

Foreign Language Anxiety and Self-Efficacy: Intermediate Korean as a Foreign Language Learners

Min Jung Jee[†]

The University of Queensland

ABSTRACT

This study examined the foreign language anxiety (FLA) and foreign language (FL) self-efficacy of learners of intermediate Korean as a foreign language (KFL), in relation to four language skills (i.e., speaking, listening, reading, and writing). Forty-one KFL students, enrolled in Second-year and Third-year level Korean courses at a university in Australia, completed an online questionnaire. The findings suggested that these students had moderate levels of FLA ($M=2.78$), especially regarding speaking ($M=3.16$) and listening ($M=3.09$). The students also showed high levels of self-efficacy in listening ($M=3.66$) and speaking ($M=3.36$). Positive correlations were found between FLA and the four skill-specific anxieties, with negative correlations between FLA and levels of self-efficacy in the four specific skills. Speaking self-efficacy was found to be the best predictor of FLA, and a lack of knowledge of Korean was revealed to be the major source of anxiety across all four skills. The students also felt confident when performing routine class activities.

Keywords: Korean as a foreign language learners, foreign language anxiety, foreign language self-efficacy, individual learner differences, intermediate Korean language learners

1. Introduction

Over the last few decades, studies of individual differences in second language acquisition (SLA) have focused on what factors contribute to which aspects of foreign language (FL) learning success. Among them, studies of foreign language anxiety (or FLA) and self-efficacy have proliferated, due to their importance in FL learning (Bandura 1988, 1997; Oxford 1999). In general, FLA has a negative influence on FL learners' performance or achievement (e.g., Horwitz, Horwitz and Cope 1986; J-H Kim 2000; Saito and Samimy 1996), whereas self-efficacy has a

* Dr. Min Jung Jee is a lecturer of Korean (tenured) and the Korean discipline coordinator at the School of Languages and Cultures, The University of Queensland. She has taught Korean language to all levels of learners in the US and in Australia. Her research interests are individual differences of language learner, technology assisted language learning and Korean heritage speakers.

[†] Corresponding author: m.jee@uq.edu.au



positive impact on learners' attainments in FL learning (e.g., Magogwe and Oliver 2007; Wong 2005; Yilmaz 2010). The relationship between FLA and self-efficacy has been reported as negative, because students with high anxiety tended to have low self-efficacy, ultimately hindering the students' learning of the foreign or second language (e.g., Tremblay and Gardner 1995; Thai 2013).

As in the US, the interest in Korean culture and language has grown rapidly in Australia, especially since Korean was selected in the 1980s as one of the four major Asian languages to be taught (MJ Jee 2017; S-C Shin 2010). In 2018, among 43 universities in Australia, six universities offered Korean language and culture courses at various levels.

It has been noticeable, however, that enrolments in higher-level courses drop severely. For example, the University of Sydney, which had the largest number of students in a First-year Korean course (i.e., Korean 1, 270 students), had only 40 students in Korean 4 during the first semester of 2016. Other universities have showed a similar tendency, with high enrolments in the First-year Korean courses and low enrolments in Third or Fourth-year Korean courses (Korean Education Centre in Sydney 2016). Considering that one of the ultimate goals of Korean language education is to encourage more majors or advanced-level students in Korean, there is a need for studies of higher-level students. By understanding the features of high-level of students, researchers and instructors can develop ideas for how to increase enrolments (i.e., "save" advanced-level students) and will gain pedagogical insights that will allow improvements to higher-level courses. Therefore, this study investigated the affective domains of intermediate-level KFL students: FLA in relation to self-efficacy.

2. Background

According to Oxford (1999), anxiety has a strong effect on learning a foreign or second language. As many researchers have insisted, FLA is a situation-specific type of anxiety, which only occurs in certain situations, such as an FL classroom (Horwitz et al. 1986; MacIntyre and Gardner 1991). A majority of studies have drawn a concurrent conclusion that FLA has a debilitating influence on students' FL achievements or performance (Horwitz et al. 1986; J-H Kim 2000; Saito and Samimy 1996). Many individual variables have been investigated, such as gender (G-P Park and French 2013), age (Onwuegbuzie, Bailey and Daley 1999), FL

proficiency level (MJ Jee 2012), and former experience of learning the target language (Onwuegbuzie et al. 1999) to discover which are influential factors in FLA. Affective variables, such as beliefs (MJ Jee 2014) and motivation (Piniel and Csizér 2013), also have been considered as factors influencing FLA. General FLA, as measured by the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) has been studied for many years, but recent studies have focused on language skill-specific anxieties, such as speaking anxiety (Woodrow 2006), listening anxiety (J-H Kim, 2000), reading anxiety (Saito, Garza and Horwitz 1999), and writing anxiety (Cheng, Horwitz and Schallert 1999). The general consensus of these studies is that although each type of anxiety is distinctive, they are nonetheless highly correlated (Cheng et al. 1999; MJ Jee 2018a; T-I Pae 2013), implying that FL students who are anxious when speaking tend to feel anxious in listening, reading and writing as well. Thus, it could be said that any FLA, whether general or skill-related, has a negative impact on FL learning. With intermediate-level Korean language learners, in Y Kwon and J Kim's (2011) study, the learners in Korea (Korean as a Second Language or KSL) showed a moderate level of anxiety ($M=3.17$). In another study, MJ Jee (2012) investigated three levels of Korean learners in the US (KFL students), and the mean score of the second-year course students' level of anxiety was 2.92.

Self-efficacy can be defined as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura 1986: 391). In the FL learning context, self-efficacy can be described as one's beliefs regarding performing FL tasks in order to achieve a desired level of FL proficiency (Bandura 1986, 1988). In the literature, self-efficacy has been given different names, such as self-confidence (Gardner, Tremblay and Masgoret 1997), linguistic self-confidence (Clément, Dörnyei and Noels 1994; Pyun, Kim, Cho and Lee 2014), and self-perception (MacIntyre, Noels and Clément 1997). With studies on intermediate Korean language learners, their level of self-efficacy was relatively high in S Shon and N Jeon's (2013) study ($M=3.42$) in KSL context. Intermediate Korean learners in Vietnam (KFL students) showed moderate level of self-confidence in G-J Kang and W-S Cho's (2018) study ($M=2.92$). Furthermore, many studies have reported positive relations between self-efficacy and other variables, such as motivation (Pintrich 1999; Piniel and Csizér 2013), strategy use and target language proficiency (Gahungu 2010; MJ Jee 2015; Wong 2005). In other words, FL students who had high levels of self-efficacy tended to have high levels of motivation, to use various strategies, and to be highly proficient.

In terms of the relation between FLA and self-efficacy, various studies with diverse learner groups and levels have been conducted, with concurrent findings: anxiety has a negative impact on self-efficacy. For example, Tremblay and Gardner (1995) reported an inverse relationship, implying that FL anxiety has a negative influence on self-efficacy, based on a study with 75 students in a Francophone secondary school. Similar findings were also reported in Kitano's (2001) study. Among 212 Japanese FL students (approximately half were elementary level), self-efficacy or self-perceived L2 ability was found to be the major source of anxiety, implying that students who perceived their Japanese proficiency as lower experienced higher levels of anxiety than the students who perceived their Japanese proficiency to be higher. With 104 First-year KFL students in the US, Pyun et al. (2014) also found a negative correlation between FLA and self-efficacy. With 206 Spanish learners, Torres and Turner (2016) also found concurrent findings – that students with high levels of FLA showed lower levels of self-efficacy. A recent study with 152 KFL students in Australia (MJ Jee 2018b) also concluded a negative correlation between FLA and self-efficacy. Furthermore, self-efficacy was found to be one of the best predictors of FLA in this study.

With EFL students, Çubukçu's (2008) study (with 100 Turkish students from an English teacher training course at a university) found a tendency for students with high anxiety to have low self-efficacy. With secondary school EFL students, Anyadybalu's (2010) study of 318 middle-school Thai EFL students showed similar conclusions: a significant moderate level of negative relationship between English language anxiety and self-efficacy, while Tsai's (2013) study of 256 senior high school EFL students also showed a negative correlation between English language anxiety and self-efficacy. In other words, students who experience high levels of FLA tend to have low levels of self-efficacy, ultimately affecting their performance or achievement in a negative way.

Studies with Korean language learners, regardless of their learning contexts, showed concurrent findings. With KSL students, in S Shon and N Jeon's (2011) study and H Ahn's (2018) study, KSL students showed negative correlations between self-confidence/self-efficacy and anxiety. With KFL students, Pyun et al.'s (2014) study in the US and MJ Jee's (2018b) study in Australia showed the same results, a negative correlation between self-confidence and anxiety.

However, in Piniel and Csizér's (2013) study, while they agreed that self-efficacy has a negative influence on debilitating anxiety, they also found a positive relationship between self-efficacy and "facilitating anxiety", suggesting that this type of anxiety

could actually facilitate improved self-efficacy and could ultimately improve one's performance in the target language. Therefore, studies of FLA and its relation to self-efficacy still have a need for greater clarification. In addition, a majority of the participants of the studies on FL and self-efficacy were beginner or lower level students (e.g., MJ Jee 2018b; Kitano 2001; Pyun et al. 2014). Considering the level of difficulty of learning the Korean language for native speakers of English (labelled category IV by Defence Language Institute), more studies of intermediate and advanced Korean language learners are needed in order to discover the features of those learners and to inform the development of higher-level courses.

Thus, this study investigated the FLA of intermediate-level KFL students in relation to self-efficacy in terms of speaking, listening, reading and writing. This study examined the relationship between FLA and self-efficacy, as well as the sources of FLA in the four language skills. The findings will contribute to enriching the literature in the field of affective domains, specifically with regard to the affective variables in SLA for intermediate-level students. The findings will also provide insights for KFL instructors and researchers, allowing them to provide better instruction, and to enhance KFL students' potential for success as advanced language learners. The research questions of this study are as follows.

1. What are the intermediate KFL students' levels of FLA and self-efficacy in terms of speaking, listening, reading and writing?
2. To what extent do FLA and self-efficacy correlate?
3. What are the major sources of FLA and self-efficacy for the intermediate KFL students in terms of speaking, listening, reading and writing?

3. Method

3.1. Participants

A total of 41 KFL students from a Second-year Korean course (N=21) and a Third-year Korean course (N=20) participated in this study. Twelve of these were male students and 29 were female students, with ages ranging from 19 to 27 years old ($M=21.6$). Twenty students (53.7%) had some experience of staying in Korea and 32 students (78%) had some experience of learning a foreign language(s) other than Korean. Most of the students were in the second (N=18, 43.9%) or third years (N=17, 41.4%) of their study, while four students (9.8%) were first year and two

(4.9%) were fifth year¹). Among the 41 students, 18 students (43.9%) were Korean majors, while others were majoring in accounting, advertising, biomedicine, history, international relations, Japanese and linguistics. Thirty-five students (85.4%) had a Korean friend(s), and 13 of them (31.8%) were in contact with each other by email or online chat. Seven students (17%) also contacted each other by phone or face-to-face meetings. Overall, the KFL students rated their level of Korean proficiency as “OK” ($M=2.98$, $SD=.65$) based on a five-point Likert-scale (1 “poor” to 5 “Excellent/native-like”). They rated their Reading proficiency ($M=3.32$, $SD=.65$) the highest, while their mean score of Listening proficiency was 2.98 ($SD=1.08$), before Writing ($M=2.90$, $SD=.80$) and Speaking ($M=2.90$, $SD=.86$).

Regarding the Korean course at their university, after students have taken one year (two semesters) of Korean in the First-year Korean courses, they go on to the Second-year Korean courses, starting at intermediate-low level and exiting at intermediate-mid level (based on ACTFL guidelines, 2012). Following these courses, students can take Third-year Korean courses, at levels of intermediate-mid to intermediate-high or above. All of the participants in this study were from the first semester of Second-year and Third-year Korean courses. Although all courses aim to develop the four language skills (by adopting integrated teaching methods), the Korean courses of the university were divided into two tracks, Spoken Korean and Written Korean. Spoken Korean courses put more emphasis on speaking and listening practices, Written Korean courses put more emphasis on reading and writing. Thirty-seven students in this study were enrolled in Spoken courses or both Spoken and Written courses, and four students were enrolled in Written courses only. Assessment items reflected the course contents, with role-plays and interviews being the main assessment items in Spoken Korean courses, and writing journals and essays being the main assessment items in Written Korean courses.

3.2. Instruments

An online questionnaire packet was designed and distributed to those participants who had consented to the study. After the students completed the questionnaire seeking demographic information, they completed five anxiety scales and a self-efficacy scale. Finally, students were asked to answer some open-ended questions about the sources of their anxieties.

1) In Australia’s tertiary education system, third year is often the final year of a student’s undergraduate study.

3.2.1. Foreign language anxiety scales

Five anxiety scales were used in this study, based on a 5-point Likert scale, with values ranging from 1 (strongly disagree) to 5 (strongly agree). Because wording changes and reverse scoring were made whenever necessary, a higher score indicated a higher level of anxiety measured by each scale.

Thirty-three items from the FLCAS by Horwitz et al. (1986) were adapted to measure the general FLA of the students. The Cronbach's alpha was .93 in the study by Horwitz et al. (1986), and that of this study was .94. Twelve items for speaking anxiety were adapted from T-I Pae's (2013) study to measure both in-class and out-of-class Korean speaking anxiety. The internal consistency of the scale in T-I Pae's (2013) study was .92, and that of this study was also .92. Thirty-three items from the Foreign Language Listening Anxiety Scale (FLLAS) by J-H Kim (2000) were adapted in this study to measure the KFL students' listening anxiety. The Cronbach's alpha was .84 in J-H Kim's (2000) study, but that of this study was .93. In order to measure the KFL students' reading anxiety, 20 items from the Foreign Language Reading Anxiety Scale (FLRAS) by Saito et al. (1999) were adapted. The Cronbach's alpha was .85 in this study, while that of Saito et al.'s (1999) study was .86. For writing anxiety, 22 items from the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) were adapted. In Cheng's study, the internal consistency of the scale was .91, and that of this study was .92.

3.2.2. Foreign language self-efficacy scale

Twenty-five items were adapted from the study by Torres and Turner (2016), asking about self-efficacy in terms of speaking (8 items), listening (5 items), reading (6 items) and writing (6 items). These items were based on a 6-point Likert scale with values ranging from 0 (I cannot do this at all) to 5 (Highly certain I can do this). In Torres and Turner's (2016) study, high alpha coefficients were obtained for all subscales (i.e., FL self-efficacy for speaking, $\alpha = .93$; FL self-efficacy for listening, $\alpha = .93$; FL self-efficacy for reading, $\alpha = .91$; and FL self-efficacy for writing, $\alpha = .90$). In this study, alpha coefficients were relatively high: Korean self-efficacy for speaking, $\alpha = .91$; Korean self-efficacy for listening, $\alpha = .89$; Korean self-efficacy for reading, $\alpha = .80$; Korean self-efficacy for writing, $\alpha = .90$.

3.3. Procedures

An information sheet and a consent form were distributed to the students during the seventh week of semester²⁾. Only those who agreed to participate received the survey link via email. Those students completed background information, five anxiety scales, a self-efficacy scale and some short-answer questions regarding the sources of their anxiety (see Appendix 1 for sample survey items). The Statistical Package for Social Sciences (SPSS) version 24 was used for descriptive, correlation, and regression analyses³⁾. For the short-answer questions, emerging themes were identified from the students' responses.

4. Results

4.1. Intermediate KFL students' levels of FLA and self-efficacy

The mean score of the students' general FLA measured by FLCAS was 2.78 ($SD=.66$), showing a moderate level of general FLA. This level was somewhat lower than for other intermediate level students in the literature (e.g., $M=2.92$ for the KFL students in the US in MJ Jee (2012); $M=3.17$ for the KSL students in Y Kwon and Y Kim (2011)). In terms of skill-specific anxieties, the students in this study showed higher levels of Speaking anxiety ($M=3.16$, $SD=.92$) and Listening anxiety ($M=3.09$, $SD=.58$) and lower levels of Writing ($M=2.86$, $SD=.68$) and Reading anxiety ($M=2.45$, $SD=.53$). In other words, the intermediate-level KFL students had relatively higher levels of oral aspects of FLA than written aspects of FLA (Table 1).

Table 1. Descriptive data of FLA and self-efficacy

	<i>M</i>	<i>SD</i>	Rank		<i>M</i>	<i>SD</i>	Rank
Speaking anxiety	3.16	.92	1	Self-efficacy in speaking	3.36	.97	2
Listening anxiety	3.09	.58	2	Self-efficacy in listening	3.66	.85	1
Reading anxiety	2.45	.53	4	Self-efficacy in reading	3.24	.76	3
Writing anxiety	2.86	.68	3	Self-efficacy in writing	2.81	.97	4

2) One semester consists of 13 weeks.

3) The scales of FLA and self-efficacy were normalised to increase ease of interpretation.

In terms of their levels of self-efficacy in the Korean language, the intermediate KFL students showed relatively high levels of self-efficacy in listening ($M=3.66$, $SD=.85$), speaking ($M=3.36$, $SD=.97$), and reading ($M=3.24$, $SD=.76$) and they showed low (i.e., below 3.0 in the mean score) self-efficacy in writing ($M=2.81$, $SD=.97$) (Table 1). Thus, it can be said that the students in this study had high levels of anxiety in oral skills while they simultaneously had high levels of self-efficacy in those oral aspects of language skills.

These findings correspond with the findings by Piniel and Csizér's (2013) study, in which students who showed high anxiety also showed high self-efficacy. This may be influenced by the learning content (i.e., speaking and listening practice in Spoken courses) because the majority of the participants were enrolled in Spoken courses. As the class activities and the assessments were focused on speaking and listening, students could have felt more stress or nervousness with those productive skills rather than with the receptive skills. Also, a positive learning experience may influenced the high level of self-efficacy (Piniel and Csizér 2013) as the course and teacher evaluation for all of the enrolled students was above 4.0 (in 5 Likert-scale, 1 (strongly unsatisfactory) to 5 (strongly satisfactory)).

4.2. Correlations between FLA and self-efficacy

As Table 2 shows, all four skill-specific anxieties were highly and positively correlated with general FLA, as measured by FLCAS. In other words, students with high levels of general FLA tended to also have high levels of speaking, listening, reading and writing anxiety. On the other hand, self-efficacy in all four skills showed high but negative correlations with general FLA, indicating that students with high levels of FLA tended to have low levels of self-efficacy in terms of speaking, listening, reading and writing in Korean. In addition, general FLA showed the highest correlations with speaking anxiety ($r=.869$) and self-efficacy in speaking ($r=-.694$), perhaps due to the learning content, class activities and assessment items (i.e., speaking and listening).

Table 2. Correlations data

		General FLA
Speaking anxiety	Pearson correlation	.869**
	Sig. (2-tailed)	.000
	N	41
Listening anxiety	Pearson correlation	.646**
	Sig. (2-tailed)	.000
	N	41
Reading anxiety	Pearson correlation	.428**
	Sig. (2-tailed)	.005
	N	41
Writing anxiety	Pearson correlation	.649**
	Sig. (2-tailed)	.000
	N	41
Self-efficacy in speaking	Pearson correlation	-.694**
	Sig. (2-tailed)	.000
	N	41
Self-efficacy in listening	Pearson correlation	-.457**
	Sig. (2-tailed)	.003
	N	41
Self-efficacy in reading	Pearson correlation	-.519**
	Sig. (2-tailed)	.001
	N	41
Self-efficacy in writing	Pearson correlation	-.457**
	Sig. (2-tailed)	.002
	N	41

** Correlation is significant at the 0.01 level (2-tailed).

A series of multiple linear regressions was conducted to determine to what degree the four types of self-efficacy accounted for the KFL students' general FLA. As Table 3 indicates, only self-efficacy in speaking was found to be a significant negative predictor of FLA, accounting for approximately 47% of the FLA. That is, intermediate

KFL students with higher levels of self-efficacy in speaking Korean tended to have lower levels of general FLA and vice versa.

Table 3. Regression data

	B	SE b	β	R^2	Adjusted	p
Self-efficacy in speaking	-.475	.079	-.694	.482	.468	.000

4.3. Sources of FLA and self-efficacy

With the FLA scales, a point of 3.0 is assigned to the response of “neutral” on the scale. Therefore, a point above 3.0 would indicate a student’s intention to “agree (4)” or “strongly agree (5)” with the item (see Appendix 2). In terms of general FLA, 12 of the 33 items were scored above 3.0. Among them, item #22 (“I feel pressure to prepare very well for the Korean test”) was scored the highest ($M=3.81$). Item #23 (“I always feel that the other students speak Korean better than I do”) and item #14 (“I would be nervous speaking Korean with native speakers”) were scored the next highest ($M=3.39$). With speaking anxiety, 8 of the 12 items were scored above 3.0. Item #11 (“I would feel anxious when I had to take a job interview in Korean”) was scored the highest ($M=4.49$), followed by item #5 (“I would not feel confident when I give a Korean oral presentation to the rest of the class”, $M=3.61$). Among the 33 items for listening anxiety, 19 items were scored above 3.0. Two items were scored above 4.0: item #2 (“I get nervous if a listening passage is read only once during Korean listening tests”, $M=4.24$) and item #4 (“When a person speaks Korean very fast, I worry that I might not understand all of it”, $M=4.01$). Only three of the 20 items for reading anxiety were scored above 3.0: item #1 (“I get upset when I’m not sure whether I understand what I’m reading in Korean”, $M=3.02$), item #2 (“When reading Korean, I often understand the words but still can’t understand what the author is saying”, $M=3.17$) and item #5 (“I am nervous when I am reading a passage in Korean when I am not familiar with the topic”, $M=3.17$). With 22 writing anxiety items, 11 items were scored above 3.0. Among them, three items were scored above 3.5: item #9 (“If my Korean composition is to be evaluated, I would worry about getting a very poor grade”, $M=3.54$), item #18 (“I usually do not seek any possible chance to write Korean compositions outside of class”, $M=3.51$) and item #21 (“I’m afraid that my Korean compositions would be rated as very poor”, $M=3.59$). In sum, various sources contributed to the intermediate KFL students’ skill-based anxieties, especially with

evaluating and unprepared contexts.

Along with the anxiety scales in the survey, students' responses to the open-ended questions were analysed in terms of the sources of anxiety in speaking, listening, reading and writing for in-depth analysis. The common major source of the students' anxiety across all four skills was their lack of knowledge in Korean. For example, regarding speaking anxiety, students expressed:

The downfall is lack of grammar/vocab, so I can't carry in-depth conversations. (#12⁴)

I might find difficulty to communicate with the elders or someone who is superior than me, worry about honorific forms. (#31)

I often mistake '오[o]' and '어[ʌ]' also the double consonants (ㅌ [tt], ㄱ[kk] etc). (#42).

With listening anxiety, the students mentioned difficulties in understanding words:

If I hear unfamiliar words, I get stuck on them and don't end up listening to the rest of what is being said. (#9)

Sometimes, just when I am not familiar with some words. (#30)

I always struggle to understand the meaning of what is said, not the content. (#44)

In terms of sources of reading anxiety, the students said:

I can get a bit frustrated when I am trying to read something but I don't understand because I'm not familiar with key words. (#6)

Vocabulary and grammar are my constant enemy even today. The characters are easy but their meaning and proper structure were only ever something I taught myself. (#28)

I had difficulties when I read long passages and news as the vocabulary is quite difficult. (#32)

Regarding writing anxiety, students expressed difficulties with correct grammar and spelling:

4) Assigned number for each respondent.

The main difficulty has been stressing over whether the correct grammar is being used and whether the correct particles are being used. (#3)

Writing can be difficult because the spelling can change depending on the grammar used and the tense. (#4)

I have a lot of difficulties with topic particles, subject particles, and object particles etc. All the particles do not always have an English equivalent so it is difficult to get it right sometimes. (#24)

Furthermore, students had other skill-specific sources of anxiety. For instance, unfamiliar or unprepared situations of speaking caused anxiety:

Speaking on the phone and in groups makes me anxious. (#3)

I still become very nervous when I am called up speak or answer questions without preparing a bit or being sure about what to answer with. (#6)

If I am to talk about a new topic and make up a speech on the spot, I feel very anxious. (#25)

With listening anxiety, speed was the major source of anxiety:

Listening to Korean is still extremely stressful for me especially when it is at a native or quick pace. (#7)

Listening in Korean is often difficult when the speaker is talking really fast. (#10)

A lot of the time, native speakers speak too fast and very colloquially which makes it really difficult to understand exactly what they are saying, this makes me feel anxious because I don't know what to respond and if I don't understand everything, I get too nervous to answer because I feel like a failure and don't want to make any mistakes. (#24)

Regarding reading anxiety, comprehension issues were the main source:

Sometimes I read word by word and fail to grasp the meaning. (#7)

Mainly due to comprehension issues, I may know 90% of the words, grammar and phrases, but putting it all together and understanding the meaning, rather than the content is hard. (#44)

Exam situations or time pressure caused writing anxiety:

I usually only find it difficult in exams when I am worried about time. Because I try to write quickly, it can often become very messy and I worry if the person marking it will be able to read it properly. (#6)

Regarding self-efficacy, all items on listening and speaking self-efficacy were scored above 3.0, implying that the students were quite confident with the following listening tasks (Table 4), and speaking tasks (Table 5). As mentioned, this may be influenced by the curriculum or by the teaching and learning materials in the Spoken courses. In the courses, discussions, presentations, role-plays and interviews were the main classroom activities, and were also the assessment items. Therefore, these students had more opportunities to practise speaking and listening, perhaps lifting their confidence when speaking and listening compared to reading and writing.

Table 4. Self-efficacy in listening (M =above 3.0)

	<i>M</i>	<i>SD</i>
19. I can understand what my teacher says in Korean class.	4.02	1.03
3. I can understand what my classmates say in Korean during the class.	3.85	.98
12. I can understand class discussions in Korean.	3.73	1.04
10. I can understand class instructions stated in Korean.	3.68	.93
8. I can understand a Korean native speaker's talk.	3.02	1.08

Table 5. Self-efficacy in speaking (M =above 3.0)

	<i>M</i>	<i>SD</i>
22. I can ask the teacher a question in Korean.	3.56	1.16
23. I can speak in Korean to other students during group work activities.	3.51	1.34
25. I'm confident in my ability to use Korean to accomplish a task in real life (e.g., ordering a meal in Korean at a restaurant and asking for/giving directions for a location in Korean.).	3.46	1.16
21. I can participate in class discussions in Korean.	3.34	1.31
4. I can do well in a Korean oral exam.	3.32	1.21
5. I can do well in an oral presentation in Korean.	3.24	1.15
9. I can talk with Korean native speakers.	3.20	1.34
18. I can present a group presentation in Korean.	3.17	1.28

Concerning reading and writing self-efficacy, three of the six items were scored above 3.0. The students were quite confident in the following reading tasks (Table 6) and writing tasks (Table 7).

Table 6. Self-efficacy in reading (M =above 3.0)

	<i>M</i>	<i>SD</i>
20. I can read homework instructions in Korean.	4.12	.84
15. I can comprehend exam questions written in Korean.	3.61	.91
11. I can read my classmates' essays written in Korean.	3.59	1.04

Table 7. Self-efficacy in writing (M =above 3.0)

	<i>M</i>	<i>SD</i>
6. I can write answers in Korean in order to complete a homework assignment.	4.02	.93
1. I can write an email to my Korean teacher in Korean.	3.02	1.23
24. I can write in a discussion board in Korean.	3.02	1.21

In sum, the intermediate KFL students in this study had high levels of confidence in listening ($M=3.66$) and speaking ($M=3.35$) in Korean, and felt comfortable with routine activities in their Korean course, such as “20. I can read homework instructions in Korean ($M=4.12$)”, “19. I can understand what my teacher says in Korean class ($M=4.02$)”, “6. I can write answers in Korean in order to complete a homework assignment ($M=4.02$)”, and “22. I can ask the teacher a question in Korean ($M=3.56$)”. Thus, learning content and/or class activities may have influenced students' levels of self-efficacy.

5. Discussion and Conclusion

This study investigated intermediate KFL students' FLA and Korean self-efficacy in relation to the four language skills (i.e., speaking, listening, reading and writing). As with previous studies, FLA had a negative relation with Korean self-efficacy (e.g., H Ahn 2018; Anyadybalu 2010; Çubukçu 2008; MJ Jee 2018b; Kitano 2001; Pyun et al. 2014; S Shon and N Jeon 2011; Torres and Turner 2016; Tremblay and Gardner 1995; Tsai 2013). Also, the students showed higher levels of anxiety in

oral skills (i.e., speaking and listening) than in reading and writing. As well, test anxiety was at a high level (item #22 in FLCAS, $M=3.81$). The students had higher levels of self-efficacy in listening and speaking than in reading and writing, and felt confident when performing routine class activities, such as understanding and answering homework questions and understanding class instructions from the teacher. Learning activities during the class may have influenced their levels of anxiety and self-efficacy, as most of the students were enrolled in the Spoken Korean course, where speaking and listening activities were emphasised. Reflected in course evaluation at the end of the semester, positive learning experience (overall mean scores were above 4, out of 5) may also have influenced the students' levels of self-efficacy. Furthermore, anxiety might work as a facilitating factor for the students in this study, as they showed a moderate level of speaking anxiety ($M=3.16$) and listening anxiety ($M=3.09$) as well as moderate to high levels of speaking self-efficacy ($M=3.36$) and listening self-efficacy ($M=3.66$) (Piniel and Csizér 2013). Further studies on the actual influencing factors of (moderate to) high levels of anxiety as well as (moderate to) high levels of self-efficacy are recommended, including the effects of motivation, learning experience, attitudes and risk-taking as in other studies (Piniel and Csizér 2013; Pyun et al. 2014; S Shon and N Jeon 2011).

Four types of anxiety were significantly correlated with general FLA (measured by FLCAS) in a positive way (Cheng et al. 1999; MJ Jee 2018a; T-I Pae 2013), while four types of self-efficacy were significantly but negatively correlated with general FLA. Furthermore, Korean self-efficacy in speaking was a negative predictor of FLA. In other words, those intermediate KFL students who had higher levels of anxiety in classroom activities tended to have higher levels of anxiety in all language skill-specific tasks compared to those who had lower levels of anxiety in classroom activities. In addition, those intermediate KFL students who showed higher levels of anxiety tended to show lower self-efficacy in all language skill-specific performances than those who had lower levels of anxiety. As well, those KFL students with higher levels of self-efficacy in speaking Korean tended to have lower levels of general FLA and vice versa.

Regarding the sources of skill-specific anxieties, the common theme across the four types of anxiety was lack of knowledge in Korean, such as unfamiliar spelling, words, grammar and expressions. Regarding speaking, circumstances that did not allow for preparation or unfamiliar situations were found to be major sources of anxiety. Fast speech, either by native speakers of Korean or on TV shows, caused listening anxiety, and poor comprehension caused reading anxiety. Time pressure

in an exam situation caused writing anxiety for the students in this study.

The findings suggest some pedagogical implications. Most importantly, instructors need to acknowledge that even intermediate-level students bring moderate to high levels of anxiety to class, so it is clear that non-anxiety-provoking activities should be considered. As the students had high levels of test anxiety, it may help students if instructors give clear instruction about any upcoming exam, in terms of what content will be tested, and in what ways. Explaining the criteria for assessment, or giving students sample questions before the test would also be helpful.

In addition, since the students expressed lack of knowledge as the major source of their anxiety, instructors need to carefully design class activities to improve the students' proficiency. For example, making role-plays or unprepared speech activities a regular part of the class might help the students to improve their speaking and listening skills and to reduce their anxiety (as they reported they felt anxious when they had not been able to prepare what to say). Organising both in-class and out-of-class activities with native speakers of Korean would also help the students, not only to improve their speaking and listening skills but also to reduce their levels of anxiety by exposing them to native speakers of Korean. Training in reading strategies might help students to improve their reading comprehension, and timed writing tasks might improve their ability to write in an exam situation.

Above all, it is important to enhance the students' self-efficacy, especially in speaking, as the findings suggested this was the most significant negative predictor of FLA. Instructors could help students to have confidence in their learning by helping them to understand the class goals and to set their own goals for the semester, and following this by checking intermittently whether the students were achieving these goals. Providing positive feedback, especially for oral activities, and rewarding achievements are also good ways to enhance students' efficacy in their learning. As self-efficacy in writing was the lowest ($M=2.81$) in this study (compared to the other skills), more writing practice should be added. Online tools such as 'Padlet⁵⁾' can be used for various and engaging writing activities (such as pre-writing activities or collaborative writing) and could help to reduce anxiety.

In addition, since motivation was a highly influential factor in self-efficacy (Piniel and Csizér 2013), ways to promote the students' motivation should also be considered. Assuming that the intermediate students already have high intrinsic motivation, more practical ways to enhance instrumental motivation might be effective. As most intermediate students would soon be graduating, practical

5) <https://padlet.com>

courses (such as business Korean or Korean for academic purposes) might be helpful, by making clear that the students can use their Korean language skills in the near future. Hands-on workshops for gaining a job in Korea (including mock job interviews) would be very useful. Ultimately, if more success from high-level of students is reported, it may positively affect enrolments in advanced-level Korean courses.

A clear limitation of this study is that it focused on only 41 intermediate KFL students from one tertiary institution in Australia. Therefore, these findings should be understood and interpreted in this particular context. Future studies need to include more advanced-level KFL learners from various institutions, and in different learning settings, such as KSL and Korean as a heritage language (KHL). Furthermore, other variables, such as actual test scores, age, gender, and prior experience of learning Korean, should be considered in future studies, in order to explain various influencing sources of anxiety and self-efficacy. The survey items used here were adapted from previous studies and some items might not be appropriate for KFL learners. Thus, future studies need to develop new scales targeted to KFL students. In addition, future studies need to include various methods, such as in-class and out-of-class observations, individual interviews and focus group interviews, in order to fully explore the students' sources of anxiety and discover ways to enhance self-efficacy.

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Min Jung Jee

Lecturer (tenured/Assistant Professor)

School of Languages and Cultures

The University of Queensland

3rd Floor, Gordon Greenwood Building (#32), St. Lucia Qld 4072, Australia

E-mail: m.jee@uq.edu.au

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APPENDIX 1: Sample survey items

Anxiety Scales

Directions: For each statement, please indicate whether you (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, or (5) strongly agree

Foreign Language Classroom Anxiety

- I never feel quite sure of myself when I am speaking in the Korean class.
- I don't worry about making mistakes in the Korean class.
- I tremble when I know that I'm going to be called on in the Korean class.

Speaking Anxiety Scale

- I feel anxious when I take part in a Korean group discussion in class.
- I am afraid the other students will laugh at me when I speak Korean in the class.
- Starting a conversation in Korean with an unknown foreigner makes me nervous.

Listening Anxiety Scale

- I feel uncomfortable in class when listening to Korean without the written text.
- I have difficulty understanding oral instructions given to me in Korean.
- I get worried when I cannot listen to Korean at my own pace.

Reading Anxiety Scale

- I get upset whenever I encounter unknown grammar when reading Korean.
- When reading Korean, I get nervous and confused when I don't understand every word.
- I am nervous when I am reading a passage in Korean when I am not familiar with the topic.

Writing Anxiety Scale

- I do my best to avoid situations in which I have to write in Korean.
- I often feel panic when I write Korean compositions under time constraints.
- I'm afraid that other students would deride my Korean composition if they read it.

Short-answer questions:

- In what circumstances do you have difficulties when you speak in Korean?
- In what circumstances do you have difficulties when you listen in Korean?
- In what circumstances do you have difficulties when you read in Korean?
- In what circumstances do you have difficulties when you write in Korean?

Self-efficacy Scale

Directions: For each statement, please indicate whether you

(0) I cannot do this at all --- (1) --- (2) --- (3) Moderately certain I can do this --- (4) --- (5) Highly certain I can do

- I can understand what my classmates say in Korean during the class.
- I can do well in a Korean oral exam.
- I can read my classmates' essays written in Korean.
- I can complete an essay examination in Korean.

APPENDIX 2: Anxiety scale items⁶⁾ with mean scores above 3.0

General FLA

ITEMS	<i>M</i>	<i>SD</i>
1. I never feel quite sure of myself when I am speaking in the Korean class.	3.34	.99
2. I don't worry about making mistakes in the Korean class.	3.02	1.10
7. I keep thinking that the other students are better at Korean than I am.	3.29	1.40
9. I start to panic when I have to speak without preparation in the Korean class.	3.32	1.23
10. I worry about the consequences of failing my Korean class.	3.22	1.54
12. In Korean class, I can get so nervous and I forget things I know.	3.07	1.34
14. I would not be nervous speaking Korean with native speakers.	3.39	1.39
19. I feel confident when I speak in the Korean class.	3.07	.90
22. I don't feel pressure to prepare very well for the Korean test.	3.80	1.07
23. I always feel that the other students speak Korean better than I do.	3.39	1.41
24. I feel very self-conscious about speaking Korean in front of other students.	3.32	1.36
33. I get nervous when the Korean teacher asks me questions that I haven't prepared in advance.	3.22	1.08

Speaking anxiety

ITEMS	<i>M</i>	<i>SD</i>
1. I feel anxious when the teacher asks me a question in Korean in class.	3.02	1.19
2. It embarrasses me to volunteer answers in my Korean class.	3.05	1.30
5. I feel (would feel) confident when I give a Korean oral presentation to the rest of the class.	3.61	1.18
6. It worries me that other students in my Korean class seem to speak Korean better than I do.	3.37	1.17
8. I would feel anxious when I take part in a conversation out of class with native speakers of Korean.	3.12	1.38
10. I would feel anxious when a native speaker of Korean asked me street directions in Korean.	3.32	1.45
11. I would feel anxious when I had to take a job interview in Korean.	4.49	.84
12. Starting a conversation in Korean with an unknown foreigner makes me nervous.	3.32	1.31

6) Scores of all positive items were reversed during the analysis. Thus, the positive statements should be interpreted as negative statements.

Listening anxiety

ITEMS	<i>M</i>	<i>SD</i>
1. When listening to Korean, I tend to get stuck on one or two unknown words.	3.49	1.05
2. I get nervous if a listening passage is read only once during Korean listening tests.	4.24	1.04
3. When someone pronounces words differently from the way I pronounce them, I find it difficult to understand.	3.44	1.14
4. When a person speaks Korean very fast, I worry that I might not understand all of it.	4.00	.77
5. I am nervous when I am listening to Korean if I am not familiar with the topic.	3.71	.87
6. It is easy to guess about the parts that I miss while listening to Korean.	3.10	.96
7. If I let my mind drift even a little bit while listening to Korean, I worry that I will miss important ideas.	3.88	.92
9. During Korean listening tests, I get nervous and confused when I do not understand every word.	3.51	1.00
14. I feel confident when I am listening in Korean.	3.17	.97
16. I fear I have inadequate background knowledge of some topics when listening to Korean.	3.22	1.06
17. My thoughts become jumbled and confused when listening to important information in Korean.	3.07	1.03
18. I get worried when I have little time to think about what I hear in Korean.	3.59	.99
21. I get worried when I cannot listen to Korean at my own pace.	3.12	.97
22. I keep thinking that everyone else except me understands very well what a Korean speaker is saying.	3.10	1.41
23. I get upset when I am not sure whether I understand what I am listening to in Korean.	3.15	1.01
24. If a person speaks Korean very quietly, I am worried about understanding.	3.44	1.02
26. I am nervous when listening to a Korean speaker on the phone or when imagining a situation where I listen to a Korean speaker on the phone.	3.42	1.26
32. When listening to Korean, I often understand the words but still can't quite understand what the speaker means.	3.27	1.02
33. It frightens me when I cannot catch a key word of a Korean listening passage.	3.51	1.09

Reading anxiety

ITEMS	<i>M</i>	<i>SD</i>
1. I get upset when I'm not sure whether I understand what I'm reading in Korean.	3.02	1.06
2. When reading Korean, I often understand the words but still can't understand what the author is saying.	3.17	1.11
5. I am nervous when I am reading a passage in Korean when I am not familiar with the topic.	3.17	.97

Writing anxiety

ITEMS	<i>M</i>	<i>SD</i>
1. While writing in Korean, I'm not nervous at all.	3.07	1.21
2. I feel my heart pounding when I write Korean compositions under time constraints.	3.12	1.28
3. While writing Korean compositions, I feel worried and uneasy if I know they will be evaluated.	3.22	1.19
4. I often choose to write down my thoughts in Korean.	3.37	1.24
9. If my Korean composition is to be evaluated, I would worry about getting a very poor grade.	3.54	1.24
11. My thoughts become jumbled when I write Korean compositions under time constraints.	3.15	1.01
13. I often feel panic when I write Korean compositions under time constraints.	3.18	1.11
17. I don't worry at all about what other people would think of my Korean compositions.	3.00	1.14
18. I usually seek every possible chance to write Korean compositions outside of class.	3.51	.95
21. I'm not afraid at all that my Korean compositions would be rated as very poor.	3.59	1.13
22. Whenever possible, I would use Korean to write compositions.	3.39	.97