal of Applied Linguistics, 22*(1), 143-163.

Kraemer, R., & Zisenwein, D. (1989). Changes in attitude toward learning Hebrew in a South African setting. *Language Learning, 39,* 1-14.

MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports, 11,* 135-142.

MacIntyre, P. D., & Charos, C. (1996). Personality attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology, 15,* 3-26.

MacIntyre, P. D., Noels, K. A., & Clement, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning, 47*, 265-287.

Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: Links to proficiency. *Modern Language Journal, 79,* 379-386.

O'Malley J. M., & Pierce L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Addison-Wesley.

Oxford, R. (1990). *Language learning strategies: What every teacher should know.* New York: Newbury House.

Yashima, D. J. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal, 86*, 54-66.

APPENDIX

Communication Anxiety (Apprehension)

Directions: Below are 5 situations in which a person might need to communicate. Please indicate how nervous you believe you will feel about communicating in English in each

of the situations described below. Indicate in the space provided at the left of each item the percentage of time you would feel nervous.

Presume 0% = I would never feel nervous and 100% = I would always feel nervous
_____ 1. Buying clothes in a department store in the US.
_____ 2. Ordering a complete meal in English.
_____ 3. Talking about my favorite hobby or interest in English
_____ 4. Giving a brief description of a picture in English.
_____ 5. Giving directions in English.

Perceived Competence

Directions: Below are 5 situations in which a person might need to communicate. People's abilities to communicate effectively vary greatly and sometimes the same person is more competent at communicating in one situation than in another. Please indicate how competent you believe you are in communicating in English in each of the situations described below. Indicate in the space provided to the left of each item your estimation of your competence.

Presume 0% = completely incompetent and 100% = completely competent
_____ 1. Buying clothes in a department store in the US.
_____ 2. Ordering a complete meal in English.
_____ 3. Talking about my favorite hobby or interest in English
_____ 4. Giving a brief description of a picture in English.
_____ 5. Giving directions in English.

Willingness to Communicate

Directions: Below are 5 situations in which a person might choose to communicate or not to communicate. Please assume that you have completely free choice to initiate or avoid communication. Please indicate in the space at the left the percentage of times you would choose to communicate in English in each type of situation.

0% = never willing to communicate, 100% = always willing to communicate
_____ 1. Buying clothes in a department store in the US.
_____ 2. Ordering a complete meal in English.
_____ 3. Talking about my favorite hobby or interest in English
_____ 4. Giving a brief description of a picture in English.
_____ 5. Giving directions in English.

Actual Oral Proficiency Scoring

The researcher will score 5 speaking tasks according to “Oral Language Scoring Rubric”.

_____ 1. Buying clothes in a department store in the US. (Using pictures of clothes; pretending the interviewer is a clerk)

_____ 2. Ordering a complete meal in English. (Using pictures of the menu)

_____ 3. Talking about my favorite hobby or interest in English

_____ 4. Giving a brief description of a picture in English. (Using pictures of rooms or offices)

_____ 5. Giving directions in English. (Using maps)

Oral Language Scoring Rubric
(adapted from O'Malley & Pierce, 1996, p. 66)

Rating	Description
5	● Communicates competently in social (and classroom) settings (Speaking) ● Speaks fluently (Fluency) ● Has mastered a variety of grammatical structures (Structure) ● Uses extensive vocabulary but may lag behind native-speaking peers (Vocabulary)
4	● Speaks in social (and classroom) settings with sustained and connected discourse; any errors do not interfere with meaning (Speaking) ● Speaks with near-native fluency; any hesitations do not interfere with communication (Fluency) ● Uses a variety of structures with occasional grammatical errors (Structure) ● Uses varied vocabulary (Vocabulary)
3	● Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations (Speaking) ● Speaks with occasional hesitation (Fluency) ● Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (Structure) ● Uses adequate vocabulary; some word usage irregularities (Vocabulary)
2	● Begins to initiate conversation; retells a story or experience; asks and responds to simple questions (Speaking) ● Speaks hesitantly because of rephrasing and searching for words (Fluency) ● Uses predominantly present tense verbs; demonstrates errors of omission (Structure) ● Uses limited vocabulary (Vocabulary)
1	● Begins to communicate personal and survival needs (Speaking) ● Speaks in single-word utterances and short patterns (Fluency) ● Uses functional vocabulary (Vocabulary)

Hyun Jin Kim
Cheonju National University of Education
135 Sugok-dong, Heundeok-gu
Cheongju, Chungbuk, 361-712, Korea
Tel: (043) 299-0822 / C.P.: 011-389-1124
Email: 37hjkim@hanmail.net

Nami Iwaki
AC21 General Secretariat
Education Center for International Students
Nagoya University
Tel: +81-(0)52-789-5686
Email: iwaki@ecis.nagoya-u.ac.jp

Received in September 30, 2008
Reviewed in October 14, 2008
Revised version received in December 10, 2008