

which related to their future self affects the formation of a clearer image of ideal L2 self, which is essential in enhancing L2 motivation. This hypothesis, however, is not examined in relation to other important concepts in the L2 motivational self system (i.e., ought-to L2 self and L2 learning experience). The purpose of this study, therefore, is to validate, in an EFL context, the L2 motivational system and the hypothesis we proposed. An SEM model was constructed and tested with a sample of 151 Japanese university students. The model showed that ideal L2 self has a positive impact on L2 motivation, whereas it has a negative impact on L2 anxiety. The model also indicated that L2 learning experience has a strong impact not only on L2 anxiety but also on ought-to L2 self. In addition, the model indicated that perceived amount of information has affected ideal L2 self and L2 anxiety. These findings are discussed in terms of the validation of L2 motivational self system in an EFL context.

S004

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**Reconceptualizing Anxiety in the Communicative
Japanese EFL Classroom: Multiple
Self-presentational Sources**

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This presentation proposes an improved conceptualization of foreign language (FL) classroom anxiety in the Japanese educational context, highlighting student-student speaking interaction, and focusing on three specific self-presentational sources of anxiety: (1) poor FL communicative competence, (2) poor message by using a FL, and (3) poor skill to maintain social relationships.

Until now, research on FL classroom anxiety in Japan has incorporated the conceptualization embodied in Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS). However, research using the FLCAS is subject to important conceptual limitations. First, FLCAS was developed for North American cultural contexts, and may not be valid for different cultural contexts. Second, FLCAS does not differentiate among task types in communicative classrooms. For example, the FLCAS item that inquires about feeling "very self-conscious about speaking the FL in front of other students" may be answered based on experience of speaking in front of the whole class by some respondents, while others may respond based on their anxious experience during group work activities. Third, FLCAS fails to reveal the specific sources of interpersonal concerns in FL communicative classroom. Even if a certain FL speaking task seems to provoke the same level of anxiety arousal among learners, the types of interpersonal evaluations that students fear vary among them. In the FLCAS item introduced above, some students worry about a peer negative evaluation of their poor FL communicative competence, others of their inadequately expressed message, and still others of inadequate maintenance of social relationships while speaking the FL.

This presentation, therefore, theoretically revises the existing construct of FL classroom anxiety in two ways: by specifying the construct to reflect more closely the situation in Japanese FL classrooms, and by extending a theory of self-presentational social anxiety toward revealing the deeper sources of interpersonal concerns in student-student speaking interaction.