

Japanese University Students' Willingness to Communicate in English: The Serendipitous Effect of Oral Presentations

Rieko Matsuoka*

National College of Nursing

Kahoko Matsumoto

Tokai University

Gregory Poole

Doshisha University

Misato Matsuoka

Warwick University

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This study examines the ways in which college students in Japan overcame sensitivity to external evaluation and increased their willingness to communicate in English. It is not uncommon for university students in Japan, who are otherwise proficient speakers of English and motivated to learn, fail to exhibit English competency in real communication situations. In interviews with students and teachers we discovered that sociocultural factors impede spontaneous communication, resulting in a reduced level of willingness to communicate in the students' L2, English. The social norms of the language classroom at a Japanese university create a milieu where individual students are sensitized to the social appropriateness of their communication acts. Since these norms are related to both the speech community of college students as well as larger societal expectations, including the concept of '*seken*' (public eye), we suggest that language educators need to consider carefully the social context of the Japanese student language community when facilitating individuals' development of English language competence. Serendipitously we discovered that communication apprehension decreased when socially appropriate acts of communication were encouraged. The participants for this study read books (graded readers) of their own selection individually as a part of reading classes and gave in-class presentations, an idea self-initiated by the students themselves. Without any explicit attempt at boosting their levels of willingness to communicate, the participants of this study reported that they gained higher self-perceived communicative competence and felt more comfortable in speaking.

* First and corresponding author: Rieko Matsuoka

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1 Introduction: Serendipity

“OED states that ‘serendipity’ is ‘a word coined by Horace Walpole who says that he had formed it upon the title of the fairy-tale “The Three Princess of Serendipity...”’ At present, ‘serendipity’ usually means ‘the knack of spotting and exploiting good things encountered accidentally’” (Goodman, 1961, p454). Leo Goodman (1961) also adds that ‘serendipity’ is exemplified by research directed toward the test of one hypothesis yielding a fortuitous by-product, and unexpected observation which bears upon theories not in question when the research was begun.

This study started from a suggestion by one student who was himself engaged in extensive reading as part of an English as a Foreign Language (EFL) class. In response to a questionnaire administered in 2011, he suggested that students should give a presentation on the book they read. Taking up his suggestion, the reading classes in 2012 included in-class presentations in Japanese. Though they were encouraged to use English, only two students did so. In this first year most students made their presentation in Japanese. In 2013, however, this in-class presentation was conducted in English. The participants were allowed to use Japanese with some handicap in scoring; consequently, all the students except two conducted their presentations in English. The original aim of this classwork was to encourage them to read the readers and share the book, not necessarily to foster an increase in their willingness to communicate in English. However, results of this activity showed an unexpected positive effect of lessening their communication apprehension, a fortuitous by-product or ‘serendipity.’

In Japan, quite a few college students, who are otherwise sufficiently proficient and highly-motivated in learning and speaking English, seem to struggle in exhibiting their English competency in real communication situations. In the process of investigating the underlying factors impeding their spontaneous communication, by interviewing students and teachers it was discovered that social norms of the language classroom at a Japanese university create a milieu where individual students are sensitized to the social appropriateness of their communication acts. This social context reduces their levels of willingness to communicate in English, as pointed out in the previous studies (e.g., Matsuoka, 2009; Yashima, 2002).

On the other hand, the extensive reading approach, endorsed by the input-hypothesis (Krashen, 1982), is a prevailing method of language instruction at the English educational sites in Japan. Reading books that the students themselves have selected with guidance from teachers, fits well with

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the accepted social norms of a university language classroom, including the long-held practice of silent, autonomous learning through grammar-translation (*yakudoku*) (Matsuoka & Evans, 2010; also Terauchi, 2001). The lead author has applied this approach of extensive reading and oral presentation for several years with positive feedback from motivated university students, and in this study we investigate how this method may result in reducing communication apprehension and sensitivity to external evaluation, while raising their levels of willingness to communicate.

According to Educational Testing Service, producers of the Test of English as a Foreign Language (TOEFL), Japan has recently been ranked as second lowest out of 30 Asian countries in terms of proficiency scores, and this ranking is often cited as an indicator that Japan as a nation is failing in the task of foreign language education (Hongo, 2014). Observers have mentioned time and again since the Restoration that “the time has come” to create a more globalized workforce and to do so the Japanese Ministry of Education and educators across the nation need to take more significant steps toward boosting citizens' communication competence in English (e.g., Jenkins, 2007).

Unfortunately, English proficiency does not guarantee communication skills in English. Indeed, work on the history of English education in Japan has described a “modernization” project that, since the emergence of the nation-state in the Meiji period (1868-1912), has included as a fundamental policy a focus on foreign language study (e.g., Fujimoto-Adamson, 2006; Seargent, 2009). However, the perception persists that Japanese citizens are not communicatively competent in English (Poole, 2005). One article from the Japan Times (Gattig, 2012), for example, harshly criticizes the teaching and learning practices in language classrooms at a lower profile Japanese college.

On the other hand, prior studies suggest that English proficiency is not correlated to English communication skills among Japanese college students, and that learners both proficient and motivated in English communication have failed to convey this competency in communication situations (e.g., Poole, 2005; Matsuoka, 2009). This research reveals even proficient learners have had difficulty in communicating in English. Evidence observed by the authors based on the students' actual voices has suggested that hardworking students are overly conscious of errors and less willing to communicate in English in order to avoid socially inappropriate communication acts in the “public eye” (*seken*), an awkward embarrassment which may be avoided by keeping silent. Students also express the belief that making grammatical mistakes should be avoided, an understanding that is reinforced by their English teachers. This belief may be rooted in cultural practices that pervade educational themes in teaching and learning in Japan generally (Rohlen & LeTendre, 1996). This implies that socio-cultural features of the university classroom seemingly impede Japanese students from being more

communicative in English, and these social norms of the “small culture” (Holliday, 1999) of the language classroom might be derived from the larger Japanese educational milieu. Many teachers have observed over the years that the same children who are very willing to communicate in English in a pre-school classroom lose this willingness by the time they are secondary school students.

1.1 Theoretical background

1.1.1 Willingness to communicate (WTC)

According to McCroskey (1997), WTC refers to the probability of engaging in communication when the opportunity is given. In the first language (L1), WTC is regarded as the stable predisposition to talk that is affected by personal traits, such as the degree of introversion or extroversion. Whether one decides to communicate is a volitional choice that involves cognition, and cognition about human communication is heavily influenced by the personality of the individual, though many situational variables, such as cultural conventions, how the person feels on a given day, what communication the person has had with others recently, who the other person is, what that person looks like, what might be gained or lost through communicating, and other demands on the person’s time, can strongly influence communicative behavior (McCroskey & Richmond, 1990b).

1.1.2 The WTC construct

According to McCroskey and Richmond (1990a), WTC is negatively correlated with introversion and communication apprehension and positively correlated with self-perceived communication competence and these correlations are present in a variety of sociocultural contexts. WTC has been found to correlate with introversion from $-.19$ to $-.43$, with communication apprehension from $-.44$ to $-.52$, and with self-perceived communication competence from $.44$ to $.80$ based on the data that McCroskey and his associates gathered. The two principal antecedents of the WTC scale are communication apprehension and self-perceived communication competence. Introversion was excluded because it was considered to be an individual’s natural disposition.

1.1.2.1 Communication apprehension

Communication apprehension is defined as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977, p. 78). McCroskey (1984, 1997) categorized the original two types of communication apprehension, trait-like

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communication apprehension and situational communication apprehension. Trait-like communication apprehension is viewed as a relatively enduring and personality-type orientation that is stable in various contexts. Situational communication apprehension represents the reactions to the situational constraints generated by a given person or group in a given context.

McCroskey (1984, 1997) also proposed causes for two types of communication apprehension. The etiology of trait-like communication apprehension was given two explanations: hereditary and environmental. Trait-like communication apprehension is considered the character that a person has gained through both a natural factor (i.e., heredity) and an acquired factor (i.e., the environment). Situational communication apprehension was hypothesized to be caused by two elements: degree of evaluation and the individual's perception of their prior history, if any (McCroskey, 1997).

Communication apprehension has been identified as one of the strongest factors in reducing the level of willingness to communicate among Japanese college students (Matsuoka, 2006, 2009). Communication apprehension, identified as a psychological phenomenon called social anxiety, is experienced by people speaking before others, as Young (1991) observed. Accordingly, communication apprehension is likely to be a primary reason for the avoidance or disruption of communication.

In cross-cultural communication apprehension research (Klopf, 1986), Japanese were reported to be significantly more apprehensive than all other groups: Americans, Australians, Koreans, Micronesian, Chinese and Filipinos. In the Japanese university context specifically, McCroskey, Gudykunst, and Nishida (1985) found that students had a high degree of communication apprehension in both Japanese and English.

Similarly, Berger and McCroskey (2004) reported that a great number of pharmacy students have high communication apprehension and the program developed for reducing their high communication apprehension turned out to be effective. Their study implies that there might be differences among the Japanese students depending on their majors and that there exists a possibility of effective intervention for reducing communication apprehension.

1.1.2.2 Self-perceived communication competence

Communication competence is primarily dependent on cognition, communication skill depends on motor activity to a large degree, and communication affect concerns the emotional side of communication. Communication competence, the individual's ability to properly process information both productively and receptively (Sellers & Stacks, 1991), can be developed with low communication apprehension, because low communication apprehension, which is not a behavioral but a cognitive

construct (McCroskey & Richmond, 1990a), should not block an individual's ability to become adept at processing information. However, when communication apprehension is high, learners may be unable to acquire an appropriate degree of communication skill because learners with high communication apprehension may become too nervous to fully concentrate on the acquisition of those skills. Positive communication affect is fostered via low communication apprehension, and high communication apprehension can reduce the level of positive affect toward communication behaviors. Therefore, as McCroskey (1984, 1997) pointed out, in individuals with high communication apprehension, the communication learning process may be disturbed. McCroskey (1984, 1997) concluded that high communication apprehension is strongly associated with ineffective communication.

On the other hand, McCroskey (1997) reported that Phillips' (1968) early study of reticence, which is the earliest origin of WTC, showed that a lack of communication skills is one of the causes of reticence; however, actual communication competence failed to materialize as a strong determinant of WTC in previous work on reticence (e.g., Kelly, 1984). However, self-perceived communication competence, which indicates the level of communication competence or skills that individuals perceive themselves to possess, has been found to correlate positively with WTC. McCroskey (1997) predicted a substantial positive correlation between the self-perception of communication competence and WTC scores, and this prediction was confirmed across cultures with positive correlations between self-perceived communication competence and WTC in Sweden (McCroskey, Burroughs, Daun, & Richmond, 1990) and in Micronesia (Burroughs & Marie, 1990). McCroskey (1997) also postulated that WTC, communication apprehension, and self-perceived communication competence, which are distinct constructs, are related in predictable ways. He proposed that WTC is the best predictor of actual communication approach/avoidance behavior, while communication apprehension and self-perceived communication competence may measure the factors that make the major contributions to the prediction of a person's WTC.

1.1.3 Other-directedness

Other-directedness refers to mental sensitivity towards the outside world, or "others," and is the other important concept and construct in the present study since it may generate communication apprehension and affect communication behaviors.

The concept of other-directedness is derived from two sources; Kuwayama (1994) mentions that the Japanese sense of self is embedded in the reference "other" orientation, because it is relational, interactional, interdependent, situational, contextual, relative, collective, group-oriented, and socio-centered. Lebra (2004) postulates that Japanese people sense their

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self as 'subject I' – the unique individual self – and as 'object me' – the social self, which is affected by others. She quoted Athens' 'soliloquy' as the self, from George Mead who asserts that self emerges only through the internalization of others' perspectives and expectations, by linking two sides of self: self as subject I and self as object me, or the unique, individual self and the social self, susceptible to others.

Japanese society seems to value individuals who project an attitude of "other-directedness." Although this "other-directedness" may function to increase individual motivation to communicate in English, it is more likely that in social settings sensitivity towards "the other" might increase communication apprehension and concomitantly decrease the level of willingness to communicate. As social animals, all humans probably maintain a certain level of communication apprehension. However, prior sociological and anthropological studies have pointed out a special propensity in Japan for "other-directedness" (e.g., Kuwayama, 1992, 2003; Maynard, 1997). The following concepts describe the features related to "other-directedness".

1.1.3.1 Embarrassment: Face

Goffman (1956) explicates how "embarrassment" occurs when the expressive facts at hand threaten or discredit "face" or one's expected social role or identity. In a study of "embarrassment" related to communication apprehension (Withers & Vernon, 2006), embarrassment predicted communication apprehension. Their study of embarrassment will be useful for the research on communication apprehension though their participants are not Japanese but Americans. Embarrassment and shame are different in nature; however, in the Japanese context, the notions of 'embarrassment' and 'shame' may overlap each other or 'embarrassment' may easily become 'shame' by losing 'face'. In actuality, some Japanese hardworking students confessed that they have avoided and/or minimized the occasions of speaking English for fear of losing 'face' as they would like to appear intelligent.

1.1.3.2 *Seiken* and the construction of social identity

Abe (2001) established the notion of *seiken* as a concept of the life-world similar to that postulated by Husserl (Didier, 2014). He argued that the notion of the individual or self in Japan is clearly different from that in Western contexts (see also Rosenberger, 1994), because individuals in Japan need to be viewed within the framework of *seiken*. Abe defines *seiken* as relationships outside those of family members. Each individual has a different *seiken* social structure, a web of relationships that Abe claims is pre-existing, though certainly a strong argument could be made for social actors constructing these relationships daily. In any event, these extra-familial relationships, *seiken*,

may actually strengthen a pre-disposition towards of “other-directedness” Japanese speech communities.

Lebra (2004) clarified how the Japanese construct their sense of self, using opposition logic and contingency logic. Following opposition logic, in the process of constructing a Western sense of self, subject and object are sharply differentiated based on the principle of the subject-object dichotomy. Citing the Geertz definition of the Western self, she explicates that the Western self is externally bounded in opposition to the other or non-self world, and is internally integrated into a whole with one’s own center. In contrast to opposition logic, Lebra proposes contingency logic, where the subject and object share the same space. In contingency logic, the way of looking at the subject and object, or the self and other, there is no self without the other, an operation that Lebra (2004) named “binding”. In this process, *seken* plays an important role as well. If in Japanese society individuals construct their social identity in this way, sensitivity towards “others” would make sense.

1.2 The purpose

The present study aims to examine the ways in which different WTC factors interplay in bringing this serendipitous result in a higher degree of WTC for a better communication through experiencing the oral presentations in class.

2 Methodology

2.1 Participants

One hundred three college students majoring in nursing from two first-year classes and two second-year classes participated in this study. There are 49 females and 4 males in the first-year classes and 47 females and 3 males in the second-year classes. The average age was 19.85 years old, ranging from 18 to 31. Regarding the English proficiency gauged by Newton e-learning diagnostic tests, the average scores of reading and listening of the 1st years were 67.8 and 68.0 and those of the 2nd years were 75.4 and 76.8 respectfully. The grand average scores were 72.5 for reading and 72.2 for listening (See Table 1). Therefore, based on the developer of these tests (Newton, 2010), their proficiency levels are upper-intermediate.

Table 1. Results of the Diagnostic Tests

Tests	1st years	2nd years	Average
Reading	67.8	75.4	72.5
Listening	68.0	76.8	72.2
Total	135.8	152.2	144.7

Both reading and listening tests are out of 100 scores.

2.2 Instrument: Questionnaire (see Appendix A)

The questionnaire consists of the following items; a) the number of books they read during the term; b) the details of the books; five 5-likert scaled items on 1) representative item of intrinsic motivation [I really want to be good at English] 2) representative item of extrinsic motivation [English is very important for my life] 3) self-evaluation on extensive reading 4) self-evaluation on making a speech 5) impression of listening to their classmates' speeches, and d) feedback comments on making a speech.

2.3 Procedure

The participants were required to read a book they selected from a small library composing of some two hundred various graded readers (Cambridge, Oxford, & Macmillan) for the reading class in the autumn term starting from October, 2013 to February, 2014. They read the book they chose, using 5 to 10 minutes at the beginning of each class and were expected to continue to read their chosen books outside of class. Then two to three students during each class time gave a presentation on that book they finished. Other students were given a small evaluation sheet where they wrote their feedback comments in addition to an assessment based on a 100-point grading rubric.

3 Results and Discussion

3.1 Number of books (see Table 2)

Regarding the number of books they read, the first years read an average of 2.05, the 2nd years 2.40, and the mean was 2.24. These figures suggest that the 2nd years read more books than the 1st years though they may not exhibit the precise amount of their readings as the page number of each book varies. After one year of college English education, the 2nd years are better in English proficiency (see Table 1) and it is safely surmised that they may feel more comfortable in reading a graded reader.

3.2 Attitudes (see Table 2)

For the 5-likert scaled items (see Appendix A), the item representative for intrinsic motivation [1. I really want to be good at English] generated 4.06 for the 1st years, 3.92 for the 2nd years, and the mean score was 3.99. This result indicates the 1st years have higher intrinsic motivation. The item of extrinsic motivation [2. English is very important for my life] generated 3.83 for the 1st years, 3.68 for the 2nd years and the mean score was 3.76. This result also shows that the 1st years have higher extrinsic motivation. These results

suggest that the 1st years have higher motivation levels both intrinsically and extrinsically. The differences, however, are not statistically significant.

The item of evaluation on extensive reading [3. I really enjoyed extensive reading] produced 3.34 for the 1st years, 3.30 for the 2nd years, and the mean score was 3.32. This part exhibits the 1st years and the 2nd years evaluate the extensive reading in almost the same manner. The item of evaluation on giving presentation [4. I really enjoyed presenting the book in class] produced 2.81 for the 1st years, 3.28 for the 2nd years, and the mean score was 3.04. Although the difference in this item is not statistically significant, the 2nd years have more positive attitudes toward in-class presentation. After having some chances in speaking English in class when they were in the 1st year, the 2nd years seem to be less resistant in speaking it. As discussed above, in many social contexts including the university classroom, Japanese may be more apprehensive in their communication than individuals in other Asian societies and cultural settings. However, the participants in this study have exhibited a reduction in communication apprehension. The item of evaluation on listening to their classmates' presentations [5. I really enjoyed listening to the presentations by my classmates] produced 3.66 for the 1st years, 3.50 for the 2nd years, and the mean score was 3.58. These figures may imply that the 1st years are more introverted and prefer to be passive and enjoy listening while 2nd years are more extroverted. The average numbers suggest that the participants as a whole prefer to be passive or feel more enjoyable in listening rather than making their own speeches. Since the presentations were conducted in class where the participants knew each other, the class dynamism may affect the ways in which they perceived the presentations.

Table 2. Attitudes towards Extensive Reading

Question item	1st years	2nd years	Mean	Std. Deviation
Number of books	2.05	2.40	2.24	.99
Intrinsic Motivation	4.06	3.92	3.99	.89
Extrinsic Motivation	3.83	3.68	3.76	.82
Extensive Reading	3.34	3.30	3.32	.73
Conducting Presentation	2.81	3.28	3.04	.92
Listening Presentations	3.66	3.50	3.58	.77

These numbers are out of 5-likert scale.

3.3 Feedback comments

3.3.1 Analysis of tokens

Regarding the part of feedback comments on conducting a presentation on the book they read, the most frequently appearing token was 'wish', the

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intrinsic motivation towards communication in English. There were 13 tokens in the 1st years and 19 in the 2nd years. This implies that the 2nd years have higher degrees of willingness to communicate. Some comments clearly indicate that they really want to speak English and to make a speech in English.

Another frequent token was 'confidence' which appeared in both 1st years and 2nd years. There are 13 tokens in the 1st years and 11 in the 2nd years. This implies that the 1st years become more confident in speaking English. Some 1st years confessed that they had no experiences in speaking in front of the class while all the second years had already used English in class though not in the form of presentation. Since the 1st years may not have had any prior experience of speaking in front of the class, they might have had more impact and as a result, they may have more confidence than the 2nd years some. On the other hand, two tokens in the 1st years and one token in the 2nd years were negative. Those tokens were from advanced hardworking students with high scores in both reading and listening diagnostic tests. This result reveals socio-cultural features which might impede hardworking learners from being communicative competence. Being highly aware of others in the language community, i.e., other-directedness (e.g., Kuwayama, 1992) seems to generate a higher degree of communicative apprehension and high expectations and self-criticism (*hansei*) might lead to students' disappointment in their communicative performance.

The token of 'happy' also appears in some participants; 8 tokens in the 1st years and 14 tokens in the 2nd years. This result indicates that the 2nd years are happier than the 1st years judging from only the number of tokens. It seems that the 2nd years look more relaxed than the 1st years in class. One of the students confessed that she can be relaxed in speaking English now as the professors persuaded her not to worry about small mistakes. Even a small portion of pedagogical intervention may facilitate students to be communicative.

As a whole, observing from only the token numbers, except the aforementioned three participants who felt less confident and seemed to have less degree of self-efficacy, participants for this study felt more confident in communicating in English and their motivation for gaining better communicative competence increased. The majority said they were happy and glad to do so and wanted to make a speech again.

3.3.2 Content analysis

In order to examine the in-depth features of the feedback comments, they were also analyzed by dividing the clauses or phrases with one meaning or coding in order to have a precise picture of the students' voices. The comments from 103 participants generated 244 clauses/phrases or coded items (Appendix B). Then, they were categorized into five concepts:

communication apprehension, meta-awareness (noticing), satisfaction, positive self-perceived competence, and motivational intensity.

As McCroskey (e.g., 1990a, 1990b) postulates, communication apprehension and self-perceived competence are the main constructs of WTC. Therefore, the category of communication apprehension will be discussed first regardless of the quantity of coded items. The next concept will be meta-awareness or noticing as this concept seems to be related to communication apprehension. The third one is satisfaction, which might be related to meta-awareness or positive self-perceived competence. The fourth concept will be positive-perceived competence that is the construct of WTC. The last concept discussed is motivational intensity or desire, which will lead to WTC, an actual behavior of communication.

3.3.2.1 Communication apprehension (Appendix B)

Twenty-two coded items out of 256 were generated and two items are followed by positive comments. Therefore, there were twenty actual items representing communication apprehension. Some say that they felt uneasy if their classmates understood what they said, others say that making speech made them nervous or they feel embarrassed and/or shameful. As found in some previous literature on Japanese anthropology (e.g., Lebra, 2004, Abe, 2001), members of Japanese social groups seem to construct a sense of self that is objectively contextualized in relation to the other (Rosenberger, 1994). Indeed both embarrassment (Goffman, 1956) and shamefulness exist in most societies; however, the Japanese students, who have regarded themselves as so-called 'good' learners, seem to suffer from being 'overly conscious' about how they are perceived by others. Some participants confessed that they were not able to do well because they felt embarrassed or shameful about making mistakes. Some learners openly confessed they hate making mistakes. Another said they would much rather not make a presentation. As McCroskey et al. (1985) also discovered, in this study one participant said that she felt fearful in making a speech in English because she feels tense in Japanese as well.

Communication apprehension, as a main construct of WTC, also seems to be affected by one's personality, or natural disposition. Therefore, it is feasible to surmise that some participants for this study may have an innate tendency of reticence and a high degree of resistance in speaking in class.

3.3.2.2 Meta awareness/Noticing (Appendix B)

This category consists of 45 items; some are negative and others are neutral. In case of positive meta-awareness or evaluation, the items are categorized into 'satisfaction'. The participants noticed their weaknesses based on their own evaluation as well as feedback comments from their classmates. One

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example shows that a student noticed how challenging it is to make herself understood in English. Some say that their lack of vocabulary hinders them from communication. Another says she felt frustrated when she was unable to express herself in time when she was asked. These comments are also reflections of the students seeing their performances from the outside, a perspective that may require the person to be 'other directed'. Although noticing one's weakness may enhance their communication competence, they may have higher degree of communication apprehension as a result. Whether this results in more effort or is demotivating may depend on pedagogical intervention as well as individual attitudes. As Yashima (2002) and Matsuoka (2009) have suggested, English proficiency and WTC are not positively correlated. English proficiency fails to predict the degree of WTC. When students are self-critical and notice their own communicative competence shortcomings, the optimal pedagogical intervention is useful advice rather than further criticism.

3.3.2.3 Satisfaction/Positive meta-awareness

Eighty-six items, which was the most, were selected from 256 coded items. This result suggests that the in-class book presentation satisfied many participants. The following are the typical comments showing the different degrees of satisfaction; to feel satisfied and really happy, to feel content with their efforts, it was fun to see the different perspectives of their classmates, making presentation is a good incentive to learn English, and it was a really good experience. Others say that they felt less tense and less resistant in speaking English. Regarding the feedback comments from their classmate, they were happy to get feedback comments from their classmates and felt encouraged by them.

These positive effects from the participants are a serendipity, which was originally not planned. Even overly-conscious students may overcome their high degree communication apprehension and can become more communicatively competent.

3.3.2.4 Positive self-perceived communicative competence

Seventy items were categorized in this concept. In a prior study on Japanese learners (e.g., Matsuoka, 2009), Japanese college students were found to be less confident and their degrees of self-perceived competence was low. This concept, a part of the WTC construct, will determine the degree of WTC. In other words, the rise of self-perceived communication competence will lead to a higher degree of WTC. The items selected for this category include: to gain confidence in speaking, feel more comfortable in English, even be surprised to find them able to do better, notice they can do better. Some interesting items are; speaking in English is even better than in Japanese, and

to make mistakes did not affect the speech at all. Having good experience and feeling comfortable and confident, the participants seemed to be successful in gaining positive self-perceived communication competence though many of them did not have such feelings.

In the same manner of the previous section, these results are a serendipity.

3.3.2.5 Motivational intensity/desire

This category has thirty-three coded items, which indicates a strong desire of enhancing their English as an example. Some items indicate their intention of learning English more seriously; others show their immediate desire of speaking. These desires may directly lead to their higher degree of WTC. Indeed the prior investigation shows that the desire of speaking English is considerably high (nine out of 10 scale, Matsuoka & Evans, 2010); however, the quality or the meanings of their motivational intensity in the present study is sufficiently detailed and it is hoped that the students will continue to try their best in order to achieve their desire or goal of speaking English.

3.4 Conceptual schema

The following figure shows the schema of the ways in which the participants of this study might gain a higher degree of WTC through in-class oral presentations, based on the content analysis.

First, the top concept of ‘other-directedness’ may generate higher degree of communication apprehension with the possibility of producing an incentive of making efforts in order to look smart. Then after giving an in-class presentation, satisfaction or positive meta-awareness may be generated. Thirdly satisfaction can lead to better or higher self-perceived communication competence and consequently, the degree of WTC will increase, accompanied by the rise of motivational intensity.

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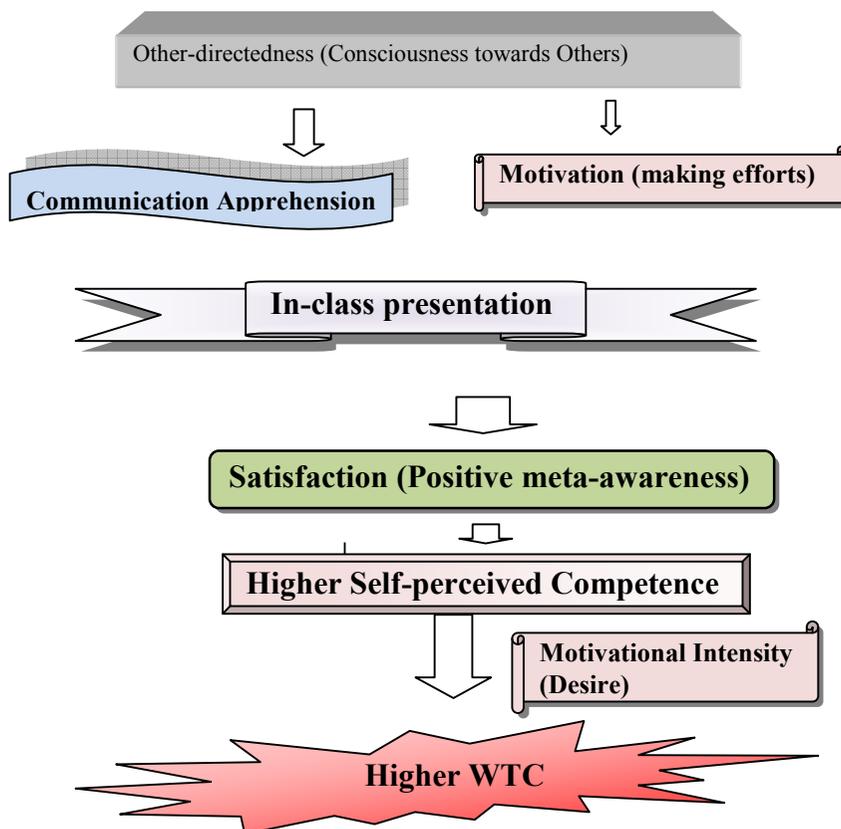


Figure 1. Conceptual Schema

4 Concluding Remarks

Psychological anthropologists (e.g., Lutz, 1988) explicate the flexible nature of human emotions depending on contexts, an argument that Markus and Kitayama (1991) also make about learned cultural factors being instrumental in the formation of self and in the projection of emotions in social situations. These psychological anthropologists suggest that pedagogical intervention should modify the learners' affective behaviors including communication apprehension.

The present study examined how different WTC factors—other-directedness, communication apprehension, and self-perceived competence brought higher WTC for a better communication, and evidenced the possibility of enhancing the participants' affective and cognitive attitudes

towards communication behaviors in English. Sociocultural factors or norms represented as other-directedness seem to have embedded deep in the participants. Some participants revealed the apprehensive attitudes, fostered by this other-directedness, for their precision in using English. Although not all the participants succeeded in overcoming these dispositions, majority of the participants seem to have modified themselves to be more willing to communicate in English, assisted by the combined effects of friendly, autonomous environment and less imposing, non-formative way of learning.

Therefore, it should be concluded that the effective pedagogical strategies foster “good” English learners with both a proficiency and motivation to become a real communicative competent individual required in this globalized society. This study—serendipity—seems to be a good example of an optimal pedagogical intervention.

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Rieko Matsuoka
National College of Nursing
1-2-1 Umezono, Kiyose, Tokyo, Japan
Email: matsuokar@adm.ncn.ac.jp

Kahoko Matsumoto
Tokai University

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Gregory Poole
Doshisha University

Misato Matsuoka
Warwick University

Appendix A
Questionnaire

Extensive Reading Questionnaire (January/2014)

Class () ID # ()
Date of Birth ()
Name ()

English Proficiency: STEP () TOEIC () TOEFL ()
Newton e-learning diagnostic tests
Listening () Reading () Total ()

How many books did you read during this term? () books

What are the titles of the books you read? Please explain them briefly.

1. () ()
2. () ()
3. () ()

Please rate how much you personally agree or disagree with the following statements.

1. I really want to be good at English.

1) Strongly Disagree 2) Disagree 3) Uncertain 4) Agree 5) Strongly Agree

.....
...

2. English is very important for my life.

1) Strongly Disagree 2) Disagree 3) Uncertain 4) Agree 5) Strongly Agree

.....
...

3. I really enjoyed extensive reading.

1) Strongly Disagree 2) Disagree 3) Uncertain 4) Agree 5) Strongly Agree

.....
...

4. I really enjoyed introducing (presenting) the book in class.

1) Strongly Disagree 2) Disagree 3) Uncertain 4) Agree 5) Strongly Agree

.....
...

5. I really enjoyed listening to the presentations by my classmates.

1) Strongly Disagree 2) Disagree 3) Uncertain 4) Agree 5) Strongly Agree

.....
...

Please answer the following questions briefly.

1. Are there any changes/differences after giving a speech on the book?

Good ones? Bad ones? Please explain about them.

Good ones:

Bad ones:

2. Do you feel more comfortable or confident in speaking after giving a speech?

Feeling more comfortable:

Feeling more confident:

Thank you☆

Appendix B

Content Analysis of Feedback Comments

*English translation is added for comments written in Japanese.

Communication apprehension:

1 I felt tense in presentation.発表は緊張した。

2 I felt uneasy about grammar.文法があっているか不安。

3 Even now I felt traumatic about my failure in presentation.説明が伝えられず今でもトラウマ。

4 I felt worried that I might use strange English.おかしな英語を使っていないかと不安だった。

5 Realizing my English is poor, it became hard to speak it and I lost my confidence.自分の英語力のなさを実感し、話すことがきつくなり、自信をなくした。

6 It made me so nervous

7 I felt tense but 緊張したけど

8 I worried if my classmates understood my speech.みんなが分かるように説明できたか不安でした。

9 I felt tense in speaking in front but みんなの前で話すのは緊張したけど

10 Writing draft for presentation made me worried if I make a mistake and it is difficult
人前で発表するために文章を書くのが間違えていないか不安だし、難しい。

11 Though I felt relieved when done I do not change any feeling towards speaking

終わって安心はしたが、特にスピーチに対する気持ちは変わっていない。

12 I feel embarrassed in speaking in public.人前で話すのははずかしい。

13 I was unable to do it well as I felt shameful.恥ずかしくてあまり上手くできなかった。

14 Presentation made it more difficult for me to speak in public.人前で英語をはなすのが、より苦手に。

15 I feel tense in presentation in Japanese and presentation in English was fearful for me.

日本語でも緊張するのに英語のスピーチは怖かったです。

16 I feel a little nervous if my English is wrong when speaking in public.

人前で発表するとなると自分の英語が間違っていないか少し不安になる。

17 I still feel resistant in doing presentation in English.英語で発表することに対してまだ抵抗感がある。

18 As I was unable to use good English, I feel more fearful in presentation in English. I need to improve a lot.
なかなか上手く伝えられる英語が使えなかったのでプレゼンするのがより怖いと思うようになった。自分はまだまだだと思います。

19 I do not think I did my presentation well. It was hard. 英語でプレゼンするのは難しく伝わったとは思えない。

20 No matter how many times I may make a speech, I feel tense. スピーチは何度やっても緊張する。

21 I still feel tense in presentation. 発表するのはやっぱり緊張する。

22 I really felt nervous but..

Meta-awareness

1 I realized it is important to write a draft for myself. 自分で文章を考えるのは大切だと実感した。

2 I think I need to get more attention from classmates. もっとクラスの関心を向けたい。

3 I learned new words, but realized I forgot a lot.

単語は新しく覚えたけど、かなり忘れていたこともあるんだなと感じた。

4 It was hard to translate what I am thinking into English. 自分の考えていることを英語にするのが難しかった。

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- 5 I realized I am not good at being in public. 人前に出るのが苦手だと改めて思った。
- 6 I realized it is important to use English a lot. やっぱり たくさん使うことが大切だと思いました。
- 7 I was disappointed to find my English poorer than when in high school (laugh).
高校のときより英語が下手になっていて自分に少しがっかりした (笑)
- 8 I realized my vocabulary size is small. 自分の語彙力のなさが分かった。
- 9 I realized I am poor in speaking English. 英語をはなすのが苦手であるとわかった。
- 10 I thought book's presentation was very difficult.
- 11 It was hard to listen to and understand the presentations. 聞くだけで理解するのは大変だった。
- 12 I was unable to understand classmates' presentations みんなのスピーチはよくわからなかった。
- 13 It was hard to write a draft because of lack in my vocabulary. 語彙力がないので文章を作るのが大変だった。
- 14 I am not good at speaking in front of people but
- 15 I wanted to make a better speech clearly.もう少し内容を分かりやすく伝えられたらよかったです。
- 16 I wanted to be more confident and to include my ideas. 自信を持って自分の意見を込められたらよかったです。
- 17 I know it is best to speak it without worrying about pronunciation and so forth, but...
発音など気にせず話すのが一番の上達法と聞きますが。。
- 18 It is hard to understand the presentations. 聞き取るのは難しい。
- 19 It is easy to say my ideas in English but I found it really difficult to make myself understand perfectly in English. 英語で自分の考えを言うことは簡単だが相手に完全に理解してもらうのは本当に難しいと思った。
- 20 I think it can activate the class if we know who will ask the questions ahead of time.
質問する人を予め決めておいたらもっと活発になると思った。
- 21 I was disappointed at my poor English speech.
- 22 As I think I am not good at English it was hard to start to work on this project.
英語に苦手意識があるから取り掛かるのに大変だった。
- 23 As I did not do well, I will find some weaknesses, which will improve my English.
あまり上手く伝えることが出来なかったので次に活かして反省点がみえたので良かった。
- 24 I realized I need to expand my vocabulary. 語彙が足りないと凄く思い知った。
- 25 I found I cannot explain it using my own words, in answering the question about my presentation.
発表した内容について質問がきたとき自分の言葉で説明できていないということが分かりました。
- 27 I was disappointed at myself who cannot speak English without draft.
原稿がないと英語を話せない自分に絶望した。
- 28 I noticed I lost lots of grammar and vocabulary because I had not studied English comparing with when I used to. 昔にくらべて全然勉強などやっていなかったので文法や単語など大分とんでいると思った。
- 29 I realized I am unable to communicate in English unless I expand my vocabulary.
もう少し単語を知らないと全くコミュニケーションはとれないと 思いました。
- 30 I felt vexed when I was unable to answer the question smoothly.
質問されたとき咄嗟に言葉がでてこなくて悔しかった。
- 31 I became interested in English books though I am still not good at speaking.
- 32 I wanted to give a presentation more smoothly. もっとスムーズに発表できればよかったです。
- 33 I learned the difficulty in communicating in English, thinking of how to present myself.
発表するためにどう伝えればいいのか考えて読み伝える難しさを学んだ。
- 35 At any rate, I thought I am poor but..やっぱり 苦手だと思ってしまいました。
- 36 I tried to listen to classmates' speeches.
- 38 I think I should study English more.
- 39 I thought I should have used better English. もう少しわかりやすい英語にすればよかった と思った。
- 40 I was impressed by a nice presentation though the contents are difficult.
難しいのに内容がまとまっているプレゼンに 共感した。
- 41 I should have made a speech in English as all except me used English.
全員英語だったので自分も英語で話せたらよかった。
- 42 I translated what I wanted to say in English, and I made a speech without reading the draft, but I thought it would have been better without any draft. 言いたいことを英語に訳し、見ずに発表しましたが、日本語からの訳ではなく、英語でそのまま発表できたらいいなと思うことが出来ました。
- 43 All the classmates did good presentations and I found it hard to communicate in English effectively.
みんなに分かりやすく英語で伝えるのは難しいと 気づいた。
- 45 案外とても低い点数をつける方がいて私の英語に反省しました。
Some classmates gave me a strict score and reconsidered my English.

Satisfaction

- 1 I was happy that I was able to read a book in English for myself.
英語の本を自分で一冊読めたことが嬉しかった。
- 2 I was glad I did do so. 出来てよかったです。
- 3 I came to enjoy talking in English with friends.
- 4 I was able to expose myself to many English books. 英語の本にたくさん触れることができた。
- 5 Classmate comments made me happy.
- 6 I felt satisfied when I finished reading a book as I had not read it a lot.
英語の本をあまり読んでいなかったのが読み終わったあとの達成感がありました。
- 7 It was a great opportunity to read an English book. 英文をよむいい機会になりました。
- 8 It was hard to translate what I wanted to say in English, but I felt satisfied.
原稿をつくるときに自分の言いたいことを英語にするのが大変だったけど、やりがいを感じた。
- 9 I felt closer to English than before. 英語が今までより身近に感じた。
- 10 I feel I can get out of English focused on Grammar or only as subject. 文法だとかそういう勉強っぽい英語から抜け出せた気がする。
- 11 I felt really satisfied. やりきった感があつた。
- 12 I had a sense of fulfillment in introducing a book in English. 英語で本を紹介するという達成感が得られた。
- 13 I was happy to get comments from my classmates. みんなにコメントがもらえて嬉しかった。
- 14 I was glad to know the details of the book. その本について詳しくしることができた。
- 15 It was great to understand the book well. 本をしっかり理解できてよかった。
- 16 I trust it was good for me
- 17 It was a good opportunity of speaking English. 英語をはなす練習になった。
- 18 I expanded my vocabulary. 単語が増えた。
- 19 I found it interesting to read a book in English. 英語の本がよめると面白いことがわかった。
- 20 I was able to feel tense after a long time. 久しぶりに少し緊張できた。
- 21 I felt relieved and liberated when I have done so. 終わって安心感と開放感があつた。
- 22 I was able to think of challenging to read a novel next time. 次は物語の本に挑戦しようと思えた。
- 23 I can have good experience.
- 24 I originally liked speaking, and I have liked it even more. 話すのは好きだったので、もっと好きになりました。
- 25 It was a good experience to think of the construction of speech. スピーチの構成を考えるのが勉強になった。
- 26 Reading book is interesting.
- 27 My resistance of reading an English book disappeared. 英語の本を読むことに対する抵抗がなくなった。
- 28 In the spring term speaking English was only a fear, but now I feel much better in doing so.
前期のときは英語を話すことが恐怖でしかなかったが、少し緩和された。
- 29 My resistance of speaking English in public reduced. 英語を人前で話すことはそれほど抵抗がなくなった。
- 30 I was able to try my best in checking the words. 単語を調べたりして、英語の勉強ががんばれた。
- 31 Though I am not good at speaking in public, I thought it was over quickly. 人前で話すのは苦手だけど、終わると、あっという間だったなと思った。
- 32 I am now more interested in English, but 英語に興味をもてるようになったが、
- 33 It was great to get comments from my classmates. みんなからコメントをもらえるところが良い。
- 34 It was a good chance to check the words that I did not know or forgot.
知らなかった単語や忘れていた単語を調べる機会になった。
- 35 I understand English better. 英語が少しわかるようになった。
- 36 I become motivated. やる気になれる。
- 37 I was satisfied with speaking in public. 人前でいえた感じがよかった。
- 38 I was able to be used to speaking English in public. 英語を人前で話すことに少しなれることが出来た！
39. I practiced English composition.
- 40 I gained words and knowledge about grammar or remembered them.
単語、文法の知識がふえた（思い出せた）。
- 41 Reading English books was more interesting than I had thought. 案外面白かった（英語の本が）
- 42 I enjoyed learning English independently after a little while. 久しぶりに英語に自主的に取り組んで楽しかった。
- 43 I was happy to know my classmates listened to me and gave me comments.
みんな意外に聞いてくれていてコメントをくれた。
- 44 I was happy that my classmates asked me some questions about my speech.
スピーチの後スピーチした本の内容について聞かれたりして嬉しかった。

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- 45 I was happy to receive some responses from my classmates. 反応が返ってきて嬉しかった。
- 46 I was happy that my classmates understood my presentation.
自分の発表がちゃんと理解してもらえて嬉しかった。
- 47 I found foreign books are interesting. 外国の本の面白さを知った。
- 48 I enjoyed speaking English. 英語で話すのは楽しかった。
- 49 I had a sense of fulfillment (though I thought it difficult to make myself understood in English). (英語で伝えたい内容を理解してもらえるように話すことに難しさを感じたが)、やりがいがあった。
- 50 I feel good in speaking English. 英語で話せると気持ちいい。
- 51 It was a great experience to read an English book and introduce it to the class instead of just conversation.
英語の本を読んでまとめ、みんなに紹介するというのは会話とはまた違った体験ができて勉強になりました。
- 52 It was hard to talk about the book, but it was fun to do so in English.
本の内容を伝えるのは難しいですが、英語で話すのは楽しかったです。
- 53 I am not fond of speaking a lot but I enjoyed listening to the presentations.
話すのはあんまり好きじゃないけど聞くのは楽しかった。
- 54 I feel more like reading when I can read it easily. 簡単に読めると読む気になる。
- 55 I found it alright to communicate in English as long as I can, instead of trying to be perfect.
完璧に読むことなどできないので、分かる範囲で伝わればよいと思った。
- 56 I felt like recommending the book that I like to others.
自分がいいと思ったものを他の人に英語ですすめたくなった。
- 57 It was great to speak of what I want to communicate in English though I may have used a wrong English.
正しくない英語の部分もあったかもしれないけれど、自分が伝えたいことを英語で話すことが出来てよかった。
- 58 It was great to organize the content of the book in English. 本の内容を英語で纏める機会があってよかった。
- 59 I enjoyed presentation. 発表は楽しかった。
- 60 I enjoyed both speaking and listening. 話すことも聞くことも楽しめました。
- 61 I can feel my English improved through practicing the draft carefully as I am not good at English.
あまり英語が得意じゃないので英文を作ったり読んだりというのを練習したので力になったと思う。
- 62 It was great to share speeches and I learned a lot from them as I feel tense in speaking in public. 人前で発表するととても緊張するのでみんなのスピーチしあうことで参考になることがいろいろあってよかったです。
- 63 As I enjoyed this, I can feel enjoyable in speaking in public.
楽しくできたので、人前で話すのが少し楽しく感じられるようになった。
- 64 After experiencing my presentation, I was able to concentrate on listening to my classmates' presentation.
自分のプレゼンを経験してから皆のプレゼンをより集中して聞けるようになった。
- 65 This experience helped me to understand the presenter's feelings and I was able to become a better audience. 発表者の気持ちの方がより視聴者になりたいと思えるようになった。
- 66 I found it worthwhile trying to speak in English. 頑張って英語で話してみるもんだと思った。
- 67 I can communicate in English even if I make a mistake. まちがってもがんばって話せば伝わる。
- 68 I feel a bit less nervous in speaking in public than before.
少しだけ人前で話すことが前より緊張しなくなったような気がする。
- 67 I feel relaxed when I have done so. 終わったことに安心して気が楽になりました。
- 68 It was a lot of fun to understand classmates' talks. 相手の話していることがわかって楽しくなった。
- 69 Giving a presentation helped me to organize the contents of the book.
プレゼンしたことで自分の中でも本の内容が整理できた。
- 70 I was happy to read the comments, knowing they understood my speech.
感想をみて、自分の言ったことが伝わって嬉しかった。
- 71 It was a good experience as I had not read long English sentences.
長い文の英文を読むことがなかったの でよかった。
- 72 It was a good experience as I have not gained such an occasion in other classes.
あまり他の授業で発表することがないので良い経験になった。
- 73 It was great to discover new phases of my friends. 友達の新しい面を発見できた。
- 74 I was happy to read my classmates' comments. みんなのコメントが見れて、良かった。
- 75 I gained a sense of fulfillment. 達成感がありました。
- 76 I gained a sense of fulfillment in finishing reading a book in English. 英語の本を読みきった達成感があった。
- 77 I found that I did not dislike making a speech that much. スピーチしてみることは、そこまで嫌ではなかった。
- 78 I really enjoyed speaking English in front of classmates!!
- 79 I was happy that I gave a presentation without reading a draft.
原稿をみずに英語で発表できて嬉しかったです。

- 80 I was happy to introduce the book of the film to my classmates as I like that film.
すきな映画だから、みんなにその本を紹介することができてよかった。
- 81 I do not feel scary to making a speech in English.
- 82 I was glad to know more words in the process of reading a book in English, understanding it, and explaining it. 英語の本を理解し説明するうえで単語を調べたりして知らなかったことを知ることができた。
- 83 I improved my imagination about the contents in listening to classmates' presentations. 友達の発表していることがどんな内容かを聞きながら想像する力がついた。
- 84 I feel less nervous in speaking in public. 少し人前で緊張が減ったように思います。
- 85 I am happy to feel less resistant in speaking English in public.
人前で英語を話すことに対して少し抵抗感がなくなったように思います。
- 86 I am glad I learned English by composing sentences. 文を作ることで少し英語の勉強ができた気がする。

Self-perceived competence)

- 1 I felt confident in having it done. 終わったことに！！ 自信がついた。
- 2 Now I can pay attention to better words instead of just quoting words from a dictionary or a book.
辞書や本文の引用ではなくみんなにわかりやすい言葉が使えるように心がけられるようになった。
- 4 I feel I can manage to make a speech. スピーチはどのようにかなるような気がしてきた。
- 5 Now I can read English noticing the contents. 文節を意識して文章らしく読めるようになった。
- 6 I was able to learn words. 少し単語を覚えられた。
- 7 I feel more confident in composing English better than I thought.
思ったより文章が作れるんだと少し自信がついた。
- 8 I made a speech better than I thought. 意外とスピーチできた！
- 9 I feel I can do such a thing from now on. これからこういうことがあっても大丈夫な気がした。
- 10 I feel I can speak English less painfully. 英語で話すことがそんなに苦に感じなくなった気がする。
- 11 I feel more confident as I got (good) comments. コメントがもらえたので少し自信がついた。
- 12 I am sure I can manage to make myself understood in English. 頑張って伝えようと思ったら伝わる。
- 13 I knew I can manage to speak English using words I know even if it is not correct.
正しい英語じゃなくても知っている単語や話せる文でなんとかできることもあるんだと思いました。
- 14 I can summarize in English the things I read in English.
英語で読んだものを英語でまとめることができるようになった。
- 15 I gained confidence as I was able to make a speech in English in public.
多くの人の前で英語のスピーチができて自信がついた。
- 16 I found I can read English.
- 17 I was able to speak without being nervous. 緊張せずに話すことが出来た。
- 18 Now I can read English more quickly. 読むのが早くなったかもしれない。
- 19 I am alright in speaking English in the class of this size.
このくらいの人数のクラスで話すのは、意外と大丈夫でした。
- 20 I gained confidence in finishing reading a book in English. 読みきったことが自信になった
- 21 I did not think I was able to explain the book in English, but I found I can do so.
英語で本の説明ができるなんて思っていなかったが、できることに気づいた！
- 22 I felt more confident after giving a presentation. プレゼンの後のほうが自信もてた。
- 23 I gained confidence in understanding the book in English so as to introduce it to the class.
紹介できるくらいに英語の本を読んで理解できたことに自信を持てた。
- 24 I think I can make a speech if I prepare the draft. 原稿を用意すればスピーチできると思った。
- 25 I gained the ability of listening to my classmates' speeches. みんなのスピーチを聞く力がついた。
- 26 I gained confidence by doing so. 自信になった。
- 27 I gained ability of making a speech. スピーチを作る力がついた。
- 28 It was hard but great as I gained confidence. 大変だったけど自信になってよかった。
- 29 I think I can read the book more quickly. 読むのが早くなったかもしれない。
- 30 I was resistant in composing English, but I was able to do so unexpectedly.
英文を作成するのに抵抗があったけど、意外とつくれた。
- 31 I can do better than I thought. 意外とすらすら読めた。
- 32 I was able to understand the book clearly. 本がキチンと理解できた。
- 33 I could speak English in public. I can do! 人前でも一応話せた。できると思いました。
- 34 I thought I can do better than I thought. 意外とできるな、と思った。

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- 35 I could grasp the contents and pronunciation as I thought of the speech.
自分で考えたスピーチの内容だったから単語の発音・意味が理解できていた。
- 36 My strength is to memorize the speech. 暗記していたのは私のイイトコロ！
- 37 I can read English more quickly. 英文が早く読めるようになった。
- 38 I feel more comfortable in speaking English in public. 人前で英語を話すことになれた。
- 39 I can speak English more fluently than before. 英語が以前よりすらすら話せるようになった。
- 40 I feel confident though I was not good at speaking as I did not have any chances of speaking English in public. 人前で英語を話す機会があまりなかったので、話すことが苦手でしたが、少し自信ができました。
- 41 I feel I am a sort of good at English. 英語が少しできるなど感じた。
- 42 I feel I can read English more quickly. 英語が早く読めるようになった気がする。
- 43 I know I can speak English if I prepare for speech well.
話したいことは辞書と時間をたっぷり使えば英語でも話せるとわかった。
- 44 I could make a speech better than I thought. 意外と落ち着いてスピーチできた、気がします。
- 45 I gained confidence in introducing in English in public. 人前で紹介することが自信になった。
- 46 I think I can read a book in English if I check it. 調べたりすれば英語の本でも読めると思った。
- 47 I gained confidence as I got better comments than I thought.
コメントが思ったよりよかったので自信が持てました。
- 48 I gained confidence in doing so even if my English is not great though I thought it was impossible for me. 英語の本を読んで英語で説明するなんて無理だと思ったけれど、拙いながらも一応できて自信になった。
- 49 I feel I can express myself better in English though I may make a mistake.
間違いがあっても思った以上に英語で表現できると感じた。
- 50 I can manage to make a speech if I try. 英語でスピーチしようとするほどどうにかなる！
- 51 I gained confidence as I did read an English book and use it as a resource.
英語の本を自力で読んで使えることが自信になった。
- 52 I can feel even better in speaking in English rather than in Japanese.
日本語で話すより英語のほうがよいと思うようになった。
- 53 I am better in organizing the contents of a book. 本の内容をまとめるのがうまくなった。
- 54 Now I can change the English sentences into what I can speak easily.
自分の話しやすい文章に変えられるようになった。
- 55 I was surprised to find I could do ad-lib in giving a presentation.
発表しながら、アドリブでできたところがあって自分で驚いた。
- 56 As I tried to give a presentation without reading a draft, I can try to speak it even when I am not sure.
原稿をなるべく見ないでプレゼンしたので、わからなくても話してみることができるようになった気がする。
- 57 I gained confidence in speaking in public. 人前で話せるような自信がついた。
- 58 I gained a little confidence in making a speech. スピーチすることに少し自信ができました。
- 59 I thought I can do more than I had thought. 意外となんとかできるんだなと思った。
- 60 I found easy English is OK. 簡単な英語でいいんだと思った。
- 61 I feel comfortable in speaking in English in public. 人前で英語をはなすことに少しなれた気がします。
- 62 Classmates comments gave me confidence. みんなのコメントを読んで自信がついた。
- 63 I gained confidence knowing they understood my English. 話していることが伝わって自信がついた。
- 64 I feel comfortable in speaking.
- 65 I was glad that my poor English can make possible to introduce the book, and I have determined to try more. つたない英語でも本を紹介することができ少し英語に向き合おうと思った。
- 66 I feel confident now. 自信が少し付いたような気がします。
- 67 I feel comfortable in speaking in English in public. 人前で、英語で話すことに少しなれた。
- 68 I could think I can do reasonably. 自分、それなりに出来るかな、と思えた。
- 69 I gained some confidence. 少し自信がついた。
- 70 I gained confidence through speaking English and my classmates understood me.
みんなに伝わるように話すことができて自信がついた。

Motivational Intensity

- 1 I want to improve my English, listening to my classmates' presentations.
他の人の発表を聞いていてもっと自分も英語をスラスラ話したいと思った。
- 2 I really want to be better in English. 英語をもっと得意になりたいと思った。
- 3 I felt vexed when I was unable to express myself in English easily.

- いいことがなかなか英語で出てこなくて悔しかったです。
- 4 I need to be able to speak English better. もっと英語を話せるようにならなければならないと 感じた。
- 5 I feel I need to improve my English though I am weak.
英語は苦手だが苦手なりにがんばらなければならないと 感じた。
- 6 I want to express myself in English better. 相手に伝わるように英語を話したいと思った。
- 7 I want to speak English fluently. 英語を上手く話したいと思うようになった
- 8 I want to speak English more. もっと英語を話せるようになりたいと思った。
- 9 I want to speak it more. もっと話せるようになりたい。
- 10 I want to give a speech about the thing in a different category.
- 11 I would like to feel confident next time.
- 12 I want to read the same book more deeply. もう一度深く読んでみようと思いました。
- 13 I want to spend more time for a future presentation.
もう一度プレゼンするときはもうちょっと 時間をかけようと思った。
- 14 I want to give a longer presentation next time. 今度はもうちょっと長く発表したいです。
- 15 I want to convey the things that I find interesting. 自分が面白いなと思ったことを伝えたいと思った。
- 16 I started to be interested in books and I bought an English book and started to read it at home.
本に興味が出始め洋書を買って家で読んでみた。
- 17 I want to understand my classmates' presentations better.
皆のスピーチをもっと理解できるようになりたいと思った。
- 18 I want to make a speech without reading a draft. 原稿を見ないで話せるようになりたいと思った。
- 19 I want to read more books. もっと本を読みたくまりました。
- 20 I want to improve my pronunciation. 発音を良くしたいと思えた。
- 21 I want to speak English fluently and even to ask some questions.
自分の言いたいことがスラスラ言えて、質問できるくらいになりたい。
- 22 I want to speak English without relying on a draft. 原稿に頼らず自分の言葉でしゃべれるようになりたい。
- 23 I want to speak with a foreigner. 外国人と話したいと思った。
- 24 I want to try more. もっとがんばりたいと思った。
- 25 I want to make a better speech. もっとうまいスピーチができるようになりたい。
- 26 I want to practice speaking in English more and to be able to speak out my opinions.
英語で話すことについてはもっと練習したいし、考えをしっかりと自信をもって言えるようにしたいです。
- 27 I want to be better in English. もっと英語ができればいいだろうなと思いました。
- 28 I want to learn English more. 勉強したいです。
- 29 I want to learn more expressions in English. 英語の表現方法をもっと学んでみたいと思った。
- 30 I want to read a book if it is interesting. 面白い本ならまた読みたいと思った。
- 31 I want to read a book in English more. 英語の本をもっと読みたいと思いました。
- 32 I want to continue reading a book in English. 英語の本を読み続けたいと思った。
- 33 I want to do presentation more!