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分野/Field: Speaking, Pronunciation

Investigating Anxiety in L2 Pronunciation Learning

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Horwitz, Horwitz, and Cope (1986) distinguished language anxiety from a trait anxiety and demonstrated that language anxiety experienced in the process of learning foreign language is specific and unique. With respect to the effects of anxiety on language learning, early studies reported inconclusive findings and the relationship between anxiety and learning is not linear. Some researchers found a negative relationship between language anxiety and language achievement (Aida, 1994; Bailey, 1983; Horwitz, 1988; Krashen, 1985; Krashen, 1982; Phillips, 1992), and others reported no effects or facilitating effects (Kleinmann, 1977; Scovel, 1978). In investigating language anxiety, several scales have been developed to measure foreign language anxiety and they have greatly contributed to the development of foreign language anxiety research: the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986), Language Class Discomfort Scale (Ely, 1986), Writing Apprehension Scale (Daly & Miller, 1975), and the Foreign Language Reading Anxiety Scale (Saito, Garza, & Horwitz, 1999). Furthermore, a growing body of research on L2 anxiety in language learning has dealt with its relationship with various skill proficiencies: reading (Matsuda & Gobel, 2001; Saito et al., 1999; Sellers, 2000), writing (Cheng, Horwitz, & Schallert, 1999; Cornwell & McKay, 2000), and listening (Kim, 2000). However, very little research has examined the effects of anxiety in the process of L2 phonology learning. Therefore, the purpose of this exploratory study is to investigate anxiety affecting L2 pronunciation learning.

Method

Participants. Participants were female students enrolled in phonetic classes at a college in Osaka, Japan ($N=280$). They were first-year students majoring in English who have been studying at the college for a month. They fell between ages 18 and 19 and their L1 was Japanese.

Materials. As there were no previous questionnaires investigating learners' anxiety over pronunciation, and studies in anxiety related to speaking in the foreign or second language class were relatively scarce (Young, 1990), a questionnaire was developed for this study. The items used by Aida (1994), Cornwell and McKay (2000), Horwitz (1988), Horwitz et al. (1986), Saito et al. (1999), and Saito and Samimy (1996) consisted of the central part of the questionnaire. Furthermore, some items were added from questionnaires on

pronunciation learning studies (Madden & Moore, 1997; Yoshida, 2003). For face validity and content validity of the questionnaire, several administrators, college professors and instructors with experience in phonetics were asked to review the items.

Procedures

About one week before administrating the questionnaire, the researcher addressed all the first-year students in an assembly and explained that the questionnaire was going to be distributed in phonetics classes and asked for their cooperation. Next, five course teachers were instructed on the nature and the purpose of the questionnaire, and they distributed the questionnaires in their classes, informing the students that the questionnaires would have no influence on their grades. Participants, who were given the questionnaires by their course instructors, completed the questionnaires at home in April, 2002.

Results & Conclusions

An exploratory factor analysis will be performed to analyze the data. The results and conclusions are to be discussed in the presentation.

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