## Appendix

### The Rating Scale of Oral and Written Performance

| A. Vocabulary | Vocabulary inadequate even for the most basic parts of the intended communication.  
|               | Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.  
|               | Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.  
|               | Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution. |
| B. Cohesion   | Cohesion almost totally absent. Language so fragmentary that comprehension of the intended communication is virtually impossible.  
|               | Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.  
|               | For the most satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.  
|               | Satisfactory use of cohesion resulting in effective communication. |
| C. Fluency    | No clear flow of language and language is difficult to comprehend.  
|               | Weak flow of language and language is comprehended with some difficulty.  
|               | Language flows reasonably and language is quite comprehensible.  
|               | Language flows smoothly and language is easily understood. |
| D. Relevance and adequacy of content | The answer bears almost no relation to the task set. Totally inadequate answer.  
|               | Answer of limited relevance to the task set. Possibly major gaps in the treatment of topic and/or pointless repetition.  
|               | For the most part answers the tasks set, though there may be some gaps or redundant information.  
|               | Relevant and adequate answer to the task set. |
| E. Adequacy and strength of arguments | Few or no relevant arguments given.  
|               | Some relevant arguments given.  
|               | Sufficient number of arguments given, but some are not convincing.  
|               | Sufficient convincing arguments given. |

### Ideal L2 Self

- I can imagine myself speaking English as if I were a native speaker of English.
- I can imagine myself studying in a university where all my courses are taught in English.
- I imagine myself writing English e-mails/letters fluently.
- I can imagine myself living abroad and having a discussion in English.
- Whenever I think of my future career, I imagine myself using English.
- I can imagine myself speaking English with international friends and colleagues.
- I can imagine myself living abroad and using E. effectively for communicating with locals.
- I can imagine a situation where I am speaking English with foreigners.
- I imagine myself as someone who is able to speak English.
- The things I want to do in the future require me to use English.

### Communication Apprehension

- I never feel quite sure of myself when I am speaking in my foreign language class.
- I start to panic when I have to speak without preparation in language class.
- I would not be nervous speaking the foreign language with native speakers.
- I feel confident when I speak in foreign language class.
- I feel very self-conscious about speaking the foreign language in front of other students.
- I get nervous and confused when I am speaking in my language class.
- I feel overwhelmed by the number of rules I have to learn to speak a foreign language.
- I get nervous when I don’t understand every word the language teacher says.