

L2 Learners' Anxiety, Self-Confidence and Oral Performance

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Abstract

This study examined the relationships between L2 learners' anxiety, self-confidence and oral performance. The participants were 132 Korean college students who enrolled the English conversation classes in 2004. Questionnaires related to anxiety and self-confidence were given to the students and their oral performances were assessed in terms of LATEFL's criteria. Factor analysis indicated that communication anxiety, criticism anxiety, examination anxiety were the main components of anxiety, while situational confidence, communication confidence, language potential confidence and language ability confidence were the components of self-confidence for Korean learners of English. The results of the analyses showed that there were significant effects of anxiety and self-confidence on L2 learners' oral performance: The higher anxious the students were about speaking English, the lower scores they gained on their oral performance; The higher confident they were, the higher oral performance they showed. The correlation analysis of anxiety/confidence and the elements of oral performance showed that confidence was more closely correlated with the L2 learner's attitude and interaction including communication strategies and social conversation skills of oral performance, while anxiety was more negatively correlated with the L2 learner's range of oral performance such as vocabulary and grammar.

1. Introduction

More and more attention has been drawn to the individual variations in language learning since 1970s. Individual variations can be attributed to cognitive and affective sides of language learning. Accordingly, both cognitive and affective sides of language learning may be considered in order to achieve successful language learning and teaching. However, actually, until now, research and attention have been concentrated on cognitive aspects of the learner.

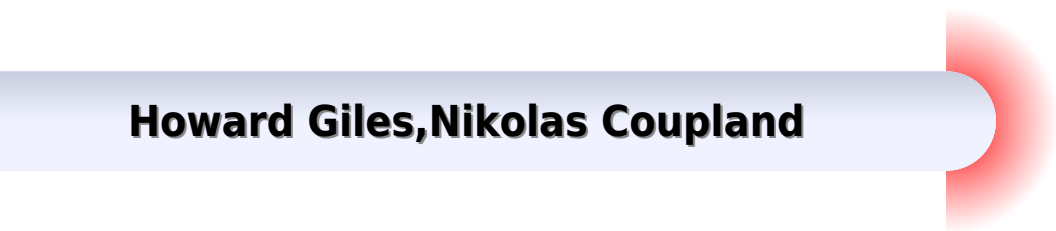
Affect in language learning involves various aspects of emotion, feeling, attitude of the learner. Affective sides of language learners may influence the learners' language learning processes, positively or negatively. Thus, a right understanding of affect in foreign language learning can lead to more effective language learning and teaching.

Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor aural/oral performance. One of the personal factors, which are highly correlated with anxiety, is self-confidence. Self-confidence involves judgments and evaluations about one's own value and worth. Self-confidence can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language. On the other hand,

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L2 Learners Anxiety Self Confidence And Oral Performance

Howard Giles, Nikolas Coupland



L2 Learners Anxiety Self Confidence And Oral Performance:

The Routledge Handbook of Second Language Acquisition and Speaking Tracey M. Derwing, Murray J. Munro, Ron I. Thomson, 2022-03-10 This Handbook is a comprehensive volume outlining the foremost issues regarding research and teaching of second language speaking examining such diverse topics as cognitive processing articulation knowledge of pragmatics instruction in sub components of speaking e g grammar pronunciation and vocabulary and the attrition of the first language Outstanding academics have contributed chapters to provide an integrated and inclusive perspective on oral language skills Specialized contexts for speaking are also explored e g English as a Lingua Franca workplace and interpreting The Routledge Handbook of Second Language Acquisition and Speaking will be an indispensable resource for students and scholars in applied linguistics cognitive psychology linguistics and education

International Journal of Language Studies (IJLS) - volume 7(1) Mohammad Ali Salmani Nodoushan, 2012-11-18 Papers in this issue by James Dean BROWN 1 32 Peter MASTER 33 58 Glenn S HADIKIN 59 78 Mohammad Ali SALMANI NODOUSHAN 79 102 Noparat TANANURAKSAKUL 103 116 Jonathan Rante CARREON Eliza C ANDERSON Aaron M VANDERHOFF Stephen Pax LEONARD 151 174 Azizeh CHALAK Hossein HEIDARI TABRIZI 175 184

UPRT 2021: Studies in English Applied Linguistics Adrienn Fekete, Kornél Farkas, Krisztián Simon, Réka Lugossy, 2023-08-31 English Linguistics, Literature, and Language Teaching in a Changing Era Suwarsih Madya, Willy A. Renandya, Masaki Oda, Didi Sukiyadi, Anita Triastuti, Ashadi, Erna Andriyanti, Nur Hidayanto P.S.P, 2019-10-22 This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives from linguistics to literature to language teaching and learning The chapters present snippets of thoughts and critical reflections findings from action research and other methodologies and essays on troubling topics for language teachers The authors are researchers experienced teachers and students engaged in exploratory research The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts both educational and regional There is something in this book for everybody

Contemporary Issues in Foreign Language Education Małgorzata Baran-Łucarz, Anna Czura, Małgorzata Jedynak, Anna Klimas, Agata Słowik-Krogulec, 2023-05-02 This edited volume offers an insightful theoretical conceptualization of issues central to 21st century foreign language learning and teaching Drawing on research results obtained in the fields of pedagogy social psychology and sociology of education this book provides a comprehensive practical exploration of issues experienced by researchers in Poland and in Europe and which can easily find far reaching implications in other educational contexts Part I Focus on the Teacher includes seven texts discussing topics relevant to teacher initial and in service education as well as the functioning of foreign language instructors in educational systems The eight contributions included in Part II Focus on the Learner explore learner internal and learner external factors that affect the effectiveness of the language learning process The exploration of key contemporary topics and the wide range of

methodologies applied make this book of high relevance to Second Language Acquisition scholars teacher educators teachers and language education policy makers **Introducing Second Language Acquisition** Muriel Saville-Troike, 2005-11-17

Written for students encountering the topic for the first time this is a clear and practical introduction to second language acquisition SLA It explains in non technical language how a second language is acquired what the second language learner needs to know and why some learners are more successful than others The textbook introduces in a step by step fashion a range of fundamental concepts such as SLA in adults and children in formal and informal learning contexts and in diverse socio cultural settings and takes an interdisciplinary approach encouraging students to consider SLA from linguistic psychological and social perspectives Each chapter contains a list of key terms a summary and a range of graded exercises suitable for self testing or class discussion Providing a solid foundation in SLA this book is set to become the leading introduction to the field for students of linguistics psychology and education and trainee language teachers *Language Arts in Asia* Christina DeCoursey, 2012-01-17 This volume is the first of a series contributing to the academic study of Language Arts as an English language teaching paradigm Language Arts has been widely used in native English speaking countries including Australia and New Zealand Its recent adoption into the second language teaching curriculum in Hong Kong as well as similar initiatives within secondary and tertiary education in mainland China enhances its interest to scholars studying second language teaching and learning in Asian contexts This book offers many papers and discussions of interest to teachers language professionals scholars and administrators Its chapters explore current topics in Language Arts research including trends in the rapprochement of stylistics and linguistics teaching approaches and learning outcomes At the same time they offer diverse theoretical and methodological approaches of interest to the practitioner and policy maker as well as the researcher The value of this volume lies particularly in strengthening the theoretical and methodological foundations of Language Arts The use of literature and the arts in humanist education has a long history within Europe being traditionally appreciated for its ability to transform leaders instill finer sensibilities and question social ills In its postcolonial incarnations as the traditional subject areas were informed by critical and linguistic theories language arts subject areas were less often used as they were understood to offer opportunities to analyse their functions as apology for leaders coopting the young and pacifying dissent but less often used to teach second language skills Language Arts curricula arising since the 1980s have increasingly embraced authentic voices styles and genres Contemporary Language Arts curricula use literature to teach reading based and communication skills in conjunction with critical and creative thinking The movement of English language education beyond native English shores has placed Language Arts into a World Englishes frame and therefore its curricula have included the teaching ethics civics and intercultural sensitivity The explosion of media and digital communications of the 1990s led to the adoption of media literacy as a crucial Language Arts skill As digital innovations continue to impact the teaching of English Language Arts has adopted multiliteracies These developments are represented in the papers included in

this volume **New Media Communication Skills for Engineers and IT Professionals: Trans-National and Trans-Cultural Demands** Patil, Arun, Eijkman, Henk, Bhattacharyya, Ena, 2012-03-31 The communication demands expected of today's engineers and information technology professionals immersed in multicultural global enterprises are unsurpassed. New Media Communication Skills for Engineers and IT Professionals: Trans National and Trans Cultural Demands provides new and experienced practitioners, academics, employers, researchers, and students with international examples of best practices in new as well as traditional communication skills in increasingly trans cultural digitalized hypertext environments. This book will be a valuable addition to the existing literature and resources in communication skills in both organizational and higher educational settings, giving readers comprehensive insights into the proficient use of a broad range of communication critical for effective professional participation in the globalized and digitized communication environments that characterize current engineering and IT workplaces.

Effects of L2 Affective Factors on Self-Assessment of Speaking Noriko Iwamoto, 2015 This study was an investigation of the validity of students' self-assessment of L2 oral performance, the influences of L2 affective variables on their self-assessment bias, and the degree to which the influences of L2 affective variables differ between high and low proficiency learners. The participants were 389 science majors from two private Japanese universities. A questionnaire was administered using items based on the Attitude/Motivational Test Battery (Gardner, 1985), the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986), the Rosenberg Self-Esteem Scale (Rosenberg, 1965), Sick and Nagasaka's (2000) Willingness to Communicate Scale, and items designed to measure motivation adapted from Gardner, Tremblay, and Masgoret (1997), Yashima (2002), Irie (2005), and Matsuoka (2006). A factor analysis identified seven factors in the questionnaire data: Self-Esteem, L2 Speaking Anxiety, L2 Willingness to Communicate, Attitude Toward Learning to Speak English, L2 Speaking Motivational Intensity, Desire to Learn to Speak English, and L2 Speaking Self-Confidence. The scales were further validated using the Rasch rating scale model. Student oral interviews were recorded and rated by five English teachers using an oral assessment scale based on the Kanda English Proficiency Test (Bonk & Ockey, 2003). Immediately after the interviews were completed, the participants were asked to consider how they perceived their own speaking performance and they rated their own performance from their memory using the same oral assessment scale that the teacher raters used. The oral assessment scale included the descriptions of the oral performances that match each level. The participants read the descriptions of each level and chose a level that they thought matched their own performance. The study produced four main findings. First, a multi-faceted Rasch analysis revealed that the participants rated their own L2 speaking more severely than the teacher raters, and that the students' self-assessments were neither reliable nor consistent. Second, self-assessment bias measures were calculated and used to test a hypothesized structural model of how affective factors influenced self-assessment bias. The hypothesized model showed poor fit to the data, possibly due to the poor reliability of the self-assessment measures. Multiple regression analyses conducted as a follow-up analysis revealed that participants with

greater Desire to Learn to Speak English tended to underestimate and those with greater L2 Speaking Self Confidence tended to overestimate their own speaking performance Third 106 participants whose self ratings were similar to the teachers ratings were compared with other students in order to examine their distinctive features However no significant differences in L2 oral proficiency or affective variable measures were found between the two Therefore those whose self assessments agreed with teachers could have resulted in some agreements that occurred by chance alone Finally 100 higher proficiency students were compared with 100 lower proficiency students and the results showed that the higher proficiency students with greater Desire to Learn to Speak English generally underestimated their L2 speaking proficiency while those with higher Self Esteem and greater L2 Speaking Self Confidence tended to overestimate it Lower proficiency students with greater L2 Speaking Self Confidence tended to overestimate their L2 speaking proficiency The results suggest that the self assessment of L2 speaking might not be a sufficiently reliable or consistent assessment tool Therefore if teachers are considering including self assessment in a speaking class self assessment training should be conducted Additionally giving L2 learners more opportunities to speak the L2 can help them notice gaps between their productions and those of proficient speakers which might lead to more accurate self assessment Second although some studies utilized only one teacher rater five teacher raters in this study displayed a great deal of diversity and exhibited unique bias patterns so multiple raters should be employed and Facets analyses should be employed because the multi faceted Rasch model provides person ability estimates that are adjusted for rater bias Finally the use of multi faceted Rasch analysis is useful for examining oral data because unlike raw scores multi faceted Rasch analysis provides detailed information concerning speaker ability rater severity and category difficulty Moreover while most researchers have utilized self assessment raw scores in this study bias measures of self assessment were calculated using Facets which indicated that the bias measures produced different outcomes compared with self assessment scores

Linguistics and Language Behavior Abstracts ,2009 □□□□ ,2009

Applied Language Learning ,2000 **Language** Howard Giles,Nikolas Coupland,1991 Aims to synthesize work in social psychology communication science sociolinguistics and discourse analysis Begins with theory and proceeds to a consideration of actual contexts such as ethnolinguistic expression bilingualism health and ageing where language and social forces interact American Doctoral Dissertations ,2000 The Education Index ,1987 **Current Index to Journals in Education** ,1993 *L2 Learners'oral Performance on Independent and Integrated Tasks* Fabiana Boos

Vásquez,Universidade Federal de Santa Catarina. Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente,2004 The main objective of the present study is to investigate the impact two different types of tasks independent tasks and integrated tasks have upon 15 L2 learners oral performance in terms of fluency accuracy and complexity After the quantitative analysis data was presented to 4 expert raters who judged participants oral performance Results revealed that task 1 an independent task whose task topic is familiar to the participant and planning time of 1 minute

is given yielded more fluent and accurate speech Integrated tasks on the other hand produce more complex speech if contextual support is provided and planning time of 5 minutes is given Findings revealed the existence of two trade offs operating in the participants speech samples The first trade off is that between accuracy and complexity whereas the second trade off is that between fluency and complexity The results from the present study may call teachers attention to the value of the design of the oral task so that teachers can assess learners oral production successfully Presentation Anxiety Amongst L2 Learners Nurun Najmee Hasenan,2012 Psychology-Based Activities for Supporting Anxious Language Learners Neil Curry,Kate Maher,2024-04-18 A quiet anxious class can be an uncomfortable learning experience for all concerned yet it can be a situation language educators regularly face This volume offers a range of activities which teachers can use with both classes and individual students to reduce their anxiety and increase their confidence for speaking Drawn from a variety of theoretical backgrounds and educational contexts the activities are presented in a clear and easy to follow format allowing educators to choose according to the needs of their students and style of instruction By describing the theories reasons and events which gave rise to the development of the activities readers will be able to recognise their own experiences and easily realise how they might put the activities into practice in their own situations Theories and practices explored include mindfulness flow practices self esteem theory Stoic philosophy attribution retraining Cognitive Behaviour Therapy CBT and positive evaluation Effect of Public Speaking Anxiety on Student Academic Learning in Oral Performance Courses Rodger Clayton Bednar,1991

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