

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.
