



Foreign Language Anxiety and Its Relation to Korean Language Learning

Hyekyung Sung-Frear and Jong Oh Eun

Defense Language Institute Foreign Language Center



Presentation Overview

- Literature Review on Foreign Language Anxiety
- Data Collection 1 and Results
 - 24 students from 2 classes
- Data Collection 2 and Results
 - 17 students from 1 class (3 teams)
- Suggestions to Lower Foreign Language Anxiety



Have you felt this way when you study a foreign language?

- I can feel my heart pounding when I get called on in my class.
- I get nervous when my teacher asks questions which I haven't prepared in advance.
- I get upset when I cannot verbalize what I am thinking.
- I am afraid that others will laugh at me when I speak.



Foreign Language Anxiety

- Feeling of uneasiness, nervousness, worry, and apprehension experienced by non-native speakers when learning or using another language





Foreign Language Anxiety

- “I’ve heard that the fear of public speaking ranks higher than fear of things like snakes and heights – I’d say fear of speaking in a foreign language class ranks higher than all of that.” (a university sophomore student who is taking his first French language class)



Research in Foreign Language Anxiety

- The effect of affect on foreign language learning: a review of the anxiety research by T. Scovel (1978)
- Methods and results in the study of anxiety and language learning: a review of the literature by P. Macintyre & R. Gardner (1991)
- The subtle effects of language anxiety on cognitive processing in the second language by P. Macintyre & R. Gardner (1994)
- The Psychology of the Language Learner: Individual Differences in Second Language Acquisition by Z. Dornyei (2005)
- Anxiety and speaking English as a second language by L. Woodrow (2006)



Research in Foreign Language Anxiety

- Helping students overcome foreign language anxiety: A foreign language anxiety workshop by C.M. Campbell & J.A. Ortiz (1991)
 - perhaps one-half of all language students experience a startling level of anxiety.
- Foreign language anxiety and language performance: a study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese by Y. Saito & K.K. Samimy (1996)
 - Foreign language anxiety increases among the advanced level learners, especially when students are learning a language that is truly foreign in its nature.



Foreign Language Anxiety

- ... anxiety isn't confined to low-performing students. "We see anxiety in highly advanced students, highly successful students who we'd presume to have high levels of aptitude as well," Horwitz said, implying that the problem doesn't necessarily manifest itself only in students who aren't as good at languages or simply aren't studying enough.



Facilitating Anxiety versus Debilitating Anxiety

- Some stress is good to have and keeps you alert, attentive, and motivated.
 - Facilitating Anxiety: may help improve performance and keep you motivated to succeed
- Some stress can have adverse effects causing you to forget information and become very nervous.
 - Debilitating Anxiety: can lead to low performance
- T. Scovel (1978); K. Moyer (2008); K. Williams (2008)



Three Types of Foreign Language Performance Anxiety

- Communication Apprehension: anxiety experienced when speaking with or listening to other individuals
- Test-anxiety: a form of performance anxiety associated with the fear of doing badly
- Fear of Negative Evaluation: the anxiety associated with the learner's perception of how others (teachers, classmates) may negatively view their language ability

Foreign Language Classroom Anxiety Scale (FLCAS) developed by E.K. Horwitz & M.B. Horwitz (1986)



Foreign Language Classroom Anxiety Scale (FLCAS)

- I never feel quite sure of myself when I am speaking in my foreign language class.
- I tremble when I know that I'm going to be called on in my foreign language class.
- It frightens me when I don't understand what the teacher is saying.
- I start to panic when I have to speak without preparation in my class.
- In my class, I can get so nervous that I forget things I know.



Foreign Language Classroom Anxiety Scale (FLCAS) continued

- Even if I am well prepared for class, I feel anxious about it.
- I often feel like not going to my foreign language class.
- I feel very self-conscious about speaking the foreign language in front of other students.
- I get upset when I don't understand what the teacher is correcting me.
- I am afraid that the other students will laugh at me when I speak in my foreign language class.



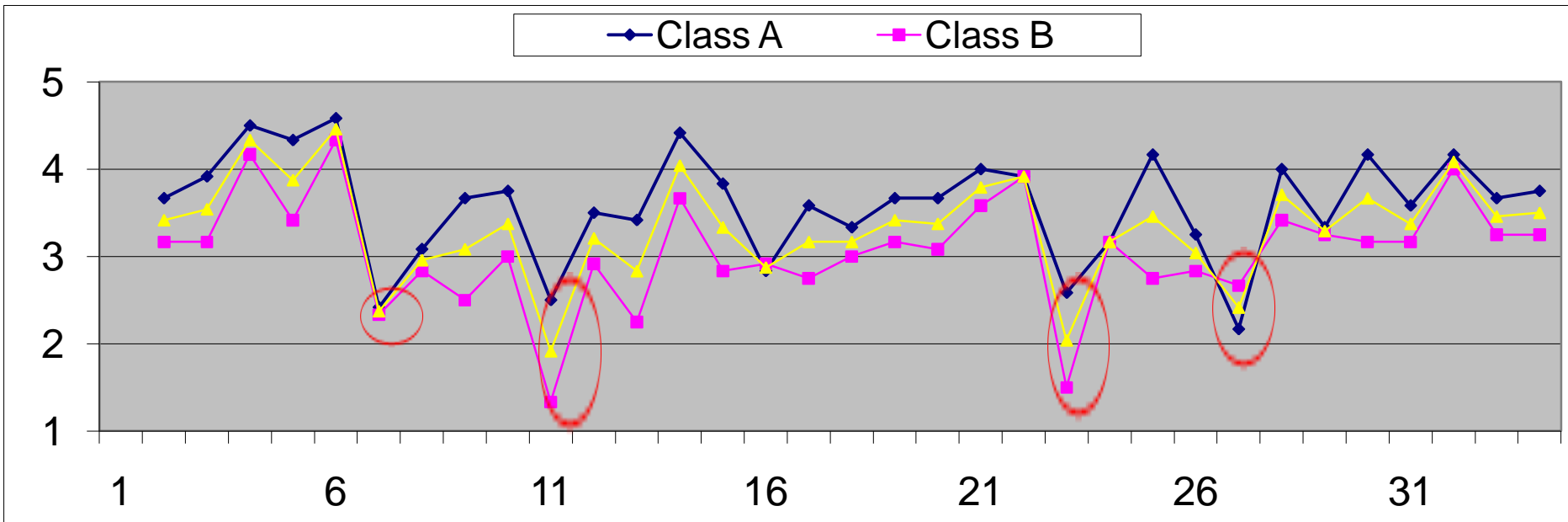
Foreign Language Classroom Anxiety Scale (FLCAS) positive

- I don't worry about making mistakes in class.
- I feel confident when I speak in my class.
- I don't feel pressured to prepare for my class.
- It wouldn't bother me at all to take more foreign language classes.
- I would feel comfortable around native speakers.
- When I am on my way to the foreign language class, I feel very sure and relaxed.
- I am usually at ease during my language test.



Data 1: Comparison of Two Classes

	Class A (13)	Class B (11)
Anxiety Mean	3.59* ($p < 0.05$)	3.05
Graduation Results	92%	55%
Speaking Level 2	85%	27%





Overall Low Scores

- During my foreign language class, I find myself thinking about things that have nothing to do with the course (means: 2.42 & 2.33)
- I worry about the consequences of failing my foreign language class (means: 2.50 & 1.33)
- I don't feel pressured to prepare very well for my language class. (means: 2.58 & 1.50)
- I feel more tense and nervous in my foreign language class than in my other classes that I took before. (means: 2.17 & 2.67)



Significant Difference

- It frightens me when I don't understand what the teacher is saying ($t = 2.51^*$, $p < .05$)
- I am usually at ease during tests in my foreign language class ($t = 3.02^{**}$, $p < .01$)
- I worry about the consequences of failing my foreign language class ($t = 2.88^{**}$, $p < .01$)
- In my foreign language class, I get so nervous that I forget things I know ($t = 2.79^*$, $p < .05$)
- It embarrasses me to volunteer answers in my foreign language class ($t = 2.34^*$, $p < .05$)



Significant Differences

- Even if I am well prepared for my language class, I feel anxious about it. ($t = 2.08^*$, $p < .05$)
- I don't feel pressured to prepare very well for my language class. ($t = 2.66^*$, $p < .05$)
- I feel very self-conscious about speaking in front of other students ($t = 2.88^*$, $p < .05$)
- I get nervous when I don't understand every word my teacher says ($t = 2.76^*$, $p < .05$)



Data 2: one class of three teams

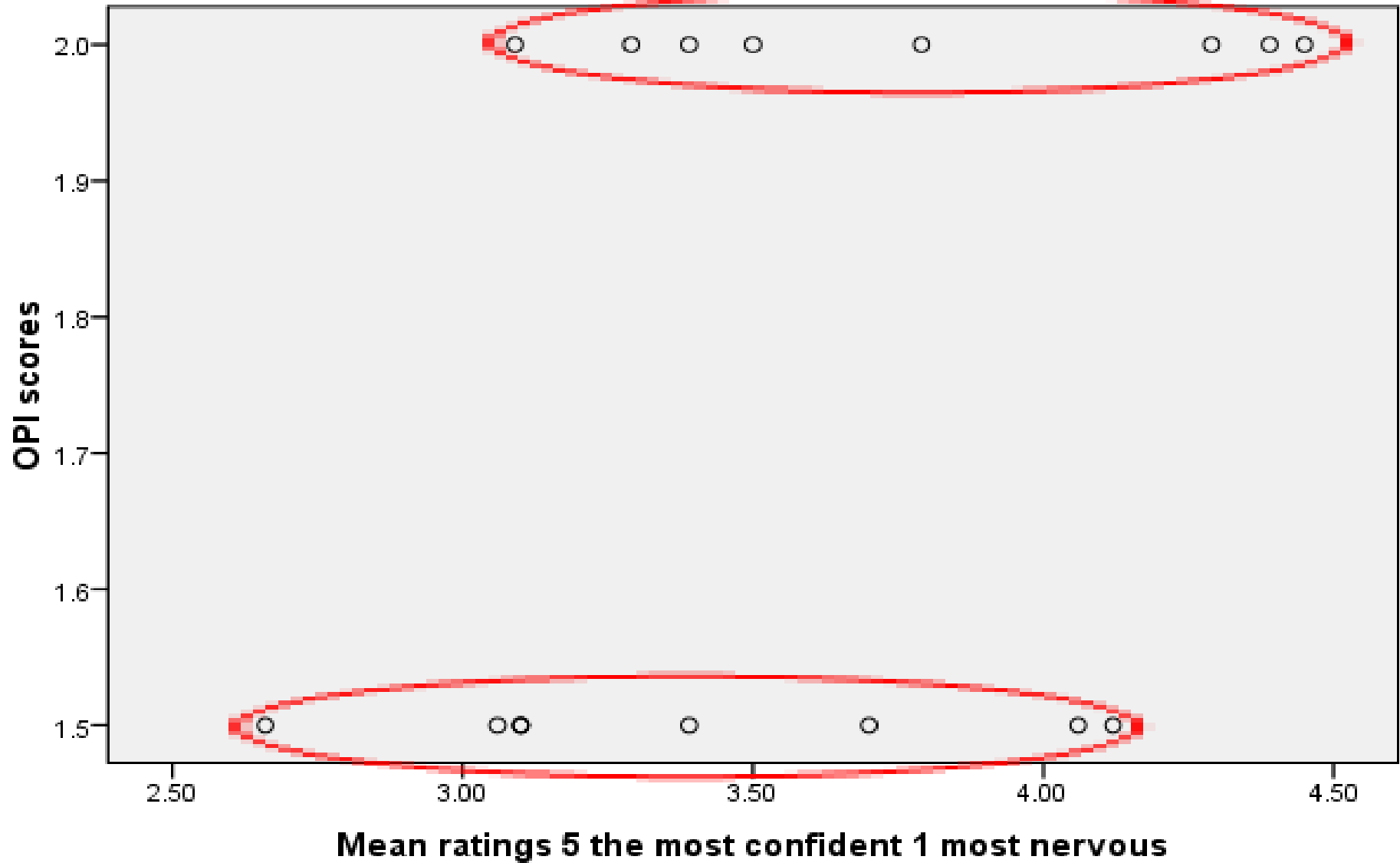
	Team 1 (4)	Team 2 (5)	Team 3 (9)
Anxiety Mean	3.82	3.81	3.27
Graduation Result	100%	80%	100%
PEP Goals	50%	0%	22%
Speaking Level 2	50%	40%	44%
Listening \geq 2+	75%	20%	44%
Reading \geq 2+	100%	100%	100%
GPA	3.75	3.50	3.59



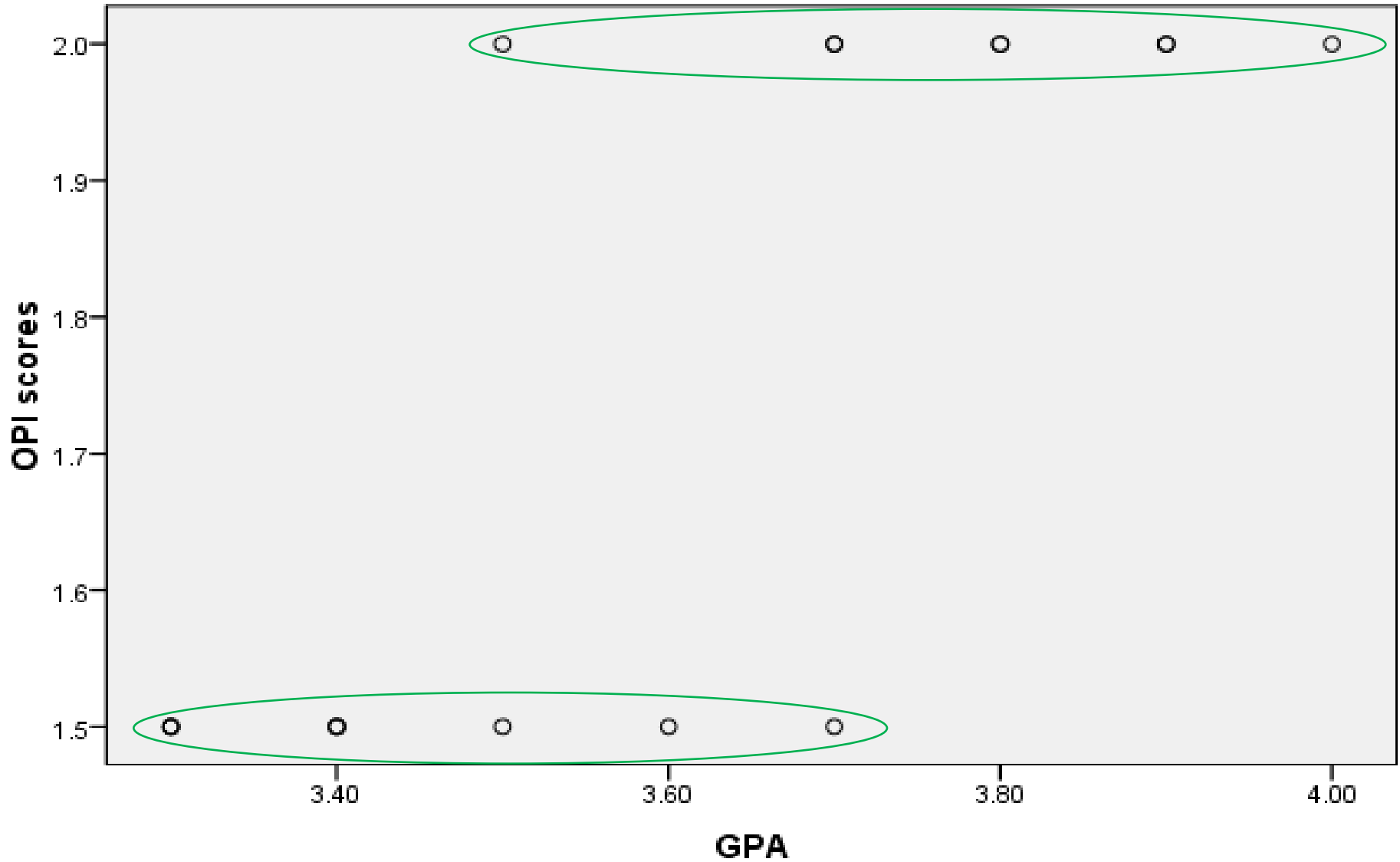
Overall Findings from Data 2

- No significant difference among three teams in
 - Anxiety level
 - DLPT L/C, R/C, OPI
 - GPA
- Mean anxiety score is **NOT** an indicator of language proficiency test results
- GPA score is significantly correlated to:
 - OPI ($p < .0001$)
 - DLPT L/C ($p < .05$)
 - DLPT R/C ($p < .01$)
 - Mean anxiety score ($p = .063$) – not significant

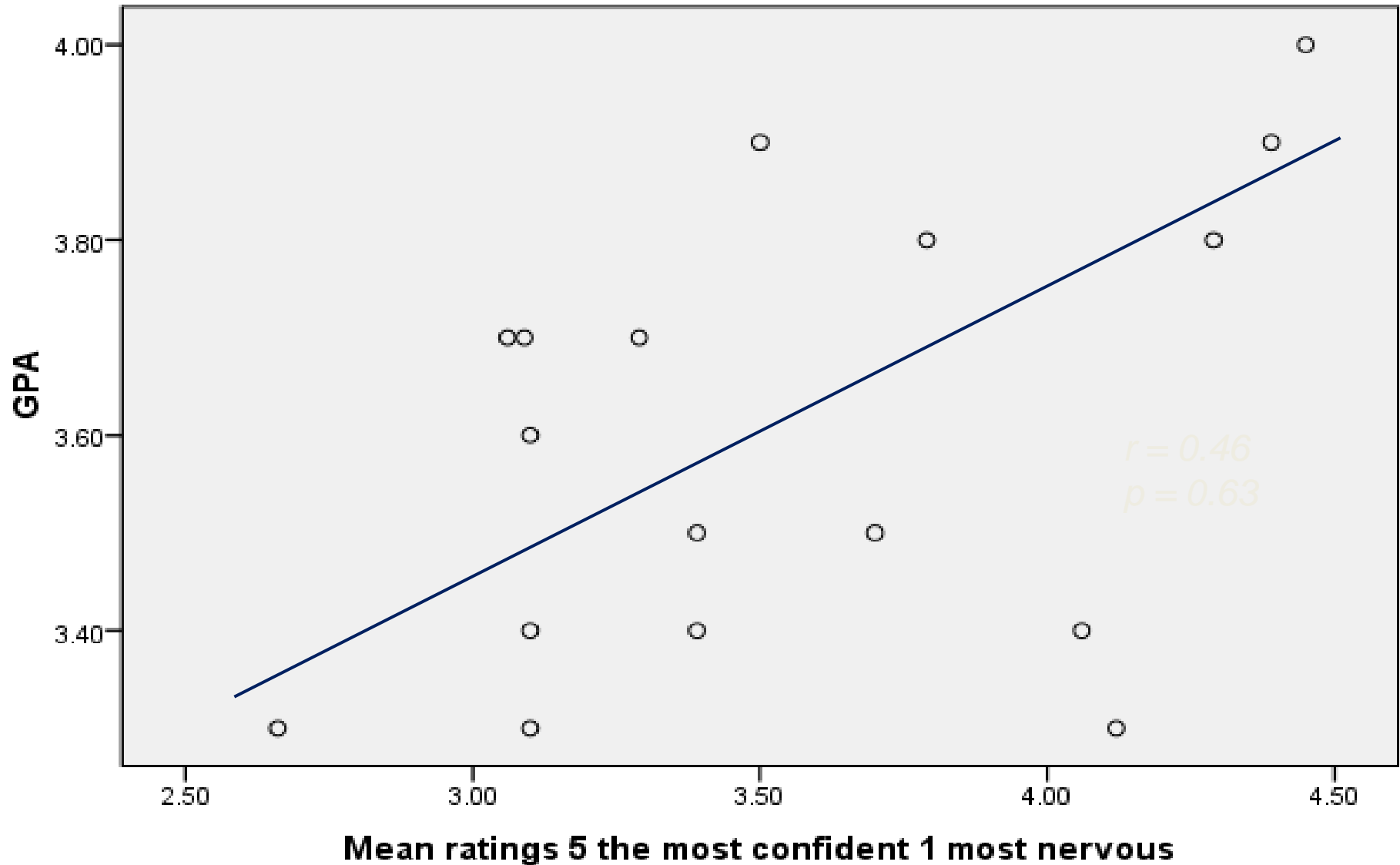
OPI Scores based on the Anxiety Mean Scores



OPI Scores based on Class GPA Scores



GPA Scores based on the Anxiety Mean Scores





Significant Anxiety Indicator Items

- I never feel quite sure of myself when I am speaking in my foreign language class:
 - OPI score ($r = 0.55^*$, $p < .05$)
 - GPA score ($r = 0.68^{**}$, $p < .005$)
- I would not be nervous speaking with native speakers:
 - OPI score ($r = 0.56^*$, $p < .05$)
- I keep thinking that the other students are better at languages than I am:
 - GPA score ($r = 0.49^*$, $p < .05$)
- My language class moves so quickly and I worry about getting left behind:
 - GPA score ($r = 0.55^*$, $p < .05$)



Classroom Environment

- “One of the challenges in foreign language teaching is to provide students with a learner-centered, low-anxiety classroom environment.” (D.J. Young)



Unique Environment at DLI

- Goal-driven
- Intensive and fast-paced
- DLPT-driven
- Target Language Use/Immersion

→ Role of teacher becomes very important.



Lowering Language Anxiety

- Have you done anything to reduce the student's language anxiety?
- Share your ideas and thoughts



Lowering Language Anxiety

- Teacher
 - Teacher vs. Tester
 - Facilitator vs. Evaluator
 - Student-centered vs. Teacher-centered
- Learner
 - Language user vs. Deficient communicator
- Process vs. Product



Lowering Language Anxiety

- Know your students
 - Learning style/strategies
 - Personality
 - Interests
 - Prior experiences



Lowering Language Anxiety

- Provide Ss with time to explore language
 - Work in group before performing individually
 - Work individually before performing in front of the class
 - Group them to get peer assistance
 - Give time to make mistakes in a non-threatening environment (e.g., group project)



Lowering Language Anxiety

Role Play

- Provide support:
 - Provide cue cards
 - Full context: age, relationship, background, situation
 - Reduce uncertainty
 - Linguistic support: vocabulary, grammar



Lowering Language Anxiety

Speaking

- ❑ Developing strategic competence
 - How to express in a different way
 - Don't panic when you forget the word
 - How to ask for clarification
 - How to ask for help
 - How to shift topic
 - How to start and wrap up a conversation



Lowering Language Anxiety

Listening

- ❑ Meaningful pre-listening activities
 - Activate schemata
 - From known to unknown
 - From “can do” to “challenge”
 - Personalization



Lowering Language Anxiety

Technology

- Individualized practice (use ipod to record individual performance, use Tablet PC to listen individually)
- Use of multimedia
 - ✓ Provide visual clues
 - ✓ Contextualized information



Lowering Language Anxiety

Authentic material

- Aware of levels of text and task
- Provide background information
- Cultural information
- Grammar (e.g., spoken vs. written)
- Extended glossaries



Lowering Language Anxiety

Error Correction

- Focus on communication instead of “grammatical correctness” only
- Use various ways of giving feedback (e.g., recasts, written)
- Language user vs. learner
- Perfectionist/analytic tendencies may demotivate the learners in the long run



Lowering Language Anxiety

Academic counseling

- Understanding of nature of foreign language learning
- Provide meaningful and positive feedback
- Effective intercultural communication



Lowering Language Anxiety

Testing

- Provide sufficient opportunities to produce the student's language sample
- Provide non-threatening environment
- Test-taking strategies



Lowering Language Anxiety

Target Language Use

- Effective use of English and Target Language
- English is also important for FLO skills



Conclusion

- It is natural that learners get anxious when learning a foreign language.
- Teacher's role is important.
- Be sensitive about individual differences and provide tailored support.



Questions and Answers



Thank you very much! 감사합니다!

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