Anxiety as an affective factor for adult Korean students learning English as a second language

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ANXIETY AS AN AFFECTIVE FACTOR FOR ADULT KOREAN STUDENTS
LEARNING ENGLISH AS A SECOND LANGUAGE

by

BoKyung Murray

Bachelor of Arts
SangMyung University, Seoul, Korea
1986

A thesis submitted in partial fulfillment
of the requirements for the

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ABSTRACT

Anxiety as an Affective Factor for Adult Korean Students Learning English as a Second Language

By

BoKyung Murray

Dr. Steve G. McCafferty, Examination Committee Chair
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University of Nevada, Las Vegas

The focus of this study was anxiety related to second language learning, and more specifically, to that of adult Korean students studying ESL.

Three research questions were addressed: (a) Do adult Koreans learning ESL have a high degree of classroom anxiety? (b) If so, can this be attributed to some aspects of their cultural heritage or previous educational experience? (c) What concepts contained within sociocultural theory may serve to ameliorate this classroom reaction?

A total of 49 students studying ESL at a major southwest university participated in this study. A background questionnaire and the Foreign Language Classroom Anxiety Scale were used in the assessment of anxiety levels. This was supplemented by classroom observations, and student and teacher interviews.
Results from the study indicate that the first two research questions could be answered in the affirmative; and that certain pedagogical techniques associated with sociocultural theory to enhance cognitive development and language learning could simultaneously serve to reduce classroom anxiety.
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CHAPTER 1

INTRODUCTION

Scholars concerned with the development of second language acquisition theory generally acknowledge the importance of both a cognitive and affective component, however the greater research emphasis has been placed on cognitive approaches to second language learning, as reflected in work done by such investigators as Gredler (1997), McLaughlin (1987), O'Malley and Chamot (1990), Towell and Hawkins (1994), and Woolfolk (1998). The number of studies focusing on the affective domain has suffered by comparison and is usually concentrated on the research of student motivation, attitudes, beliefs and classroom anxiety, with primary emphasis in recent studies centered on the subject of motivation (Coleman, 2001; Covington, 1998; Clément, Dörnei & Noels, 1994; Croakes & Schmidt, 1991; Deci & Ryan, 1991; Dörnei, 2001; Ford, 1992; Gardner, 1985; Gardner & Tremblay, 1994; Lumsden, 1999; McCombs, 1997).

Scholarly investigation on the topic of language classroom anxiety has been chiefly concerned with documenting its widespread pervasiveness and measuring its impact on student achievement, either facilitative or debilitating (Aida, 1994; Chastain, 1975; Daly, 1991;

Purpose of the Study

The purpose of this study will be an attempt to document the high anxiety level of one segment of the ESL classroom, that of Korean adults; and if this condition is found to exist, to examine what factors may contribute to this classroom reaction. Sociocultural theory, as applied to language learning, has primarily been concerned with cognition. However, some of the basic principles and constructs of this theory, such as scaffolding and the search for self-regulation within the zone of proximal development, group work, role playing, co-construction of the curriculum, and interactive classroom discourse can also suggest some
pedagogical remedies for controlling negative affective reactions in the ESL classroom (see Kemp, 1995; Lucas, 1984; Miller, 1995; Ryan, 1995; Sullivan, 1996, 2000).

Research Questions

Research questions or hypotheses for this study are confined to the following narrow perspectives:

- Do adult Koreans studying ESL exhibit a particularly high level of classroom anxiety?
- If so, can this be accounted for by some aspects of their unique cultural heritage and their shared experiences in learning EFL in their native country?
- What principles or constructs of sociocultural theory, applied to language learning, may be of most benefit in ameliorating this classroom reaction?

It is important for the ESL teacher to be aware of this situation in order to develop an appropriate theory of practice and classroom strategy to afford these students maximum opportunity to reduce this negative affective response and enhance their learning experience. It is suggested that assistance in this regard can be found in the application of the principles of sociocultural theory and the development of community and interaction in the classroom.
Significance of the Study

Cultural diversity has become the norm rather than the exception in the United States over the decades since the 1970's (Scarcella, 1990), and even more so in the last ten years. As statistics from the U.S. 2000 census show, since 1980, the total U.S. population has grown by 21.5%, the African-American population rose by 32.4%, the Hispanic by 122%, the Native American by 71%, and the Asian-American by 202%. Projections to 2050 show a similar pattern, with the overall total minority population rising from the current 17.8% of the total U.S. population to a projected 25.1% in 2050 (Statistical Abstract of the U.S., 120th Edition, 2000, p. 12).

This growing diversity has naturally been reflected in the classroom, and these same statistics show that children with difficulty speaking English in the classroom has risen from 2.8% in 1979 to 5.1% in 1995.

These clear demographic trends make it essential for teachers to understand their students and to be able to respond to them in culturally sensitive ways. Banks and Banks (1995) define multicultural education as

a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society.
and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good (p. xi).

This clearly places a heavy responsibility on the classroom teacher and it mandates the development of a theory of practice sufficiently responsive to the needs of these multicultural students. It is hoped that by examining one small segment of this population, this study could provide some theoretical and pedagogical insight into how this can be accomplished.

There has been some research done on anxiety and adult Korean students studying English as a Foreign Language (EFL) in Korea (Oh, 1992; Park, 1995; Truitt, 1995) but I am not aware of any studies that have been done with respect to adult Koreans learning English as a Second Language (ESL) in the U.S. The two settings are quite different and it is not possible to assume that circumstances which prevail in one will also prevail in the other (Johnson, 1991), and in fact, the language learning experience found in these two environments is quite distinct (Freeman & Freeman, 1998; Sullivan, 2000). From this standpoint, this analysis may shed some new light on this small area of second language learning.
Definition of Terms

Some terms used in this study are defined as follows:

Language Anxiety

Horwitz et al. (1986) suggest that language anxiety consists of three components: communication apprehension, test anxiety, and fear of negative evaluation. MacIntyre & Gardner, (1994, p. 284), further indicate that it is manifested by “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning”.

Trait Anxiety

Refers to a relatively stable individual personality trait in anxiety proneness across many different situations in which individuals tend to perceive those situations as threatening or dangerous and responds to these situations with a high level of state anxiety (Gaudry & Spielberger, 1971).

State Anxiety

Refers to an individual’s transitory emotional condition that generates at a particular moment in time (Gaudry & Spielberger, 1971). Neither state anxiety nor trait anxiety refers to the particular context in which they are found.

Situation Specific Anxiety

Anxiety related to a specific situation. Gardner (1985) describes this as a “construct of anxiety which is not general but instead is specific to
the language acquisition context and is related to second language achievement” (p.284).

Communication Anxiety

Refers to an individual’s level of anxiety in connection with either real or anticipated communication with another person or persons (McCroskey, 1977).

FLCAS

Refers to the Foreign Language Classroom Anxiety Scale (Horwitz et al. 1986). This is the instrument used to measure the anxiety level of the participants in this study.

Sociocultural Theory

Originally enunciated by Russian psychologist Lev Vygotsky, this theory holds that all human learning is mediated and that “just as humans do not act directly on the physical world but rely, instead, on tools and labor activity, which allows us to change the world, and with it, the circumstances under which we live in the world, we also use symbolic tools, or signs, to mediate and regulate our relationships with others and with ourselves and thus change the nature of these relationships” (Lantolf, 2000, p. 1).
Scaffolding

“the support a teacher or tutor provides in helping children move from joint to independent problem solving” (Wink & Putney, 2001, p.152).

Zone of Proximal Development

This is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with peers” (Vygotsky, 1978, p.86).
CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter will review literature pertinent to the three primary themes of this paper: second language classroom anxiety; the impact of tradition on Korean student's educational values; and the value of sociocultural theory, as the framework used to suggest some possible pedagogical remedies for overcoming these students' apprehension in the ESL classroom.

Everyone has at some time and in some circumstance experienced the feeling of anxiety. It is not a sensation that is pleasant and mankind goes to great lengths to avoid this emotional response. As McKeachie (1997) pointed out “parents try not to raise anxious children; teachers are warned against arousing anxiety; psychotherapists are well paid for their efforts to alleviate irrational fear; and millions of tranquilizers are consumed each day to reduce tension and anxiety” (p. 3).

Anxiety has been a pervasive theme in human thought and experience (Sieber, O'Neil & Tobias, 1977). It has been the subject of study by both psychologists and existential philosophers and characterized as an unavoidable and “unpleasant experience having
physiological, phenomenological, and behavioral manifestations” (Seiber, et al., 1977). Freud (1936) himself similarly defined anxiety as an unpleasant emotional state characterized by the same kind of manifestations, and the ego's reaction to threats from within. As Sieber further indicates perhaps the best and simplest description for this affective response is “a fear of failure to meet a standard, or fear that one does not hold the appropriate standard” (p. 21). Many of these writers regard human anxiety as an adaptive or coping mechanism, but frequently these efforts to cope become maladaptive. It is thus considered an integral part of the human condition, and the goal is not so much to eliminate it but to minimize its negative effects (Sieber, et al. 1977).

In the last forty years or so, the study of anxiety has become a more frequent focus for educational psychologists. Tobias (1979) points out that even though learning is considered an essentially cognitive process, and anxiety, as an affective state, only indirectly impacts on this cognitive process, nevertheless “anxiety is one of the major psychological variables in education” (p.573). Spielberger (1976) defined it as a subjective feeling of tension, apprehension, nervousness and worry. For Scovel (1991), it is an emotional state generated through the arousal of the limbic system, and measured by behavioral tests, physiological tests or self-reports of internal feelings and reactions. Vygotsky, whose primary contribution was in the cognitive sphere of psychology, felt that
the affective domain deserved equal theoretical status with cognition, and to neglect this aspect of human development was a serious shortcoming within traditional psychology (Verity, 2000). Blanck (1990), reports that Vygotsky also mentioned affect in his book *Thinking and Speech* when he wrote that "conscience is a complex whole of cognition, motivations, and emotional feelings" (p.37), but because of the importance given to behavior and cognition in 20th century psychology, this whole topic of affect received little notice. Wells (1999) also mentions this general criticism of Vygotsky-inspired sociocultural theory and its primary concern with cognition to the neglect of the social, affective and motivational aspects of human learning and development. However, Wells goes on to point out that "the responsibility for this imbalance should not be laid at Vygotsky's door; it is due much more to the 'cognitive revolution' of the 1960's" (p. 326). Wells further goes on to quote from Vygotsky's *Thinking and Speech* that "thought has its origins in the motivating sphere of consciousness, a sphere that includes our inclinations and needs, our interests and impulses, and our affect and emotion....A true and complex understanding of another's thought becomes possible only when we discover its real, affective-volitional basis" (p. 326).

Anxiety is normally viewed from three different dimensions, trait anxiety, state anxiety and situation specific anxiety, each of which has been defined in the previous chapter. For educational psychologists and
more particularly those concerned with second language learning, situation specific anxiety is of the most interest as it relates directly to the context of the language classroom. For MacIntyre and Gardner (1994), this feeling of tension and apprehension can be “specifically associated with second language contexts, including, speaking, listening and learning” (p. 284). Also, Horwitz et al. (1986), define foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

It appears that adult Korean students generally experience a particularly high degree of language anxiety when they travel to the West to study ESL, and a contributing factor may derive from their traditional cultural heritage. They appear to exhibit a unique pattern of behavior in the classroom characterized by trepidation, nervousness and misgiving, although individuals may, of course, differ. Some insight into this aspect of the study is provided by a collection of articles by Watkins & Biggs (1996) who describe Western perceptions of this phenomenon and its influence on Asians studying in the West. Taylor & Taylor (1995) also offer a perspective of the influence of the Confucian ethic and its social system of hierarchical relationships, which extend into the classroom, and its impact on the learning experience. Lee (1996) also emphasizes the importance of understanding these factors when teachers in the West have these students in their classes.

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Some specific classroom manifestations derived from this heritage are outlined in ERIC Document #ED342248 (1992), such as a tendency to avoid eye contact, remain silent, defer to teachers, have problems with negative feedback and error correction, and to never express a contrary opinion. ERIC Document No. 258481 (1983) also discusses the Confucian impact on Korean students studying here in the U. S.

Other scholars (Lee, 1997; Freeman & Freeman, 1998) have addressed the EFL learning environment these students have experienced in their native land. It is generally characterized as teacher-centered, using government-imposed curricula relying on a grammar-translation approach, using rote memorization and drill, and very large classes with little or no opportunity for interaction of any kind. My experience as both student and teacher in that setting is similar to that portrayed, in that these students face a period of bewilderment and anxiety when coming to the West to study.

Regarding the third premise of this study, that it is possible to draw on theoretical principles located within a sociocultural-historical framework which emphasizes interaction and collaboration in the classroom (Bruner, 1987; Cole, 1996; Faltis, 2001; Freeman & Freeman, 1998; Hall & Verplaetse, 2000; Iddings, 2001; Lantolf, 2000; Lantolf & Aljaafreh, 1995; Lave, 1996; Leontiev, 1981; Mackey, 1999; McCafferty, 1992; Ohta, 1999, 2001; Putney, 1996; Schinko-Llano, 1995; van Lier, 1996, 1998; Vygotsky, 1978; Wells, 1999, 2000; Wenger, 1998; Wertsch,
1991, 1998, 2000; Wink & Putney, 2001) as a source of remediation and control for the negative effects of classroom language anxiety. Further, it would appear that the application of some of these concepts may be superior to more traditional measures suggested for dealing with classroom apprehension such as desensitization, relaxation training, covert positive reinforcement, hypnosis, and the various forms of suggestopedia (see Cohen, 1993; Lozanov, 1978). While these procedures may be of some value, they seem somewhat impractical and teachers are generally not trained to implement these measures effectively.
CHAPTER 3

METHODOLOGY

The research methods used for this review consisted of both a qualitative and quantitative component, and sought to answer the following research questions:

- Do adult Koreans studying ESL exhibit a particularly high level of classroom anxiety?
- Can this be accounted for by some aspects of their unique cultural heritage and their shared experiences in learning EFL in their native country?
- What principles or constructs of sociocultural theory, as applied to language learning, may be of most benefit in ameliorating this classroom reaction?

Research Instruments

Participants in this study consisted of a total of 49 students studying ESL in four classes in an English Language Center of a large university situated in the southwest region of the U.S. From the qualitative aspect of this study, the researcher conducted observations of these classes and
engaged in interviews with the students and teachers. I, as participant-observer, was especially able to closely observe one beginning ESL class in which I was also doing my teaching internship. An informed consent form was provided to each of the participants, explaining the purpose of the study, the voluntary nature of their participation, and the confidentiality of the results. Each subject was asked to sign this form as agreement to voluntarily participate in the study. A copy of this form is found at Appendix A.

From the quantitative standpoint, two instruments were used to assess subjects' classroom anxiety levels, the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Professor Horwitz, (1986), and a Background Questionnaire developed by the researcher.

Foreign Language Classroom Anxiety Scale

This scale was used to directly measure the anxiety level of the participants in this study. This scale was specifically developed and designed by Horwitz (1986) to be a standard instrument for measuring anxiety as a reaction to language learning, and was based on “student self-reports, clinical experience, and a review of related instruments” (Horwitz, 1986, p. 37). It has been extensively tested both with American foreign language students and ESL students.

This scale consists of 33 items, and is scored on a five-point Likert scale, ranging from strongly disagree to strongly agree. It yields a
composite score ranging from 33 to 165, with higher numbers indicating higher anxiety levels, and the items are balanced between positive and negative wording. Evidence of test validity and reliability was presented in a study done by Horwitz (1986). The wording of the items in the scale was slightly modified to reflect the fact that its use, in this instance was for an English class. This instrument is found at Appendix B.

Background Questionnaire

This questionnaire, developed by the researcher, consisted of six questions relating to age, gender, reason for taking the course, years of English study, how long in the U.S., and intent to stay in the U.S. The purpose of the questionnaire was to establish a baseline of information on the participants in this study, and to be used in conjunction with the FLCAS in determining anxiety levels. A copy of this form is found at Appendix C.

Pilot Study

A pilot study was conducted in the fall semester, 2001, to answer the following questions:

- Are the questions on the FLCAS readily understandable?
- How long does it take to complete the survey?
- What generally is the range and variance of the responses?
Do the more personal questions on the Background Questionnaire present any problems from a social acceptability standpoint?

A total of 11 students attending ESL classes at a local community college participated in this pilot study. Of these students, eight were Koreans, and three were of non-Asian descent (one from Argentine, one from Columbia, and one from Russia). The male-female ratio was 2:9, and ages ranged from 18 to 28, with an average age of 22 years.

The majority of the subjects were newcomers to the U.S., with the average length of stay being 10 weeks. When asked on the Background Questionnaire why they took this ESL course, the majority, nine or 82%, reported that they needed to learn English either for employment purposes or to enter college or university. Other reasons were for travel purposes or having a general interest in English.

A descriptive analysis was also performed on the subjects’ responses to the FLCAS, which was the second of the two questionnaires. This analysis is related to the first research hypothesis, that Korean students experience a high level of anxiety in the ESL classroom. The FLCAS yields a composite score ranging from 33 to 165, a higher score signifying a higher degree of anxiety. In this study, for the Korean students, the score ranged from 74 to 106, with
a mean 92.66, and for the non-Asian students the range was from 73 to 89, with a mean of 83.30.

Table 3-1 below summarizes the FLCAS scores for the subjects divided by nationality.

<table>
<thead>
<tr>
<th>Nationality</th>
<th>N</th>
<th>M</th>
<th>Min/Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean</td>
<td>8</td>
<td>92.66</td>
<td>74/106</td>
</tr>
<tr>
<td>Non-Asian</td>
<td>3</td>
<td>83.30</td>
<td>73/89</td>
</tr>
</tbody>
</table>

Furthermore, this higher level of anxiety was corroborated during my observation of the ESL class in which I could directly witness the reluctance of the Koreans to readily interact with the teacher or the rest of the students. They generally remained silent while the non-Asians spoke out without hesitation. Even when engaged in group or pair work, it was very difficult to engage them in any meaningful discourse. If they were paired with another Korean, interaction tended to be in L1 only.

During my interviews with these students, they indicated to me their concern about making errors and the resultant loss of face. They were not used to speaking out in class, in general, from their educational experience in Korea where the teacher does all the talking (Lee, 1998). They also indicated that they had very little chance to speak English outside the classroom, their contact with native speakers being minimal. Even access to media was of little value to them because they do not
understand enough English to benefit from those resources. Prior to arriving in the U.S.A., many of them firmly believed that by being in an English-speaking environment they would be able to speak with some fluency in about six to nine months. However, as indicated by the interviews with these students, even though immersed in an English-speaking environment, they cannot take full advantage of it because of their anxiety, timidity and overall reluctance or inability to interact with this environment. When asked their strategy for overcoming these obstacles, and especially to gain more opportunity for improving their English outside the classroom, some of them indicated they would spend more time in the library reading English books.

Thus, the statistical analysis of the FLCAS, showing greater classroom anxiety among Koreans, was supported by the findings during observation and interviews.

Based on the findings of the pilot study, no changes to the survey instruments were deemed necessary, with the lone exception of adding a second part to Question 4 on the Background Questionnaire to ask not only how long they had previously studied English, but also where it was done.

Subjects and Setting

The subjects for this study consisted of 49 students studying ESL in a total of four different classes at the English Language Center of a large
university in the southwest region of the U.S., in the Spring semester, 2002. Of this total, three responses were not used because their nationality could not be determined, one score was not used because answers were highly inconsistent and it was readily apparent that the respondent did not understand the questions, and one response was not used because the informed consent form was not signed. Therefore, the total population for this study was 44 (n=44), and consisted of 22 Koreans and 22 students of other nationalities, which included five Chinese, one Japanese, two Thais, three Mexicans, one Bangladeshi, one Ethiopian, one Nepalese, three French, one Swiss, one German, one Romanian, and two Russians.

There were 16 males and 28 females in the study who ranged in age from 18 to 38, with the average age being 24. In answer to the question as to why they took this English course, the majority reported that they were motivated to learn English to enter university or to obtain a job. The average length of time of previous study of English for all the students was six years.

The majority of the subjects were newcomers to the U.S., some had only come here a matter of several weeks before the study, and most less than six months before. They were about evenly divided on whether or not they intended to stay in the U.S. on a permanent basis.
CHAPTER 4

RESULTS FOR RESEARCH QUESTION #1

This chapter presents the results of this study relating to research question #1.

Analysis of the Background Questionnaire

As indicated in the previous chapter, the responses to the background questionnaire revealed a population of relatively young students who had previous English language training of up to six years, and who had been in the U.S. for a relatively short period of time. The male to female ratio was 16:28, and the primary motivation for studying English was to enhance their job prospects in the U.S. or to be able to enter university.

Descriptive Analysis of Responses to the FLCAS

A descriptive analysis was performed on the subjects' responses to the FLCAS. This analysis is related to the first research question: "Do adult Koreans studying ESL have a particularly high level of classroom anxiety?"
As indicated previously, the FLCAS yields a composite score ranging from 33 to 165, with a higher score indicating a higher degree of anxiety. See Table 4.1 below for a summary of the scores by nationality:

- Koreans
- Asians from other countries influenced by the Confucian tradition (Japan, Taiwan, China, Thailand)
- Other nationalities (Hispanic, European, Nepal, Bangladesh, Ethiopia, etc.)

<table>
<thead>
<tr>
<th>Nationality</th>
<th>N</th>
<th>M</th>
<th>Min/Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean</td>
<td>22</td>
<td>94.50</td>
<td>76/112</td>
</tr>
<tr>
<td>Other Asians</td>
<td>8</td>
<td>93.63</td>
<td>83/109</td>
</tr>
<tr>
<td>Other Nationalities</td>
<td>14</td>
<td>88.07</td>
<td>76/99</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>92.30</td>
<td>76/112</td>
</tr>
</tbody>
</table>

As indicated in Table 4.1, Koreans did exhibit a higher level of anxiety in the classroom than the other students in the study, and so, the first research question can be sustained.

One other interesting finding from these results, and one that probably could be anticipated, is the very similar level of anxiety shown by students from other Asian countries strongly influenced by Confucian values.

The anxiety level of the Korean students was particularly evident in their responses to question #15, where over 77% of them agreed that
they were frightened when they did not understand what the teacher was correcting in class; question #4, when over 50% were anxious when they could not understand what the teacher was saying in English; and question #33, when over 60% showed nervousness when the teacher asked questions for which they had not prepared in advance.

Observations

To date, I was able to observe my internship Beginning Speaking and Listening ESL class twice a week, for a total number of 12 observations for the semester. This class consisted of 15 students: two Koreans, three Taiwanese, two Japanese, and one Russian with the balance from South America. During my observations of this class, it was evident that the Koreans and other Asians were generally silent. The other students, especially the Hispanics, were very eager to express their opinion and to respond readily to the teacher's questions, even to the point that the teacher often had to ask one of them in particular to be quiet. One of the Koreans especially seemed bewildered and did not volunteer to speak despite the urging of the teacher and myself. Even when I explained in Korean what was required, she still was reluctant to try and speak.

Initially, the Koreans in the class did not interact much with the rest of the class, but as the semester progressed they slowly became more engaged and more talkative, especially one of the Koreans who became quite active even to the point of initiating conversation with other
students. Moreover, the Koreans tended to show a more deferential attitude toward the teacher, and never directly initiated communication with her even when they did not understand an assignment or what was being said in the class. They did approach me, however, to explain these matters to them in Korean.

While observing the class, I noticed that, at this beginning level of proficiency, pair work was not very effective because the students were unable to sustain any kind of meaningful interaction. During group work, however, more capable peers did attempt to lead or help less able colleagues in some sort of conversation and the Koreans seemed to especially benefit from this situation, even though, from what I learned during the interviews, they were very unfamiliar with this type of classroom activity due to their previous educational experience.

Interviews

Interviews were conducted with a total of ten students, seven Koreans, one from Mexico, one from Nepal and one from Ethiopia. I also interviewed three of the ESL classroom teachers. It was felt that this was a sufficiently representative sample size. Lincoln & Guba (1985) recommend sampling until a point of redundancy is reached and “the sampling is terminated when no new information is forthcoming from new sampled units; thus redundancy is the primary criterion” (p. 202,
emphasis in original). In this case, many of the comments were becoming redundant.

Table 4.2 Interviewee Description

<table>
<thead>
<tr>
<th>Korean Subjects</th>
<th>Sex</th>
<th>Age</th>
<th>Time in U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 1</td>
<td>F</td>
<td>21</td>
<td>5 Weeks</td>
</tr>
<tr>
<td>K 2</td>
<td>F</td>
<td>28</td>
<td>5 Weeks</td>
</tr>
<tr>
<td>K 3</td>
<td>F</td>
<td>20</td>
<td>4 Years</td>
</tr>
<tr>
<td>K 4</td>
<td>F</td>
<td>38</td>
<td>2 Years</td>
</tr>
<tr>
<td>K 5</td>
<td>M</td>
<td>26</td>
<td>1 Year</td>
</tr>
<tr>
<td>K 6</td>
<td>F</td>
<td>25</td>
<td>1 Year</td>
</tr>
<tr>
<td>K 7</td>
<td>F</td>
<td>23</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Korean Subjects</th>
<th>Sex</th>
<th>Age</th>
<th>Time in U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NK-1</td>
<td>F</td>
<td>20</td>
<td>6 Months</td>
</tr>
<tr>
<td>NK-2</td>
<td>F</td>
<td>18</td>
<td>3 Months</td>
</tr>
<tr>
<td>NK-3</td>
<td>M</td>
<td>28</td>
<td>5 Years</td>
</tr>
</tbody>
</table>

All the Korean participants were interviewed in their L1. Student K1, when asked about her ESL classroom experience, indicated that she was extremely nervous. But this feeling extended beyond the classroom to “different food, life style and culture in general. Language is only part of the problem, although it is the major problem in the classroom. Just finding a place to live, transportation and concern about my visa all contribute to a feeling of unease, and just makes my learning experience in class that much harder” (translation).

Student K2, who had also been here for only five weeks, expressed similar sentiments. She added that the teaching and learning environment were:
quite different to what I was used to in Korea where EFL classes consisted of 50 or more students, you just listened to the teacher explain various rules of grammar, and repeated what the teacher said. There was very limited chance to actually engage in speaking English in these classes. We did, however, learn to read. Here the class size is much smaller, the teacher tries to make us speak with her and our fellow students, either in the class as a whole or in small groups. This is very hard for me and I am very fearful about making mistakes (translation).

Student K3 was somewhat atypical as she has already been here for four years. She initially went to Canada and experienced much the same anxiety as the two other students and generally remained silent in class. She actually got so depressed and homesick that she became ill and after two years had to return to Korea. When she returned to the U.S., she felt much more confident and able to participate in class in a more meaningful way. She was able to adjust to the teaching methods in the class and to verbally interact with her classmates.

Student K4, was also a little different than most of her classmates, as she was older and had also been here for a longer period. She was to stay in the U.S. for another two years, and she did not worry too much about ESL class as she only took the classes to make the best use of her time, and was not concerned about getting into a university or getting a job. But she indicated that "now I am starting to worry about my
English as after two years of study I have not improved very much and I actually feel more concerned and nervous about it now than I did at first" (translation). She also indicated, as did the other Korean students, that opportunities for speaking with native speakers outside of the classroom were very limited, and in that respect learning ESL here was similar to learning EFL in Korea. All the Korean students indicated that English classes were taught in Korean in their native country and that this created a problem when they come to study in the West. K1 stated she did not mind group or pair activity, but K2 indicated she preferred only listening to the teacher lecture.

K5 was a male majoring in Hotel Management, attending an ESL course. He had also attended ESL courses at another university. Initially, he experienced the same classroom anxiety reported by the other Korean students. But he stated, “I did enjoy the class, the group work and the pragmatic type of classroom conversations. It was quite a different environment from Korea” (translation). He indicated that the teacher allowed the students to decide topics for discussion and various classroom activities. This helped to alleviate his discomfort and he became very interested in what was going on in the classroom.

K6 was a female student who had a bachelor's degree in English from Korea. She said that many of her Korean colleagues in ESL class had a very hard time adjusting, but in her case it was much easier because of her background in English.
K7 another female student repeated many of the same comments. She further indicated that when the Korean students remained silent, some teachers in the ESL classroom encouraged them to answer but other teachers simply moved to another student for an answer.

K1 and K2 also had the idea, before coming to the U. S., that they would be able to become more or less fluent by being in this naturalistic English-speaking environment, in about a year or so. But by the end of the study they were very pessimistic about achieving that goal. Their teacher suggested that they join in meetings of the Film and Discussion Club and the English Conversation Club, both held in the English Language Center, to provide them with opportunities to speak English outside the classroom.

Student NK-1 was from Mexico. In Mexico, English is started in Junior High School, and she had a total of eight years of prior study in English. When asked about her experience in the ESL classroom, she said “It’s OK. I don’t have any problem.” Asked if she was in any way nervous about studying English, she again answered in the negative, saying “it’s similar to my English classes in Mexico, where we had some group interaction, but also a lot of lectures from the teacher.” I asked her if she was able to have a lot of interaction outside the classroom with native speakers and she said, “Yes, because I am staying with an American family and we speak English all the time.”
Student NK-2 was from Nepal. In that country, they start learning English in elementary school. Classes are taught in English. English is very prevalent and is usually required to get a job and many of the forms of mass communication in Nepal are in English. When asked about language classroom anxiety, she said, "Absolutely not, I feel very comfortable in the class and staying in this country." In Nepal, early English education is very dependent on role-playing and peer interaction, and when students get to high school they concentrate on reading English novels, essays and poetry.

NK-3 was from Ethiopia. He began English during elementary school. His ESL experience here was pretty good as he preferred the methods used in the class in the U.S. When asked if he experienced any kind of unease in the ESL class, he answered, "Yes, because I didn't have a confidence in my knowledge of English and the method of classroom instruction was a little different from that in Ethiopia."

I also interviewed three of the teachers conducting the ESL classes at the University. They each reiterated their general impression of Koreans' unease in the classroom, but that there were some exceptions on occasion. One teacher said:

I noticed this tendency of the Koreans and some other Asian students immediately. They simply have a hard time expressing themselves even when they have some English ability. They definitely display an affective barrier and it is hard to know how to overcome it. I just try
not to embarrass them and treat them in a humane manner to reduce this affective barrier.

Another teacher indicated, "I am not sure exactly how to deal with these students' classroom anxiety, so I just try to make sure that they have an understanding of what is being said in the class."

In summary, it appears that the Korean students in the study were definitely affected by a certain disquiet or uneasiness in their ESL classes, one even to the point of sickness which mandated a return to Korea. In contrast, from my observations and interviews noted above, non-Asian students did not appear to display this affective classroom reaction, and were quite comfortable in their classroom interactions. Further, the observations and interviews did corroborate the results shown above in the descriptive analysis of the FLCAS, wherein Korean and other Asian students from countries strongly influenced by Confucian values displayed a higher anxiety level.
CHAPTER 5

RESULTS FOR RESEARCH QUESTION #2 AND #3, CONCLUSIONS AND RECOMMENDATIONS

This chapter will begin by summarizing the findings of this study with respect to research question #2 and #3, followed by a discussion of those results. Finally, conclusions will be made, along with possible classroom implications and recommendations for further research.

Summary

This study was concerned with investigating the following three research questions:

- Do Korean adult students experience a high level of language anxiety in the ESL classroom?
- If so, can this be accounted for by some aspects of their unique cultural heritage and their shared experiences in learning EFL in their native country?
- What principles of sociocultural theory may be of most benefit in ameliorating this classroom reaction?
Language classroom anxiety has been found to be a pervasive and often a debilitating presence in the foreign language and ESL classroom (Krashen, 1985; Horwitz, Horwitz, & Cope, 1986; Price, 1991; MacIntyre & Gardner, 1989). The adult Korean students in this study were also found to be prone to this reaction through the results shown by the FLCAS, classroom observations, and interviews with both the students and their teachers. Thus, I believe research question #1 can be sustained in the affirmative.

Regarding research question #2, which concerned what may account for why Koreans have such a severe negative affective reaction when they come West to study, the literature suggests several possibilities. These concern the impact of Confucian heritage on educational practices and values in Korea, and the experience of Korean students in the EFL classroom in their native country.

The Confucian Heritage

For an explanation of how Confucian ethics have impacted Korean society, many writers look directly to the teachings of this Chinese philosopher from the 6th century B. C., and indicate that the influence of this Confucian tradition in Asian cultures is still strong.

Confucius’ teaching centered on the need to maintain social order “through nurturing and preserving the ‘five relationships’ that exist between (1) parents and children, (2) older person and younger person,
(3) husband and wife, (4) friends, and (5) ruler and subject (which includes the teacher-student relationship)" (ERIC Document #258481, 1983, p.50). This same source goes on to point out that in such a society where these kinds of hierarchical relationships prevail, children are hardly regarded as independent persons and are not encouraged to express their own opinions. Furthermore:

vocal expression is seldom rewarded. Children are expected to remain quiet, particularly in the presence of adults. Such an atmosphere tends to make the child reserved in reactions toward others and tends to characterize the learning style of the child as passive. In other words, the child learns most often by observing rather than by active verbal participation in the learning activities at school or home (p. 50).

It is essential to recognize the broad influence of this tradition on society in general and on the educational system itself, as Taylor and Taylor (1995) make clear:

to discuss the education and literacy of the Chinese, as well as of the Koreans and the Japanese, we must start with Confucianism, which, as the official ideology of many governments over the centuries, shaped education literacy, indeed the whole outlook on life of these peoples (p. 144).
Furthermore, to neglect “this influence leads to an incomplete understanding of students’ educational strategies and strengths” (Carson, 1998, p. 737).

Thus, the reticence and uncommunicative nature of the Korean child, and by extension the Korean adult, in the classroom, is a learned cultural trait and a manifestation of student deference to the teacher and not a reflection of a lack of linguistic competence. Other aspects of this learned cultural behavior include avoidance of eye contact; nodding politely even when there is no understanding; remaining silent rather than showing faulty understanding; hesitating in expressing an opinion for fear it may sound presumptuous or run counter to the opinion of the teacher; and always deferring to the judgment of the teacher (ERIC Document #342248, 1992). This source further indicates that:

in Korean schools students are rewarded for maintaining proper behavior in the presence of teachers; that is, bowing, deferring, obeying, and respecting. They are not called on to speak unless the teacher believes that they are ready to respond. For example, a teacher might ask students to recite something they have memorized or thoroughly practiced. No one, young or old, wants to lose face by appearing to be wrong or making a mistake in public (p. 49).

This hesitation to speak in class was confirmed during my interviews with and observations of the participants in this study, with student K2 saying, “I don’t want to interrupt the flow of the study process during the
class; therefore, even though I don’t understand the teacher, I just keep silent and later ask somebody else in the class what was said”

(translation).

Lee (1998) sums up this cultural influence as:

- **Indirectness** – in accord with tradition, Korean students have been trained to withhold their speech and observe a strict etiquette in speaking. They have been conditioned to be introverted and carefully regulate their speech taking into account the surrounding mood.

- **Hierarchism** – Korean society has been centered on hierarchical collectivism in contrast to the egalitarian individualism of the West.

- **Formalism** – Confucian emphasis on accuracy rather than fluency.

- **Face-marked characteristic** – In Korean the word *chaemyon* means “face”. It has a similar meaning to dignity, honor, or self-esteem. It is extremely important for Korean students to maintain face and this often causes a problem in the ESL classroom when teachers use inappropriate words to scold, correct, or provide negative feedback without considering a student’s *chaemyon*. 

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However, some of the students interviewed during the course of this study stated that they liked to have negative feedback from the teacher as they wanted to speak correct English.

The EFL Experience

Next, I would like to discuss some aspects of adult Korean students’ experiences in learning EFL in their native country and what impact it may have on them when they come to the West to learn ESL.

Besides the traditional influences discussed above, these Korean ESL students’ educational attitudes and values have also been shaped by their learning experience in the EFL classroom in Korea. Freeman and Freeman (1998, p. 56), set forth many of the difficult challenges facing such students and teachers in most EFL settings, and from my own experience these are also typical of the situation in Korea. These include:

- Limited resources
- Using textbooks that reflect a traditional grammar-based approach to language learning
- Official government curriculum requiring a traditional approach
- Official government curriculum may call for more current, innovative approaches, but teachers lack training in how to implement them
• Poor teaching conditions, including large class sizes, heavy teaching schedules, low salaries, and poor physical conditions in the schools

• Many teachers' English proficiency is limited

• Teachers teach as they were taught, usually the grammar translation or audio-lingual method

• Language found in textbooks is taught, rather than what students need to know to communicate or compete academically in an English-speaking environment

• The emphasis is on learning skills rather than on fluency

• Parents expect traditional approaches and traditional homework assignments

• Students may see little relevance in learning English if there is limited opportunity to speak English outside of the classroom

• With limited or no contact with native speakers available, it is hard to learn without that cultural context

Some other conditions that I know prevail in Korea from my own experience as an EFL teacher are that English classes are taught in Korean, and that the overall objective of EFL classes is to prepare the students to successfully pass the university entrance examination, which has a heavy emphasis on reading comprehension and listening. Fluency is not the goal and writing and speaking are sorely neglected. Also, classes are strictly teacher-fronted, with seats arranged in straight rows.
Students do not move from their seats, and all materials are controlled by the teacher. Moreover, class sizes, 50 or more students, are too big for any kind of group interaction, and work is generally completed by individuals for individual grades and, last but certainly not least, unless addressed first by the teacher, silence is the “golden rule”.

Despite these seemingly rigid, prescriptive traditional practices in the EFL classroom, recent research has shown that it is possible to successfully adapt some interactive pedagogical practices into the EFL classroom (Sullivan, 2000).

From the foregoing discussion of these Korean students' traditional heritage and educational background, it is not hard to appreciate the problems Korean students face when entering an ESL classroom in the West. These students can easily become overwhelmed and bewildered by the new experience, and their cultural and educational background does indeed play a significant role in causing the problem of classroom anxiety for Korean students in ESL classes, and, as such, research question #2 can also be sustained in the affirmative.

As indicated in Chapter 4, the several ESL teachers I interviewed were at a loss to know exactly how to deal with these students' seeming reluctance to participate in any meaningful way in class. It is my suggestion that we may look toward sociocultural theory, as applied to language learning, to inform us as to some possible pedagogical remedies for this situation.
Sociocultural Theory

This now leads us to consider the third research question of this study. How may the principles of sociocultural theory assist the teacher in ameliorating this classroom affective reaction?

According to the late Soviet psychologist, L. S. Vygotsky (1896-1934), human development and learning cannot be viewed independently of the social context; rather it is a result of meaningful interaction between novices and experts in the environment, be they teachers, parents, or more capable peers. All learning is, thus, mediated (Vygotsky, 1978). Essential to this idea is the concept of the zone of proximal development (ZPD) which was originally defined “as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with peers” (Vygotsky, 1978, p. 86). Thus, in educational circumstances, and in relation to the teacher, it is the teacher's role to provide assistance where required in the ZPD to allow the student to move from other regulation to self-regulation where he can perform on his own. This then can become a point where learning occurs.

van Lier (1996), develops the notion of learning within the ZPD further by indicating that “productive work in the ZPD can be accomplished by learners using a variety of different resources, including:
• assistance from more capable peers or adults

• interaction with equal peers

• interaction with less capable peers (in accordance with the Roman dictum *Docendo discimus*—(we learn by teaching))

• inner resources” (p. 193)

Therefore, “according to this view, a learner’s zone of self-regulated action can be expanded in a number of different ways, not only through the assistance of teachers or other experts” (p. 193). Although not exactly the same in concept, this type of assisted interaction is referred to as joint involvement episodes (Schaffer, 1996), assisted performance (Tharp & Gallimore, 1991), or more commonly as scaffolding (Bruner, 1987; Wood, Bruner & Ross, 1976), and, as van Lier further contends, the essential question then becomes how can teachers “promote work that falls within the ZPD and that extends the students’ area of self-regulation outwards by pulling them into challenging but attainable areas of work” (p. 194).

For sociocultural theorists, the teacher takes on the role as facilitator or coach to foster interaction and community building in the classroom (Hall & Verplaetse, 2000). Freeman & Freeman (1998), suggest some methods which may facilitate this:

• Desks should be arranged in groups, or students should be at tables and chairs

• Students should be able to move freely about the classroom
• Students have ownership of the room, they use and care for materials
• Students do shared reading
• Students work together on group projects for group grades
• Students are encouraged to talk together to share ideas (p. 150)
• Lessons should be learner-centered
• Lessons should have meaning and purpose and draw on student background, knowledge and interest
• Learning takes place as students engage in meaningful social interaction and teachers give them opportunity for collaborative work
• Lessons should support students' first language and culture (p. xvi).

These methods may not be appropriate for all ESL classroom situations, and may need to be adjusted to account for the varying student cultural backgrounds and individuality.

Among the pedagogical methods advocated to encourage interaction in the classroom is pair-work, group work, role-playing, modeling or imitation (Faltis, 2001; Ohta, 1995, 1999, 2001). These strategies are also exactly those prescribed for reducing classroom anxiety, Koch & Terrell (1991); Price (1991); and Young (1990, 1991). These scholars suggest that to decrease classroom anxieties the teacher needs to do pair work, group work, role-playing and to tailor their activities to the
affective needs of their students. Thus, by implementing the concepts inherent in developing an interactive classroom and enhancing cognition, the teacher at the same time will be incorporating procedures to decrease student anxiety levels. The two go hand-in-hand, and it is my view that the second language learner is not prepared to achieve cognitive and linguistic self-regulation unless a sufficient level of comfort in the affective domain, (motivation, attitude, self-esteem, and anxiety) has first been attained.

In considering research question #3 of this study, the implementation of these concepts of sociocultural theory in an ESL class with adult Korean learners will also serve to lessen their level of apprehension and misgiving. Because of these students' basic unfamiliarity with such classroom techniques due to their educational and cultural background, the introduction of these concepts would have to be done on a gradual basis. When designing pedagogical approaches to encourage classroom interaction and discourse, and at the same time serving to reduce classroom anxiety, the teacher needs to keep in mind also that more than just rearranging seating and attention to group tasks is necessary; and that issues of identity and culture need also to be addressed (Boxer, 2000). As Hall (2000) points out, an important task for the teacher is to make certain that these students have ample and varied opportunities to engage in interactions in the target language and thus the teacher should "mindfully organize the interactional environment in our
classrooms to make such opportunities readily available...we need to help learners make connections between the topical content of the interactions and their interests and background experiences" (p. 293). Furthermore, from the perspective of sociocultural theory, teachers need to recognize the shift in regulation when learners go from an interpsychological to the intrapsychological plane, and also be aware how to enable this shift by creating the appropriate social environment and interpersonal relationships to allow for co-construction of curricula (Hall, 2000). As indicated earlier during the interview with student K5, this type of classroom environment serves to stimulate interest and encourage participation on the part of the students.

Recommendations for Further Research

As indicated in Table 4.1, one interesting corollary finding from the analysis of the FLCAS was that students from other Asian countries strongly influenced by Confucian values, showed a very similar level of ESL classroom anxiety to the Korean students. This would lead to the conclusion that these students were probably impacted by Confucian values in the same way. For example the hierarchical nature of the teacher-student relationships tends to limit any kind of authentic, symmetric interaction, and students are simply accustomed to the teacher-centered approach to learning. When they come West to study, this is reflected in their reluctance to engage in the ESL classroom. It

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may be of interest to conduct further research to confirm this apparent connection among other Asian students and in what ways it may differ from Korean students.

It may also be of some value to consider what other value systems besides Confucianism, such as Buddhism, may also play a role in shaping the sociocultural and educational background of these Korean students.

As Liu (2001) suggests, affective and sociocultural factors alone cannot fully account for the constraints on active classroom participation for these students in the ESL classroom, and, “although sociocultural and affective factors are chiefly responsible for the silent behavior of Asian students in class, linguistic, cognitive, and pedagogical factors also come into play” (p. 177). This study attempted to focus on affective, sociocultural and some pedagogical implications, further research is needed to determine the relationship and interconnection of each of these five factors in order to achieve a more complete overall perspective of the classroom interaction of these students.

Another fruitful area for further investigation may be in determining what role gender and personality play in student classroom participation. As Liu (2001) also points out in his study, Asian females and those classified as having an introverted personality are more reticent in class. Is this also true of adult Korean students studying ESL and what are the pedagogical implications?
Because sociocultural theory places such a heavy emphasis on interaction and interpersonal relationships in language learning, it may be useful to consider in further research how new communication tools such as the internet, videoconferences, and e-mail might serve to facilitate these processes (Hall, 2000).
APPENDIX A

University of Nevada, Las Vegas
College of Education
Curriculum and Instruction Department

INFORMED CONSENT

General Information:

I am Bo Kyung Murray from the UNLV College of Education, Department of Curriculum and Instruction. I am the researcher on this project. You are invited to participate in a research study. The purpose of this study is to determine the level of anxiety of adult students learning English as a Second Language.

Procedure:

If you volunteer to participate in this study, you will be asked to complete a list of survey questions. This task should take no more than 30 minutes to complete.

Benefits of Participation:

By participation in this study, you will be contribution to a greater understanding of how non-native speakers learn English as a Second Language and how teachers may be able to improve their teaching methods.

Risks of Participation:

You might be uncomfortable answering some of the questions asked. You are encouraged to discuss this with me. I will explain the questions to you in more detail.
Contact Information:

If you have any questions about the study or if you experience harmful effects as a result of participation in this study, you may contact ma at 896-7693.

For questions regarding the rights of research subjects, you may contact the UNLV Office of the Protection of Research Subjects as 895-2794.

Voluntary Participation:

Your participation in this study is voluntary. You may refuse to participate in this study or in my part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or at any time during the research study.

Confidentiality:

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked for at least 3 years after completion of this study.

Participant Consent:

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

______________________________
Signature of Participant

______________________________
Date
APPENDIX B

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Directions: Each of the following statements refers to how you feel about your English class. Please indicate whether you (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, or (5) strongly agree, by writing the appropriate number on these sheets for question 1-33. Please give your first reaction to each statement, and write an answer for every statement.

1. I never feel quite sure of myself when I am speaking in my English class.
2. I don't worry about making mistakes in English class.
3. I tremble when I know that I'm going to be called on in English class.
4. It frighten me when I don't understand what the teacher is saying in English.
5. It would not bother me at all to take more English classes.
6. During English class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at English than I am.
8. I am usually at ease during tests in my English class.
9. I start to panic when I have to speak without preparation in English class.
10. I worry about the consequences of failing my English class.
11. I don't understand why some people get so upset over English classes.
12. In English class, I can get so nervous that I forget things I know.
13. It embarrasses me to volunteer answers in my English class.
14. I would not be nervous speaking English with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for English class, I feel anxious about it.
18. I feel confident when I speak English class.

19. I am afraid that my English teacher is readily to correct every mistakes I make.

20. I can feel my heart pounding when I'm going to be called on in English class.

21. The more I study for an English test, the more confused I get.

22. I don't feel pressure to prepare very well for English class.

23. I always feel that the other students speak English better than I do.

24. I feel very self-conscious about speaking English in front of other students.

25. English class moves so quickly that I worry about getting left behind.

26. I feel more tense and nervous in my English class than in my other classes.

27. I get nervous and confused when I am speaking English in my English class.

28. When I'm on my way to English class, I feel very sure and relaxed.

29. I get nervous when I don't understand every word the English teacher says.

30. I feel overwhelmed by the number of rules you have to learn in order to speak English.

31. I am afraid that the other students will laugh at me when I speak English.

32. I would probably feel comfortable around native speakers of English.

33. I get nervous when the English teacher asks questions which I haven't prepared in advance.
APPENDIX C

BACKGROUND QUESTIONNAIRE

These questions below are for research purpose only, and your individual answers will not be made available to anyone. Please read the following questions and check the appropriate answers.

1. Your sex:  _____ Male  _____ Female

2. Your age:  _____ years old

3. Why are you taking this English course? (Please choose one or two most important reasons for you.)
   _____ I am interested in English language.
   _____ I want to enter university.
   _____ I will need it in order to get a job.
   _____ I will need to use it in my job.
   _____ I want to use it for travel.
   _____ (Other)

4. How many years have you studied English and where?
   _____ years  _____ where: ________

5. How long have you been here in the U.S?
   _________________

6. Are you planning to stay permanently in the U.S?
   _________________
APPENDIX D

UNLV
UNIVERSITY OF NEVADA LAS VEGAS

Notice of Approval to Conduct Research Involving Human Subjects

DATE: January 10, 2002

TO: Bokyung Murray, C&I
Dr. McCaffery (Advisor)
M/S 3005

FROM: Dr. Fred Preston, Chair
UNLV Social Behavioral Sciences
Institutional Review Board

RE: Status on Research Project Entitled: Anxiety as an Affective Factor for Adult Korean Student Learning as a Second Language

OPRS Number: 311S1201-194
Approval Date: December 18, 2001

This memorandum is official notification that the protocol for the project referenced above has been reviewed by the Office for the Protection of Research Subjects (OPRS). The protocol has been determined as having met the criteria for exemption from full review by the UNLV Social/Behavioral Sciences Institutional Review Board. In compliance with this determination of exemption from full board review, the protocol has been reviewed through the expedited review process. The protocol has been approved for a period of one year from the date of this notification and work on the project may proceed. The approval is effective December 18, 2001 and will continue for a period of one year.

Should the use of human subjects described in the referenced protocol continue beyond a year from the approval date, it will be necessary to request an extension. Should there be ANY changes to the protocol it will be necessary to submit those changes to OPRS.

If you have questions or require any assistance, please contact the Office for the Protection of Research Subjects at 895 – 2794.
DATE: March 14, 2002

TO: Bokyung Murray, C&I
Dr. Steven McCafferty (Advisor)
M/S 3005

FROM: Dr. Fred Presto, Chair
UNLV Social Behavioral Science Institutional Review Board

RE: Status on Research Project Entitled: Anxiety as an Affective Factor for Adult Korean Student Learning as a Second Language

OPRS Number: 311S1201-194
Current OPRS Number: 311S0302-301
Approval Date: February 13, 2002

This memorandum is official notification that the Social/Behavioral Sciences Committee of the Institutional Review Board has approved changes to the protocol for the project listed above. Work on the project may proceed. The approval is effective February 13, 2002 and will continue for a period of one year.

Should the use of human subjects described in the referenced protocol continue beyond a year from the approval date, it will be necessary to request an extension.

If you have questions or require any assistance, please contact the Office for the Protection of Research Subjects at 895–2794.

cc: OPRS File
APPENDIX E

PERMISSION TO USE THE FLCAS

From: "Elaine K. Horwitz"
To: "jobo"
Sent: Monday, December 10, 2001 12:11 PM
Subject: Re: Permission to use the FLCAS

Dear Ms. Murray:

Thank you for your interest in my work. I am happy to give you permission to use the FLCAS in your research provided you acknowledge me as the author of the instrument in any written or oral presentations of your research. I would also request that you send me copies of your results and any publications which result from your project.
BIBLIOGRAPHY


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VITA

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Thesis Title: Anxiety as an Affective Factor for Adult Korean Students Learning English as a Second Language

Thesis Examination Committee:
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Committee Member, Dr. Maria G. Ramirez, Ph. D.
Committee Member, Dr. Porter L. Troutman, Jr., Ph. D.
Graduate Faculty Representative, Dr. LeAnn Putney, Ph. D