

Language Anxieties in Second Language Learning

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Park, Seon-Ho. 2002. **Language Anxieties in Second Language Learning.** *Korean Journal of English Language and Linguistics* 2-3, 373-401. It is often observed that Korean migrant students overseas experience various kinds of anxieties learning English as a second language although they are in an English-speaking country like New Zealand. The context of learning English as a second language is explored by examining language anxieties experienced by recent Korean migrant students in New Zealand. 177 students were surveyed using questionnaires asking their anxieties over various contexts of English learning processes. The three stages of language anxiety of Input, Processing, and Output showed that there were some degrees of anxiety among the students at each stage depending on their ages, age at migration, and duration of residence, in particular. Students tended to experience more language anxiety in school than outside the school. It was also clear that students were experiencing more anxieties with English than with Korean in the four language skills of speaking, listening, reading and writing. Writing was commonly found in English and Korean to be the most frequent source of anxiety among the four language skills. Some implications from the results are suggested for parents, teachers, and students.

1. Introduction

In the field of second or foreign language learning it is commonly known that there are some individuals who are more successful than others. These kinds of differences have often been described from the perspectives of individual differences such as age, aptitude, intelligence, motivation, anxiety, and so on (Ellis 1994; Gass and Selinker 1994). Among those variables

anxiety will be especially useful for understanding migrant students overseas as learners of English as a second language who are intensively and extensively exposed to the new environments, and for understanding their ability to upgrade learning skills in the language learning processes.

Anxiety has been an interesting factor often associated with second language learning or proficiency. Scovel (1978) has proposed that there are two possible forms of anxiety, 'facilitating' and 'debilitating' anxiety, which could have opposing relations with the proficiency of second language learners. Scovel found that facilitative anxiety could be 'an asset to performance' and have 'positive correlations with students' willingness' to attempt difficult linguistic structures in English and that debilitating anxiety could be 'detrimental to performance', but did not show the expected negative correlations with performance. Even though there have been earlier studies on anxiety, these earlier studies did not relate anxiety to second language learning in terms of an index of language achievement (e.g. Chastain 1975; Clément et al. 1980). Chastain (1975) found a negative correlation between test anxiety and grades in Spanish, but similar relationships were not identified with German or French, or other measures of anxiety (cited in Gardner and Clément 1990:502). Gardner (1985:34) has also stated that 'not all forms of anxiety would influence second language learning'. More recently, language anxiety is clearly defined by MacIntyre and Gardner (1994:284) as 'the feeling of tension and apprehension specifically associated with second language learning contexts, including speaking, listening, and learning'.

On the other hand, a series of studies concerned with measures of anxiety have reported that there are fairly negative relationships with achievement in second language learning (see Horwitz et al. 1986; MacIntyre and Gardner 1989, 1994). MacIntyre and Gardner (1989), for instance, conducted a study

on the effect of 'communicative anxiety' on French vocabulary contrasting two groups of students. They found that students who learned vocabulary items more rapidly had lower communicative anxiety. The validation of three scales measuring anxiety at different stages (Input, Processing, and Output, see Section 3.1.) used by MacIntyre and Gardner (1994), was very recently tested in foreign language learning situations (Onwuegbuzie et al. 2000). The three scales used by MacIntyre and Gardner were not entirely validated but when some items were removed, the scales were confirmed to be working, thus suggesting their validity with some modifications.

In addition to the independent studies on the association of anxiety with second language learning, there have been some efforts to integrate anxiety with other variables. For instance, Gardner et al. (1992) investigated the effects of both integrative motivation and anxiety on computerized vocabulary acquisition. They identified that the higher integrative motivation was more related to superior vocabulary acquisition and to a quick translation than was lower integrative motivation but anxiety did not influence behaviour in the vocabulary learning processes.

In Korea, there are some researchers who studied language anxiety with Korean students learning English as a foreign language (e.g. Kim 2000a, 2000b; Kim 2002). Most of the research has been conducted with Korean students in Korea to know the patterns or features of language anxiety in relation to particular contexts of learning English. They are often concerned with language anxiety in terms of general competence or particular skills in English associating them with other (affective) factors in the learning processes. For instance, Kim (2002) investigated the relationship between listening anxiety and learner backgrounds and suggested that listening anxiety interfered with foreign language listening. It was also suggested that lack of self-confidence in listening was the best predictor among the

studied factors.

These studies of language anxiety in Korea are mainly about learning English as a foreign language in Korea. Moreover, the studies conducted so far either overseas or in Korea are mostly focused on micro levels of language learning such as in classroom situations dealing with particular tasks given to students to test their various levels of language anxiety. However, when we think of the present situations of the increasing number of Korean students going overseas or migrating to English-speaking countries to learn English, we need to turn our attention to the societal aspects of learning English as a second language to know their overall language anxieties experienced in a variety of situations. According to Stern (1983:15-16), the principal distinction of 'second language' and 'foreign language' comes from the language learning contexts. When a non-native language is learnt and used inside one country, it is called a 'second language'. In contrast, the term 'foreign language' is given to a language of a speech community outside the national or territorial boundaries in which the learning takes place.

In this regard, learning English in Korea would mean learning English as a foreign language in that most learners of English are not exposed to using it in their daily lives. However, when we think of an expanded concept of learning English as a second language, we may go further into the situations of Korean students overseas especially those who have recently migrated, and therefore who are fairly eager to learn English as a second language successfully. For them English is always required in their everyday lives in places such as schools, shops, and public libraries, as well as in sports or music activities they are involved in. In this respect it will be valuable to examine some societal patterns of how these recent Korean migrant students overseas learn English as a second language, especially

for successful adaptations in their school work and daily activities.

Many migrants overseas are known as feeling greatly stressed due to language-related matters, particularly when they are at the early stage of migration. This applies more to the first migration generation who arrive in their adopted country when they are adults and responsible for most of the things in their lives in the new environment, rather than to their children, most of whom are under twenty at the time of migration. It has often been observed by the researcher that there are various stressful situations for the students in learning and adapting to the new English-speaking circumstances, especially for the older students. Thus, it will bring us some implications to investigate language anxiety experienced by those Korean students overseas in their situations of learning English as a second language, which has rarely been explored by previous research. This paper investigates language anxieties of Korean students who have recently migrated to New Zealand, which is one of the most popular migration destination countries in the last decade. It aims to examine societal, rather than individual, characteristics of language anxieties among the Korean migrant students, and suggest some implications for migrant students, parents, and teachers. In addition, as most Korean students in New Zealand are recent migrants who need to develop or maintain their Korean proficiency along with learning English, it also aims to find some implications from the comparisons of language anxieties between Korean and English. To accomplish these aims research questions were formulated as follows:

- a) What are the Korean students' level of language anxiety in the three stages of second language learning: Input, Processing, and Output?
- b) To what extent do Korean students feel anxious in class and outside school due to lack of English proficiency?

- c) What are the patterns of language anxieties Korean students feel overall in the four language skills in English and Korean respectively?

2. Method

2.1. Subjects

To meet the criteria of balanced sampling, the selection of subjects was not done on a random basis. This was partly because of the special characteristics of the research. That is, it was based on a very recent migrant community focusing on younger community members who had resided a reasonable length of time in order to have acquired a minimum level of English. Three regions of Auckland, Christchurch, and Wellington were chosen for the survey for their dominant Korean residence containing 88% of the total Korean population of 12,753 at the time of the survey, which indicates evidently balanced geographical and social samples of the Korean migrant communities in New Zealand.

Table 1. Profiles of respondents

	Primary			Secondary			Tertiary			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Number of respondents	23	26	49	36	40	76	23	29	52	82	95	177
Average age (years old)	11	11.3	11.2	16	16.3	16.2	20.8	21.1	21	15.9	16.2	15.1
Average residence (years)	4.7	4.5	4.5	4.5	5.0	4.7	5.6	4.4	5.0	4.9	4.6	4.8
Average age at migration(years old)	6.2	6.9	6.4	11.0	10.8	10.9	14.7	15.7	15.2	10.9	11.1	11.0

The survey was conducted with 177 Korean migrant students who had resided 3 to 16 years in New Zealand, which means not only that they had been exposed at least three years in the second language learning situation but also that they were still

at their early stage of migration. Most (92%) of them migrated in the early to mid-1990s, mostly at the time of the sudden, intensive migration boom to New Zealand. Therefore, with very limited exceptions the responses from the subjects would reasonably represent the societal features of their language anxieties. For the convenience of the discussion, the students were classified into three age groups of 'Primary', 'Secondary', and 'Tertiary' according to their school years. Their ages range from 8 to 23 years old. Primary school children arrived in New Zealand on average when they were 6.4 years old whereas secondary students (10.9 years old) and tertiary students (15.2 years old) arrived when they were much older (see Table 1 for more details). Although the respondents share highly cohesive characteristics, such as arrival age and residence duration with very few exceptions due to intensive migration over an approximate 5 year period, it is not denied that there will be some limitations in presentation of data only using age groups. However, to gain a broad overview of language anxieties as a societal phenomenon of Korean students in New Zealand, the focus on age group was more acceptable than using other variables.

2.2. Data collection and procedure

The survey included developing questions for questionnaires, using multiple and spiral processes of contacting people, and including contact with an individual or group. A quantitative method using a questionnaire was adopted for collecting data from the subjects. Researchers have found it useful to employ questionnaires for language related studies (Clyne 1985; Beebe and Takahashi 1987; Gorter 1987). Data collected by questionnaires seems to be easier to manage and encode than one using qualitative methods such as interviews and participant observations. In this study, questionnaires were developed after

gaining some information from the pre-test and piloting which produced some improvements in details of wording of the questions and the way of asking questions, for instance. Raw community listings were not used, for the ethical reasons, to safeguard the prospective respondents; instead a variety of methods were used as follows:

- being introduced through personal social networks
- being introduced by the 'friends of a friend' method
- consulting the community associations at each city seeking mediators
- visiting local community activities (Korean churches, Korean schools, Korean university student associations, etc.)

In the questionnaire prepared to investigate the extent of students' anxieties. Tobias's (1979, 1986) classifications of language learning processes (Input, Processing, and Output) were employed for wording different aspects of language anxieties students might experience (MacIntyre and Gardner 1994). In addition, the extent of language anxiety is asked about in terms of the four language skills in Korean and English. The frequency scales are the same as above. The questionnaires were mailed to the volunteering subjects and collected by mail or in person. In the process of collecting the questionnaires, brief interviews were partially conducted for interpretations of the data, using the questions in the questionnaire. The data was processed using SPSS 10.0 and Microsoft Excel 97. The number of responses (N), %, Mean, and Standard Deviation (SD) were employed to show the general trend of the survey results.

3. Results and discussion

In this section, the language anxieties experienced by Korean

migrant students as second language learners in their relatively early stage of migration in the new country, are reported and discussed through their self-reports on 1) three stages of anxieties (Input, Processing, Output), 2) situational anxieties, and 3) overall anxieties in second language learning compared with Korean.

3.1. Three stages of anxiety in second language learning

The scale adopted for the statements asking respondents' individual experiences of language anxieties is from 'Never' (1) to 'Always' (5). The detailed scale is as follows.

- 1 Never
- 2 Rarely
- 3 Half the time
- 4 Often
- 5 Always

The language anxiety items employed were divided into three stages of second language learning. A partial replication was made from MacIntyre and Gardner's (1994) study for the aspects of language anxieties presented here. These classifications of the language anxieties of 'Input Anxiety', 'Processing Anxiety', and 'Output Anxiety' were originally developed from the 'stages of learning' identified by Tobias (1979, 1986). Each step of the learning process could be summarized as follows:

- Input Anxiety: the apprehension experienced when taking in information
- Processing anxiety: the apprehension experienced when learning and thinking in the second language
- Output Anxiety: the apprehension experienced when speaking or writing in the second language

(1) Anxieties in Input

For the anxieties in input, one positive and three negative statements were introduced to the respondents. First, we look at the responses to negative statements about listening to someone speaking quickly in English. Among all the groups, male secondary students (mean: 1.94) were least bothered by someone speaking quickly in English (never: 25%; Rarely: 59.4%). Tertiary students were most strongly bothered in the same situation (male: 2.37; female: 2.50) whereas primary school children showed relatively low anxiety. Looking at gender difference in total, the extent of feeling bothered by someone speaking quickly in English showed that secondary and tertiary male students and primary female children were less anxious than their opposite gender counterparts.

Turning to an aspect of reading difficulties as another form of input, primary school children and male tertiary students showed slightly less anxiety than in listening to quickly spoken English while secondary students had a similar level of reading anxiety to their anxiety in listening. Male secondary students were least anxious about reading among all the groups.

Similarly, in response to the statement about enjoying listening to someone speaking English, male secondary students seemed to be generally more positive than the other age groups (often: 37.5%; always: 25%). Tertiary students showed the least enjoyment (male: 37%; female: 40% for both 'Often' and 'Always'). In general, students appeared to refrain more from responding positively than from responding negatively to the statements about Input anxiety.

Table 2. Anxieties in Input

	Primary				Secondary				Tertiary			
	M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%
'I am bothered by someone speaking quickly in English' (Mean: 2.13, SD: 0.85)												
1	8	38.1	11	36.7	8	25	7	21.2	5	18.5	2	6.7
2	8	38.1	13	43.3	19	59.4	16	48.5	11	40.7	15	50
3	3	14.3	6	20	4	12.5	7	21.2	7	25.9	9	30
4	2	9.5			1	3.1	3	9.1	4	14.8	4	13.3
5												
Mean	1.95		1.83		1.94		2.18		2.37		2.50	
SD	0.97		0.75		0.72		0.88		0.97		0.82	
'I enjoy just listening to someone speaking English' (Mean: 3.47, SD: 1.04)												
1	1	4.8	3	10.3	2	6.3			1	3.7	1	3.3
2			7	24.1	4	12.5	2	6.5	5	18.5	3	10
3	8	38.1	3	10.3	6	18.8	14	45.2	11	40.7	14	46.7
4	6	28.6	8	27.6	12	37.5	7	22.6	10	37	11	36.7
5	6	28.6	8	27.6	8	25.0	8	25.8			1	3.3
Mean	3.76		3.38		3.63		3.68		3.11		3.27	
SD	1.04		1.40		1.18		0.94		0.85		0.83	
'I get upset when I read in English because I must read things again and again' (Mean: 1.99, SD: 0.78)												
1	9	42.9	14	48.3	10	31.3	10	30.3	4	14.8	2	6.7
2	9	42.9	11	37.9	17	53.1	11	33.3	17	63	16	53.3
3	3	14.3	4	13.8	4	12.5	10	30.3	4	14.8	10	33.3
4					1	3.1	1	3	2	7.4	2	6.7
5							1	3				
Mean	1.71		1.66		1.88		2.15		2.15		2.40	
SD	0.72		0.72		0.75		1.00		0.77		0.72	
'I get upset when English is spoken too quickly' (Mean: 2.09, SD: 0.89)												
1	11	52.4	12	41.4	7	22.6	10	30.3	3	11.1	3	10
2	7	33.3	13	44.8	13	41.9	13	39.4	17	63	12	40
3	2	9.5	3	10.3	9	29	7	21.2	4	14.8	12	40
4			1	3.4	1	3.2	3	9.1	3	11.1	3	10
5	1	4.8			1	3.2						
Mean	1.71		1.76		2.23		2.09		2.26		2.50	
SD	1.01		0.79		0.96		0.95		0.81		0.82	

In sum, students tended to be more anxious with spoken English (means: 2.13, 2.09) than written English (mean: 1.99).

This is somewhat implicative in that students in Korea also tend to feel more anxious with spoken than written English, which seems to be natural as Korea is a monolingual country and there are not many chances to have contact with people speaking English. The results indicates that living in English-speaking circumstances does not always remove students' anxiety with either spoken or written English.

(2) Anxieties in Processing

Two positive and two negative statements were provided to the respondents for gauging anxiety levels in the processing stage of language learning. In terms of learning new vocabulary, primary school children and male secondary and tertiary students (over 60% positive responses for each group) showed relatively similar rates of strong confidence while female secondary (48.5% positive responses) and tertiary (27.6% positive responses) students were less confident.

Students seemed to be less anxious about trouble in understanding English than with hearing new or unfamiliar English words. This could reflect the sense of difficulties in their language learning process. Primary school girls, in particular, had least trouble in understanding English (93.3% for 'Never' or 'Rarely'). Tertiary students showed the fewest responses of 'Never' and 'Rarely' (males: 70.3%; females: 73.3%), which meant they had the greatest difficulties in understanding English among the groups. However, it should be remembered that many of the tertiary students had relatively less exposure to the English than primary and secondary students from their shorter residence, and that there were older at their migration. As for the gender difference, female secondary and tertiary students were more worried about those two negative sides of language learning than their male counterparts.

Table 3. Anxieties in Processing

	Primary				Secondary				Tertiary			
	M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%
'Learning new English vocabulary does not worry me, I can acquire it in no time' (Mean: 3.47, SD: 1.08)												
1	1	5	1	3.6			3	9.1			2	6.9
2	1	5	8	28.6	6	18.8	6	18.2	2	7.4	7	24.1
3	6	30	3	10.7	6	18.8	8	24.2	9	33.3	12	41.4
4	4	20	8	28.6	16	50	12	36.4	11	40.7	6	20.7
5	8	40	8	28.6	4	12.5	4	12.1	5	18.5	2	6.9
Mean	3.85		3.50		3.56		3.24		3.70		2.97	
SD	1.18		1.29		0.95		1.17		0.87		1.02	
'I am self-confident in my ability to appreciate the meaning of English dialogue' (Mean: 3.60, SD: 1.03)												
1	1	5			1	3.1					1	3.3
2	1	5	5	16.7	5	15.6	7	22.6	1	3.7	5	16.7
3	25	25	9	30	8	25	7	22.6	9	33.3	12	40
4	40	40	9	30	12	37.5	9	29	11	40.7	8	26.7
5	25	25	7	23.3	6	18.8	8	25.8	6	22.2	4	13.3
Mean	3.75		3.60		3.53		3.58		3.81		3.30	
SD	1.07		1.04		1.08		1.12		0.83		1.02	
'I am anxious with English because I have trouble understanding it' (Mean: 1.97, SD: 0.85)												
1	8	40	12	40	10	31.3	9	28.1	8	29.6	3	10
2	9	45	16	53.3	17	53.1	18	56.3	11	40.7	19	63.3
3	2	10			5	15.6	4	12.5	5	18.5	2	6.7
4			2	6.7			1	3.1	3	11.1	6	20
5	1	5										
Mean	1.85		1.73		1.84		1.91		2.11		2.37	
SD	0.99		0.78		0.68		0.73		0.97		0.93	
'I worry when I hear new or unfamiliar English words' (Mean: 2.38, SD: 0.99)												
1	6	28.6	8	26.7	5	15.6	3	9.1	3	11.1	3	10
2	9	42.9	14	46.7	17	53.1	16	48.5	13	48.1	14	46.7
3	3	14.3	5	16.7	8	25	8	24.2	5	18.5	4	13.3
4	2	9.5	3	10	1	3.1	6	18.2	5	18.5	9	30
5	1	4.8			1	3.1			1	3.7		
Mean	2.19		2.10		2.25		2.52		2.56		2.63	
SD	1.12		0.92		0.88		0.91		1.05		1.03	

(3) Anxieties in Output

Two positive and two negative statements were presented about anxiety in output situations of language learning. To the statement 'I never feel tense when I have to speak in English', all male groups showed a similar level of positive response (about half of them responding 'Often' or 'Always'). In contrast, females showed differences between groups with the tendency that older students expressed greater anxiety.

To the next statement about confidence in using the English vocabulary that they know in a conversation, female tertiary students showed the least confidence (55.2% for 'Often' or 'Always') among all the groups. However, the other groups showed relatively even distribution of more confident responses at the approximate level of over 70% across the groups. This was more evidence of the general tendency that female tertiary students were generally less proficient and confident in English than any other groups.

In the negative situation of 'being nervous when an English expression they know just won't come out', primary school girls seemed to experience the difficulties least among the groups (63.3% for 'Never' or 'Rarely') while female tertiary students again showed greatest anxieties (only 30% for 'Never' or 'Rarely'). Student's degrees of 'getting upset' about the situation, which was slightly differently expressed from the previous statement, showed very similar patterns. This could be understood as evidence of consistency in their responses through statements. In addition, primary school boys (mean: 3.75) and male tertiary students (mean: 3.81) were more confident in their ability to appreciate the meaning of English dialogue than the other group members.

Table 4. Anxieties in Output

	Primary				Secondary				Tertiary			
	M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%
'I never feel tense when I have to speak in English' (Mean: 3.17, SD: 1.32)												
1	4	19	6	20.7	4	12.5	4	12.1	2	7.4	5	17.2
2	2	9.5	5	17.2	2	6.3	7	21.2	5	18.5	7	24.1
3	4	19	4	13.8	10	31.3	10	30.3	6	22.2	11	37.9
4	5	23.8	5	17.2	10	31.3	4	12.1	12	44.4	4	13.8
5	6	28.6	9	31	6	18.8	8	24.2	2	7.4	2	6.9
Mean	3.38		3.21		3.38		3.15		3.26		2.69	
SD	1.49		1.57		1.24		1.35		1.10		1.14	
'I feel confident that I can easily use the English vocabulary that I know in a conversation' (Mean: 3.99, SD: 0.95)												
1			2	6.7			1	3				
2	1	4.8	1	3.3	3	9.4					2	6.9
3	5	23.8	5	16.7	6	18.8	8	24.2	7	25.9	11	37.9
4	5	23.8	6	20	13	40.6	9	27.3	15	55.6	10	34.5
5	10	47.6	16	53.3	10	31.3	15	45.5	5	18.5	6	20.7
Mean	4.14		4.10		3.94		4.12		3.93		3.69	
SD	0.96		1.21		0.95		0.99		0.68		0.89	
'I may know the proper English expression but when I am nervous it just won't come out' (Mean: 2.65, SD: 2.94)												
1	6	28.6	3	10	4	12.5	1	3	1	3.7	1	3.3
2	4	19	16	53.3	10	31.3	15	45.5	11	40.7	8	26.7
3	7	33.3	7	23.3	15	46.9	11	33.3	9	33.3	13	43.3
4	4	19	4	13.3	2	6.3	5	15.2	5	18.5	6	20
5					1	3.1	1	3	1	3.7	2	6.7
Mean	2.43		2.40		2.56		2.70		2.78		3.00	
SD	1.12		0.86		0.91		0.88		0.93		0.95	
'I get upset when I know how to communicate something in English but I just cannot verbalize it' (Mean: 2.48, SD: 0.99)												
1	7	33.3	6	20	5	15.6	5	15.2	1	3.7	2	6.7
2	5	23.8	17	56.7	13	40.6	12	36.4	17	63	8	26.7
3	5	23.8	5	16.7	7	21.9	12	36.4	5	18.5	11	36.7
4	4	19	2	6.7	6	18.8	4	12.1	2	7.4	7	23.3
5					1	3.1			2	7.4	2	6.7
Mean	2.29		2.10		2.53		2.45		2.52		2.97	
SD	1.15		0.80		1.08		0.90		0.98		1.03	

On the whole, female secondary and tertiary students were

experiencing much more anxiety than their male counterparts. This might be caused by their higher expectations of proficiency in English than male students. It may also be associated with the tertiary female students' higher average age at migration (15.7 years old) and shorter residence (4.4 years) than male students (14.7 years old; 5.6 years respectively).

3.2. Situational anxieties in class and outside school

Along with the anxieties through their stages of language learning as discussed above, situational anxieties were another aspect asked of the respondents seeking their generally perceived anxieties in the contexts 'in class' and 'outside school'.

- 1 Strongly agree
- 2 Agree
- 3 Not sure
- 4 Disagree
- 5 Strongly disagree

(1) Situational anxieties in class

Tertiary students expressed the greatest anxiety in class situations among the three age groups. This would be mainly due to their lower confidence in English proficiency in class than the students from other groups. This might be due to the 'in class' situation making heavier demands on their listening comprehension than it does for primary and secondary students. A relatively high number of tertiary students (male: 25.9%; female: 36.7%) responded 'Strongly agree' or 'Agree'. Secondary students (males: 59.6%; females: 67.6%) along with primary school girls (58.6%) disagreed more with the given statement than the other groups, which meant they were less anxious due to their lack of English proficiency in class than the other group members. It was unusual that five of the primary school

children agreed with the statement (which might reflect their short residence period in New Zealand, their lack of understanding of the language of the statement, or their concept of anxiety) but still interesting for their age.

Table 5. Situational anxieties in class and outside school

	Primary				Secondary				Tertiary				
	M		F		M		F		M		F		
	N	%	N	%	N	%	N	%	N	%	N	%	
‘I feel anxious in class due to my lack of English proficiency’ (Mean: 3.56, SD: 0.99)													
1										1	3.7	2	6.7
2	3	15.8	2	6.9	2	6.3	3	8.8	6	22.2	9	30	
3	7	36.8	10	34.5	11	34.4	8	23.5	5	18.5	7	23.3	
4	5	26.3	9	31	13	40.6	15	44.1	12	44.4	8	26.7	
5	4	21.1	8	27.6	6	18.8	8	23.5	3	11.1	4	13.3	
Mean	3.53		3.79		3.72		3.82		3.37		3.10		
SD	1.02		0.91		0.85		0.90		1.08		1.18		
‘I feel anxious outside school due to the lack of English proficiency’ (Mean: 3.66, SD: 0.96)													
1											1	3.3	
2	2	10.5	3	10.3	2	6.3	2	5.9	5	18.5	9	30	
3	5	26.3	8	27.6	12	37.5	8	23.5	5	18.5	6	20	
4	6	31.6	11	37.9	11	34.4	14	41.2	15	55.6	11	36.7	
5	6	31.6	7	24.1	7	21.9	10	29.4	2	7.4	3	10	
Mean	3.84		3.76		3.72		3.94		3.52		3.20		
SD	1.01		0.95		0.89		0.89		0.89		1.10		

(2) Situational anxieties outside school

Female tertiary students showed a stronger degree of anxiety outside school due to lack of English proficiency than other groups. Approximately 33% (‘Strongly agree’ or ‘Agree’) of female tertiary students agreed with the statement. At the same time, female secondary students showed the strongest disagreement with this statement (70.6% ‘Strongly disagree’ or ‘Disagree’). However, it did not seem that they were more confident in English outside school, instead it is more likely that they did not need to be worried because they did not meet English-speaking people much. This explanation reflects the fact

that female secondary students have less opportunity to speak English than the other group members, which was also found in the previous section.

(3) Summary and comments

The accumulated scale mean values for the two statements of situational anxiety due to lack of English proficiency, showed that students tended to have slightly less anxiety outside school than in class. However, male secondary students and primary school girls showed almost the same degree of anxiety about the two situations. Female secondary and tertiary students expressed more anxiety than their male counterparts in both situations whereas primary school boys expressed more anxiety in class and girls more outside school. However, it should be noted again that there could be latent factors affecting the level of anxiety reported such as the lack of opportunities for speaking English.

3.3. Overall anxieties in second language learning compared with Korean

In this section, overall anxieties in the four language skills in English and Korean are compared. The scale used for responding to the statement 'Overall, I feel anxious when I speak/listen to/read/write Korean/English' is as follows.

- 1 Never
- 2 Rarely
- 3 Half the time
- 4 Often
- 5 Always

(1) Anxieties in speaking

Clearly, primary school children were much less anxious about

speaking English than the older students. 95% of primary school boys and 82.1% of girls responded 'Never' or 'Rarely' while only about 60% of the older students chose those responses. In contrast, in the case of speaking Korean, the trend was reversed. Only 45% of primary school boys and 71.5% of girls responded 'Never' or 'Rarely' while over 80% of secondary students and over 90% of tertiary students gave those responses. In terms of gender differences, secondary and tertiary students did not show great differences, but among primary school children girls were less anxious about speaking Korean than boys while boys were less anxious than girls about speaking English.

Table 6. Anxieties in speaking

	Primary				Secondary				Tertiary			
	M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%
English (Mean: 2.12, SD: 0.97)												
1	9	45	10	35.7	8	25	11	31.4	7	25.9	2	6.7
2	10	50	13	46.4	14	43.8	10	28.6	11	40.7	17	56.7
3			3	10.7	6	18.8	11	31.4	8	29.6	5	16.7
4			1	3.6	4	12.5	2	5.7	1	3.7	4	13.3
5	1	5	1	3.6			1	2.9			2	6.7
Mean	1.70		1.93		2.19		2.20		2.11		2.57	
SD	0.92		0.98		0.97		1.05		0.85		1.04	
Korean (Mean: 1.76, SD: 0.92)												
1	5	25	8	28.6	19	59.4	18	51.4	20	74.1	22	73.3
2	4	20	12	42.9	7	21.9	12	34.3	5	18.5	6	20
3	7	35	3	10.7	3	9.4	4	11.4	2	7.4	1	3.3
4	3	15	4	14.3	2	6.3	1	2.9			1	3.3
5	1	5	1	3.6	1	3.1						
Mean	2.55		2.21		1.72		1.66		1.33		1.37	
SD	1.19		1.13		1.08		0.80		0.62		0.72	

(2) Anxieties in listening

In listening to English, most student groups showed quite similar responses (about 78-88% 'Never' or 'Rarely') to the statement of anxieties except for female tertiary students of

whom only 63.3% responded 'Never' or 'Rarely'. With regard to Korean, there were three levels of responses to the same statement. The highest anxiety was found with primary school boys of whom 70% were not or rarely anxious about listening to Korean. The other groups showed less anxiety. About 85% of primary school girls and male secondary students, and about 97% of female secondary students and tertiary students gave the responses of 'never or rarely' anxious about listening to Korean. As for the language differences in their anxiety in listening, primary school children showed the least differences while tertiary students experienced the greatest differences.

Table 7. Anxieties in listening

	Primary				Secondary				Tertiary			
	M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%
English (Mean: 1.87, SD: 0.89)												
1	11	55	13	46.4	10	31.3	17	48.6	11	40.7	6	20
2	6	30	9	32.1	16	50	13	37.1	13	48.1	13	43.3
3	2	10	3	10.7	5	15.6	5	14.3	3	11.1	7	23.3
4			2	7.1	1	3.1					3	10
5	1	5.0	1	3.6							1	3.3
Mean	1.70		1.89		1.91		1.66		1.70		2.33	
SD	1.03		1.10		0.78		0.73		0.67		1.03	
Korean (Mean: 1.51, SD: 0.82)												
1	11	55	10	35.7	22	68.8	21	60	24	88.9	27	90
2	3	15	14	50	5	15.6	13	37.1	2	7.4	2	6.7
3	5	25	2	7.1	2	6.3			1	3.7		
4			1	3.6	2	6.3	1	2.9				
5	1	5	1	3.6	1	3.1					1	3.3
Mean	1.85		1.89		1.59		1.46		1.15		1.20	
SD	1.14		0.96		1.07		0.66		0.46		0.76	

(3) Anxieties in reading

Male tertiary students were least anxious about reading English (85% responded 'Never' or 'Rarely') whereas female tertiary students (53% 'Never' or 'Rarely') were most anxious

among the groups. About 75% of primary school boys and secondary students and about 68% of primary school girls were never or rarely worried about reading English. Primary school children showed slightly higher anxiety about reading Korean than English while older students were clearly less anxious about reading Korean than reading English. However, female secondary students had a similar level of anxiety about reading Korean and English.

Table 8. Anxieties in reading

	Primary				Secondary				Tertiary			
	M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%
English (Mean: 1.99, SD: 0.97)												
1	10	50	13	46.4	11	34.4	12	34.3	13	48.1	6	20
2	5	25	6	21.4	13	4.6	14	40	10	37	10	33.3
3	3	15	7	25	5	15.6	8	22.9	3	11.1	10	33.3
4	2	10	1	3.6	3	9.4	1	2.9	1	3.7	3	10
5			1	3.6							1	3.3
Mean	1.85		1.96		2.00		1.94		1.70		2.43	
SD	1.04		1.10		0.95		0.84		0.82		1.04	
Korean (Mean: 1.71, SD: 0.94)												
1	7	35	8	29.6	20	62.5	14	40	23	85.2	26	86.7
2	5	25	9	33.3	9	28.1	14	40	2	7.4	2	6.7
3	6	30	5	18.5	1	3.1	5	14.3	2	7.4	1	3.3
4	1	5	5	18.5			1	2.9				
5	1	5			2	6.3	1	2.9			1	3.3
Mean	2.20		2.26		1.59		1.89		1.22		1.27	
SD	1.15		1.10		1.04		0.96		0.58		0.83	

(4) Anxieties in writing

Turning to writing English, female tertiary students seemed to experience the highest level of anxiety while primary school children were nearly free from anxiety. This might be because writing is crucial for assessment at the tertiary level, while it is not so important at the primary and secondary levels. Only 36.7% of female tertiary students reported 'Never' or 'Rarely'

feeling anxious in English. In writing Korean, the situations were reversed again. All the female tertiary students with one exception were 'Never' or 'Rarely' worried about writing Korean while only 30% of primary school boys and 53.6% of primary school girls were 'Never' or 'Rarely' worried about it.

Table 9. Anxieties in writing

	Primary				Secondary				Tertiary			
	M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%
English (Mean: 2.28, SD: 0.99)												
1	7	35	13	46.4	8	25	12	34.3	6	22.2	2	6.7
2	9	45	6	21.4	10	31.3	11	31.4	12	44.4	9	30
3	4	20	8	28.6	9	28.1	6	17.1	8	29.6	8	26.7
4					4	12.5	5	14.3	1	3.7	9	30
5			1	3.6	1	3.1	1	2.9			2	6.7
Mean	1.85		1.93		2.38		2.20		2.15		3.00	
SD	0.75		1.05		1.10		1.16		0.82		1.08	
Korean (Mean: 1.76, SD: 0.92)												
1	2	10	5	17.9	14	43.8	12	34.3	16	59.3	21	70
2	4	20	10	35.7	9	28.1	14	40	8	29.6	8	26.7
3	9	45	6	21.4	3	9.4	4	11.4	3	11.1		
4	5	25	5	17.9	4	12.5	2	5.7				
5			2	7.1	2	6.3	3	8.6			1	3.3
Mean	2.85		2.61		2.09		2.14		1.52		1.40	
SD	0.93		1.20		1.28		1.22		0.70		0.81	

(5) Summary and comments

With reference to English, students appeared to be experiencing greatest anxiety in writing (total mean: 2.28), particularly female students (mean: 2.38), and least anxiety in listening (total mean: 1.99). In Korean, there was much less anxiety for the secondary and tertiary students but more anxiety for the primary school children than in English. Much less anxiety was found using Korean (mean: 1.76) than using English (mean: 2.07) across the four skills. Students showed the greatest anxiety difference between English (mean: 2.12) and Korean

(mean: 1.76) in speaking and the least with writing and listening. These overall tendencies indicate that Korean migrant students in New Zealand have least problems in listening to and the greatest in writing in English. As English writing seems to need the hardest work among the four language skills, special guidelines and help to develop this skill will be necessary in order to reduce their stresses.

Table 10. A comparison of anxieties in the four language skills in English and Korean (N=172)

	English			Korean		
	M	F	Total	M	F	Total
Speaking	2.04	2.24	2.15	1.80	1.73	1.76
Listening	1.78	1.95	1.87	1.51	1.51	1.51
Reading	1.86	2.11	1.99	1.62	1.79	1.71
Writing	2.16	2.38	2.28	2.09	2.04	2.06
Total	1.96	2.17	2.07	1.76	1.77	1.76

Writing in Korean also seems to be a major concern for students with reduced opportunities for practising it in the new environments. This may reflect that students start to lose Korean proficiency most in writing among four language skills. Accordingly, students and parents need to pay attention especially to writing skills in both English and Korean for the reduction of anxieties in both languages, and consequently for their better balanced bilingual status. This is particularly important because anxieties about using Korean could be regarded as an early sign of language shift to English.

4. Conclusion and Implications

This paper has so far investigated the status of language

anxieties among Korean migrant students in New Zealand as second language learners. Recent migrants were thought to be still experiencing some patterns of language anxieties in their processes of settling down in the newly adopted country. It was found that students were experiencing language anxieties to some extent at various stages of language input, processing, and output depending on the students' ages, age at migration, and residence duration, in particular. Low age, lower age at migration, and longer residence in New Zealand tended to contribute to their lower anxieties across the various situational statements.

As for situational language anxieties, students experienced slightly less anxiety outside school than in class. This seems to be because English is constantly used in the classroom and because it is essential to concentrate more than outside the class where they can talk in Korean with other Korean students. In terms of language anxiety differences between English and Korean, less anxiety was found in using Korean than in using English across the four language skills. This would indicate that students were still experiencing more anxieties in English than in Korean at this early stage of migration, therefore some practical steps need to be taken for their successful settlement at schools and in their lives. Moreover, it will also be important to develop their abilities especially in writing in both English and Korean as they showed the most anxiety in that ability among the four language skills.

In summary, as anxieties in learning English seem to be evident to some extent for this young migration generation at present, it is suggested that some steps need to be taken for overcoming any possible problems from their language anxieties. Further, it is also important to turn language anxieties into facilitative rather than debilitating functions in the process of second language contacts and developments. This could be first

started with understanding students' hardships occurring from language anxieties and encouraging them by providing practical guidelines for learning and developing English with less anxiety in cooperative ways among parents, teachers, and students at various levels of families, schools, and even at the Korean community level. It is also suggested that anxieties in language learning processes could be helpful for constructive developments of better language performance when they are effectively converted into strong integrative motivation, for example.

The present study brings some implications for parents, teachers, and students not only in the adopted country like New Zealand, but also in Korea. We have recently noticed that there is an increasing number of people from primary school children to tertiary students aspiring or planning to go to English-speaking countries for learning English and also migrating families attempting to avoid stresses from English learning, in particular, along with other reasons such as seeking a 'better quality of life'. The functions of living or staying in English-speaking countries tend to be over-evaluated by parents in relation to learning English. Some migrating or wishing-to-migrate parents might think that there will be much less anxieties among students learning English in English-speaking societies than in Korea. The present study, however, clearly showed that recent migrant students in English-speaking New Zealand are still experiencing language anxieties although the degrees may be less.

Therefore, it will not be a good attitude for parents to think of migrating or sending children to overseas countries with the high expectation that their children will have little language anxiety, or to urge them to be successful in the new environments without practical guidelines for them. In fact, the researcher often noticed that there were many Korean students staying or living in New Zealand as international students or as

English language trainees for a short or long term who were experiencing anxieties from language difficulties in class or outside school. Some of them tended to develop low motivation in studying and became unsuccessful due to a great degree of language anxiety in their lives as a whole. The children of migrant families were not exempt from this kind of unsuccessful phenomenon. Several Korean television programmes in Korea have broadcast these kinds of Korean international or migrant students' unsuccessful episodes partly caused from language difficulties in English-speaking countries.

Parents, teachers, and students who are concerned with those students having language anxieties either in Korea or in any of those English-speaking countries need to first understand students' hardships experienced diversely more or less depending on their individual situations. Then they need to take some steps to cope with those challenges of students' language anxieties respectively or cooperatively, seeking solutions at individual, family, school, and community levels. Thus, expectations that there should be much less anxiety in learning English in English-speaking environments than in Korea need to be greatly moderated and even switched into providing students with some helpful guidelines considering their individual or situational differences such as aptitude, motivation, learning strategies, and even their social networks.

Further research could be conducted on the areas of how language anxieties affect migrant students' lives or academic records at school in the new countries and what kinds of steps could be taken for them in detail at micro levels. Other topics could be developed from the comparisons between students in Korea and overseas in terms of differences in types of language anxieties by environmental differences from learning English as a second or foreign language.

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APPENDIX
Questions about language anxieties

The five-point Likert response scale used

- | | |
|---|---------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Half the time |
| 4 | Often |
| 5 | Always |

A. Language anxieties in Input

1. I am bothered by someone speaking quickly in English.
2. I enjoy just listening to someone speaking English.
3. I get upset when I read in English because I must read things again and again.
4. I get upset when English is spoken too quickly.

B. Language anxieties in Processing

1. Learning new English vocabulary does not worry me, I can acquire it in no time.
2. I am self-confident in my ability to appreciate the meaning of English dialogue.
3. I am anxious with English because I have trouble understanding it.
4. I worry when I hear new or unfamiliar English words.

C. Language anxieties in Output

1. I never feel tense when I have to speak in English.
2. I feel confident that I can easily use the English vocabulary that I know in a conversation.
3. I may know the proper English expression but when I am nervous it just won't come out.
4. I get upset when I know how to communicate something in English but I just cannot verbalize it.

D. Situational language anxieties

1. I feel anxious in class due to my lack of English proficiency.
2. I feel anxious outside school due to lack of English proficiency.

E. Overall anxieties in second language learning compared with Korean

1. Overall, I feel anxious when I speak English.
2. Overall, I feel anxious when I listen to English.
3. Overall, I feel anxious when I read English.
4. Overall, I feel anxious when I write English.
5. Overall, I feel anxious when I speak Korean.
6. Overall, I feel anxious when I listen to Korean.
7. Overall, I feel anxious when I read Korean.
8. Overall, I feel anxious when I write Korean.