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Korean Learners' Willingness to Communicate in English in EFL and ESL Contexts*

Dong-Beom Huh
(University of Seoul)

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The purposes of the study are (a) to examine, using chiefly the framework of MacIntyre et al.'s (1998) model of willingness to communicate (WTC), whether there are differences between Korean ESL and EFL university-level students in communication-related variables; and (b) to observe the effects of the two learner groups' prior affective experience of the L2 on their WTC. Two research instruments are quantitative (analyzed through SPSS program) and qualitative data (one open-ended question and interviews). As for the first research objective, the study indicates that there are significant differences between the Korean EFL and ESL groups in terms of state communicative self-competence and L2 self-confidence, while there are no significant differences in terms of international posture and intergroup attitude. Regarding the second research objective, the negative relationship between language anxiety and perceived competence is more concretely seen in the findings of the open-ended question in which learners, EFL and ESL group alike, more responded to the negative experience than the positive one, which suggests that learners' earlier intensive experience with an L2 is a strong predictor of WTC in the L2. From these findings, I suggested the necessity of affective transformation for cultivating appropriate emotions constitutive of L2 learning.

[WTC/EFL and ESL groups/language anxiety/perceived competence/affect]

I. INTRODUCTION

In EFL (English as foreign language) situation, English-learning activities generally occur in the classroom context (Dörnyei, 1990). In an effort to encourage Korean EFL

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students to develop English proficiency in the classroom, the Korean government in 1997 built innovative 7th national curriculum design of English education (e.g., the introduction of English as a regular subject into elementary schools). Besides, Korean Ministry of Education recommended teachers to implement English in class. But the policy had to face some obstacles at the initial stage.[1] Given that modern language pedagogy places strong emphasis on communication, it is understandable that communicative language teaching (CLT) has become popular, which in turn has led the Korean government to acknowledge the importance of CLT in order to produce more competent speakers.

However, while promoting the learners' communicative competence in the target language is central to CLT approaches, it is not exhaustive of wise L2 learning and teaching since even people with a high level of linguistic competence are frequently unwilling to enter L2 communication situations (Dörnyei, 2005). This is to say that there must be an inevitable gap between communicative competence[2] and putting this competence into practice. MacIntyre, Clément, Dörnyei and Noels (1998) in similar vein open their article by asking a key question – why some students seek L2 communication, while others tend to be mute when given a chance to use their L2.

So, in addition to linguistic factors, non-linguistic ones (such as language attitudes, motivation, and language anxiety) have been proposed to be considered with respect to evaluating language learning outcomes (MacIntyre et al., 1998). As such it is not enough for students to become communicatively competent in the classroom since this does not guarantee that they will actually use the target language. Placing reorientation of strong emphasis on non-linguistic factors thus seems to be quite illuminating. In short, MacIntyre et al.'s (1998) argument is that learners need to be willing to communicate in the L2 in order to communicate for successful language learning.

As previous L2 researchers have hypothesized that several important affective factors such as motivation, self-confidence, attitudes, language anxiety and personality cause individual differences in L2 learning behaviors (Gardner, 1985; MacIntyre, 1994), so do MacIntyre et al. (1998) suggest that there are a number of non-linguistic variables such as WTC, perceived competence, communication apprehension, and motivation for language learning, in contrast with linguistic competence. Considering MacIntyre et al.'s (1998) reminding that individuals display consistent tendencies in their predisposition toward or away from communicating, given the choice, a focus on

[1] See Li (1998), a pioneering study on the difficulties in introducing the communicative approach in Korean situation.

[2] For the chronological evolution of communicative competence models, see Canale (1983), Celce-Murcia, Dornyei and Thurrell (1995), and Hymes (1972). As these models show, this study does not see communicative competence in terms of linguistic competence alone.

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the affective[3] variables seems particularly relevant. The present study's starting point, thus, is that WTC framework does not ignore affective factors in favor of linguistic factors, nor does it ignore the context in which language learning occurs: L2 learning is more than acquiring the technical skill.

At the time of the present study, "the total amount that Korean students spent to study overseas ended up above KRW 5 trillion (about € 3 billion), which is a record-breaking figure" (YTN, 23 Feb 2010, cited in nuffic). Not surprisingly, the number of Korean students heading overseas is increasing as well. In this situation, I think the development of the ideal L2 self needs to fall within the affective domain as well as linguistic one, and hence enlarging the appropriate emotions (e.g., correct affective motives and correct reactive feelings) implicit in L2 experience. For emotions are helpful in recognizing salient (and decisive) features of new situations as well as expressing proper responses to those situations.

My account then accommodates an *appraisal theory*. On such a view, emotions have specific cognitive contexts. That is, emotions are constituted by appraisals or judgments about ones' situation. More specifically, emotions involve an evaluation about goodness or badness of some perceived or imagined events and often are accompanied by a reactive desire, an 'action tendency' that motivates a particular kind of response.[4] Applying this idea to L2 WTC framework, the study's goal is to compare Korean university-level EFL students in Korea and their UK counterparts (Korean ESL students) on communication-related variables, indentifying how such factors have a potential impact on their WTC in an L2. With such recognition, this study expects such a comparison to have pedagogical implications for both groups: one group in EFL context which may provide little opportunity for actual L2 use, and the other group who don't take full advantages of their studying abroad. This study specifically has been guided by the following two research questions:

1. Are there differences between Korean ESL and EFL university-level students in communication-related variables such as perceived competence, communication anxiety, the attitude and motivation variables and social situations?
2. What are the effects of learners' previous intensive experience of the target language on their WTC in ESL and EFL contexts?

[3] In this study, I use the term 'affect' as a generic label to mean desires, emotions, and certain feelings of pleasure or pain, including motivational propensities.
[4] See such cognitive psychology literature as Arnold (1960), Frijda (1986), and Lazarus (1966).

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II. LITERATURE REVIEW

1. Background of L2 WTC Model and MacIntyre et al.'s (1998) Construct

Prior to WTC, there has been much research on individual differences in L2 acquisition, focusing on the influence of affective variables on L2 achievement. However, the increasing emphasis on authentic communication in L2 learning and instruction made WTC a key component of modern L2 pedagogy (MacIntyre et al., 1998). Above all, the recognition that general motivational components in Gardner's socio-educational model (1985) lie chiefly in the social milieu rather than in the foreign language classroom led motivation researchers in the 1990s to more deeply involved in a variety of educational issues (Dörnyei, 2003). Thus, the concept of WTC, the L2 speakers' willingness to engage in the act of L2 communication, emerged as a new addition to both theoretical and practical motivation research.

WTC was first introduced in L1 communication by McCroskey and Baer (1985), with being conceptualized as the probability of initiating communication, when the opportunity arises. After the conceptwas applied to L2 communication by MacIntyre and Charos (1996), MacIntyre et al. (1998) finally developed the pyramid model in which constructs were arranged according to a proximal-distal continuum (see Figure 1 below).

The crucial point is that MacIntyre et al. (1998), rather than limiting WTC to a trait-like variable which is fairly stable, treated WTC as a situational variable, which means a state of readiness, happening in the present moment, with both transient and enduring influences. Here is a more detailed account of each construct.

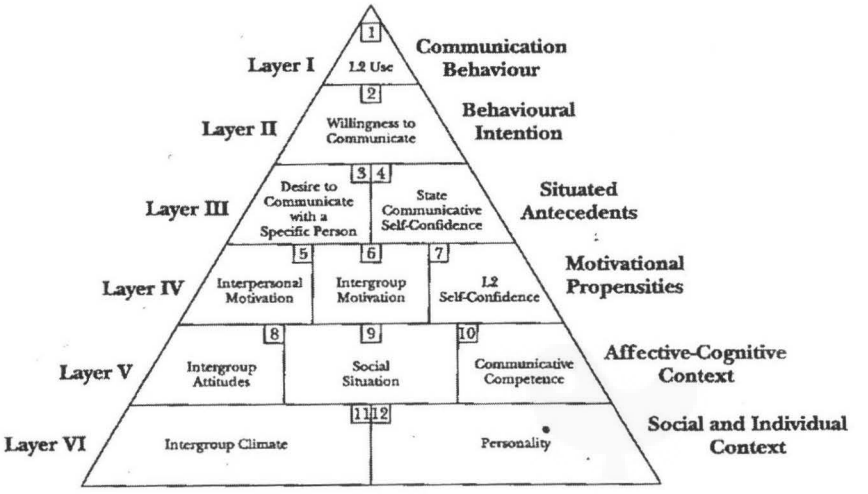
Layer I, *Communication Behaviour*, is general L2 use. Layer II, *Behavioural Intention*, is WTC which is defined as the predisposition to seek out communication, specifically talking, when given the choice. WTC is based on a synthesis of communication variables and other factors. In layer III, *Situated Antecedents* involves the most immediate precursors of WTC: the desire to communicate with a specific person and state communicative self-confidence. The present study deals with state communicative self-confidence in quantitative data. There are two components to state communicative self-confidence: state perceived competence and state anxiety. State perceived competence refers to the feeling of one's capacity to communicate effectively at a particular moment. State anxiety is sudden outburst of spontaneous nervous feeling in a given situation (see the relationship between these two sub-factors mentioned in Instrument).

Motivational Propensities, in layer IV, involve interpersonal motivation, intergroup motivation and self-confidence in L2. Among these, the present study deals with L2 self-confidence, which somewhat differs from state communicative self-confidence (the situation-specific, state-perceived competence) mentioned in Layer III, since self-

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confidence in Layer IV refers to "the overall belief in being able to communicate in L2 in an adaptive and efficient manner" (MacIntyre et al., 1998, p. 551). The two components to L2 confidence are: the self-evaluation of L2 skills and language anxiety.

FIGURE 1
Heuristic Model of Variables Influencing WTC, (MacIntyre et al.,1998)



In Layer V, *Affective and Cognitive Context*, there are three variables: intergroup attitudes, social situation, and communicative competence. This study deals with intergroup factor using Clément's socio-motivational model (1980) (see Instrument). Social situation, such as the participants, setting, purpose and topic, is closely related with the L2 confidence. For example, the familiarity with a certain topic will boost one's linguistic self-confidence. In layer VI, *Societal and Individual Context* includes intergroup climate and personality.

Finally, this study hired an additional variable: *International Posture* which Yashima invented in her empirical research in Japanese EFL context (see the following section and Instrument). Although L2 WTC model is fairly recently developed, Yashima and her colleagues (Yashima, 2002; Yashima, Zenuk-Nishideand Shimizu, 2004) seemed to have successfully showed that the WTC construct was also applicable to EFL context (Dörnyei, 2005).

2. Previousstudies on L2 WTC

Yashima (2002) showed that perceived communicative competence was the most significant constituent of WTC among Japanese learners of English. The study indicated

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a relation between L2 self-confidence, international posture and WTC, along with a relation between motivation and international posture. One novel aspect of her study is that she included one more variable that directly influenced WTC: International Posture, a positive international attitude, which is in line with the proposed pyramid model and resonates with Gardner's *integrativeness* (e.g., openness to other groups), but redefined in reference to the Japanese ethnolinguistic context (Yashima, 2002; see also Yashima et al., 2004).

Kim (2004) replicated Yashima's (2002) study in the Korean EFL context. Similar to the results of Yashima's (2002) in Japanese EFL context, Kim found that Korean learners' L2 communication confidence is directly related to their L2 WTC, while their motivation to learn English is indirectly related to their WTC through L2 communication confidence, as does students' attitude toward the international community (International Posture). Kim (2004) concluded that Korean university students in EFL context appeared to have low levels of WTC in English and that their WTC was more trait-like than situational.

In contrast to Kim's findings, Kang's (2005) study found situational WTC in L2 that can change moment-to-moment, rather than a trait-like predisposition. Her qualitative study investigated four male Korean students in ESL situation for eight months, finding the results that the degree of their L2 WTC was jointly influenced by three interacting psychological conditions of *excitement, responsibility*, and *security*, each of which was co-constructed by such situational variables as *topic*, *interlocutors*, and *conversational context* of the communication.

As studies above show, the available opportunities of L2 use seem to play a significant role in their WTC and L2 frequency, which leads the present study's concern to the familiar distinction between foreign and second language acquisition: the former is concerned chiefly with school learning without frequent contact with L2 speakers and community, while the latter is concerned with more favorable condition of language acquisition, given by at least the host environment, as indicated by Oxford and Shearin (1994). For a good example, Baker and MacIntyre (2000) examined two groups of students in an immersion versus a nonimmersion program, whose contrastive learning situations were quite similar to ESL and EFL environmental difference (Dörnyei, 2005). The results of the study well reflected considerable situational variation: compared to non-immersion students, immersion students indicated higher WTC, higher perceived communicative competence, and more frequent communication in the L2 as well as lower communication anxiety.

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III. RESEARCH METHODS

1. Background of Participants and Settings

This study took place at two different settings, South Korea and UK. A total of 40 Korean university-level students participated in the present study, being divided into two groups according their L2 learning environments (see Table 1 below). A first group of 20 Korean EFL students (8 females, 12 males, with an average age of 24) were selected from a university located in Seoul, South Korea. As their counterparts, a second group of 20 Korean ESL students (10 females, 10 males, with an average age of 25) were chosen from a university located in UK.

TABLE 1

Background of participants

		Korean EFL (20 learners)		Korean ESL (20 learners)	
Gender	Females	8		10	
	Males	12		10	
Age	19-25	11		11	
	26-30	8		4	
	Over 31	1		2	
	Unidentified			3	
Degree	Undergraduate	12		12	
	Postgraduate	8		8	
Academic majors		Participating 10 different academic programs		Participating 10 different academic programs	
		(TOEIC)		(IELTS)	
Official English score		Less than 760	1	Less than 6.0	1
		761-910	12	6.5-7.5	14
				0ver 8	1
		None	7	None	4
Years of Studying (or living) abroad	None	17			
	Less than 1 year	2		3	
	1 to 3 years			4	
	Over 3 years	1		13	

The first group involved 20 Korean undergraduate and postgraduate students attending a university in Seoul. More specifically,12 students of them were studying in various undergraduate programs, with English being currently a required school subject. They were taking English Listening Comprehension class, with 2 hours a week, with their teacher being non-native speaker of English. The rest 8 students were postgraduate students.

In the meanwhile, a second group of 20 Korean undergraduateand postgraduate

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students studying at a university in UK were chosen, with 12 being undergraduates and 8 postgraduates. They were all taking part in various programs at the university. More than half (13) of the 20 students had been living abroad for over 3 years, most of whom had IELTS score of 6.5 to 7.0. All of the students spoke English in the L2 context, with most of them having learned English in Korea, at least, over six years.

2. Data Collection Procedures

In order to collect quantitative data, along with one open-question, I first contacted 20 Korean undergraduate and postgraduate students attending a university located in UK. At the same time, I contacted a Korean instructor who was responsible for English language courses at a university in Seoul, South Korea. In order to have two groups of participants in the study comparable, I asked her to consider potential participants' number, ratio of female and male, and their official English scores. Given that Korea EFL students have normally TOEIC score instead of IELTS score, I suggested their ideal TOEIC scores could be from 760 to 950, considering most of Korean students studying in the UK have IELTS score (6.0 to 8.0). After collecting and checking 20 students' answer sheets, the instructor sent me them via e-mail. After collecting and analyzing the questionnaires, the results of descriptive statistics for each variable were presented in tables.

3. Instruments

The study used mixed research methods. Phase 1 was a quantitative study, along with one open-ended question (Could you write briefly about either a negative or a positive experience about speaking English?). Phase 2 used qualitative study method involving semi-structured interview questions, which require 5 selected participants to answer the reasons specifically why they agree or disagree to the given items in the questionnaire (see interview procedures in this section and Appendix B). That is, the quantitative results were explained and interpreted by follow-up qualitative data. Sequential Explanatory Design the study used "can be especially useful when unexpected results arise from a quantitative study". But the main weakness of this design is "the length of time involved in data collection, with the two separate phases" (Creswell, 2009, p. 211).

1) Questionnaire

Each 30 items of questionnaire measured 5 communication-related variables. Responses to the Likert-scale items were numerically coded (strongly agree = 6, moderately agree = 5, slightly agree = 4, slightly disagree = 3, moderately disagree= 2,

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strongly disagree = 1). Those five variables involving their sub-variables are shown below. The cronbach alpha of 6-points Likert-scale questions are almost above 0.6 as presented in Table 2.

TABLE 2

The Cronbach Alpha of 6-point Likert Questions

	Number of items	Cronbach alpha
State Communicative-Self Confidence	1-4	EFL .879 ESL .762
International Posture	5-8	EFL .540 ESL .624
L2 Self-Confidence	9-12	EFL .869 ESL .848
Intergroup Attitude	13-14	EFL .866 ESL.737
	15-16	EFL .962 ESL .751
	17-25	EFL .609 ESL .785
Social Situation	26-27	EFL .600 ESL .658
	28-30	EFL .658 ESL .723

(1) State Communicative Self-confidence

In regard to state communicative self-confidence, it has been hypothesized that a lower level of anxiety and a higher level of perception of L2 communication competence lead to a higher level of WTC (MacIntyre & Clément, 1996).

State Anxiety: Two items were taken from Gardner (2004). An example is "I feel calm when I give a presentation in English in front of my classmates" (item 1). A higher score means a lower level of anxiety.

State Perceived Competence:One example is "I would volunteer answers or ask questions in English in class" (item 3). The two items were adopted from Yashima et al. (2004).

(2) International Posture

Yashma (2002) created the term International Posture, to be used in EFL context.This study hired two sub-variables from three dimensions measured by Yashma.

Interest in International Vocation or Activities: The example item is "I want to work in an international organization such as the United Nations" (item 5). Two items, created by Yashima (2002), were also used by Kim (2004) and Cetinkaya (2005) for their EFL context research.

Intergroup Approach-Avoidance Tendency: Two items were utilized to assessthe

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degree of participants' orientation to approach or avoid foreigners in trouble. One example item is "I would help a foreigner who is in trouble communicating in a restaurant or at a station" (item 7). Previous studies such as Kim (2004) and Cetinkaya (2005) used these items as well.

(3) L2 Self-Confidence

As mentioned earlier, L2 self-confidence is somewhat different from state-perceived competence. The present study dealt with two components to self-confidence in L2: the self-evaluation of L2 skills which is cognitive (e.g., a judgment made by the speaker about the degree of mastery achieved in the L2) and language anxiety which is affective (e.g., the discomfort experienced when using an L2). It is postulated by Clément's theory (1980) that L2 self-confidence is the most important determinant of motivation to learn and use an L2 (Clément & Kruidenier, 1985).

Self-Evaluation of L2 Skills: One example item is "I feel comfortable seeing an English TV program without subtitles" (item 9). Two items were adopted from Gardner (2004), with the item 9 being a little changed from the original item.

Language Anxiety: An example item is "It would not bother if I had to speak English on the telephone" (item 10) adopted from Gardner (2004). A higher score means a lower level of language anxiety.

(4) Intergroup Attitude

Intergroup Attitude was measured with Integrativeness, Fear of Assimilation and Motivation (among which Motivation was measured with three measures of attitude toward learning English, the desire to learn English, and motivational intensity). In Clément's socio-motivational model (1980), the antagonistic interplay happens between Integrativeness (or the desire to affiliate with the other group) and Fear of Assimilation into the majority group (or worry over losing one's cultural identity), which in turn determines primary motivation. It has been hypothesized that intergroup attitudes influence the motivation for language learning (MacIntyre et al., 1998).

Integrativeness: Two items measured the degree of interest that students showed towards the L2 community. An example item is "I would like to participate in more other cultural groups' activity" (item 13). These two items, including those of the following Fear of Assimilation, were adopted from Clement and Kruidenier (1983).

Fear of Assimilation: Two items requested the participants to indicate their self-assessed fear of assimilation. The example item is "I am not afraid of losing my mother tongue even though I try to learn English hard" (item15).

Attitudes toward Learning L2: It has been expected that attitudes towards learning L2 itself may influence motivation to learn (Gardner, 1985). One item is "Language

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learning is an exciting activity" (item 17).

Desire to Learn L2: One item was used to measure the participants' desire to learn L2. "I wish I were fluent in English" (item 18) which was taken from Gardner (2004).

Orientation to Learn the L2: Six items, adopted from Clement and Kruidenier (1983), measured the students' orientation to learn L2. An instrumental orientation is "I think English will someday be useful in getting a good job" (item 21). In addition, Clement and Kruidenier (1983) found that three other distinct general orientations to learn a L2: knowledge, friendship, and travel orientations. An example item is "I think English will help me to find out how people live in English-speaking areas" (item 19).

Motivational Intensity: The item is "Compared to my classmates, I think I study English relatively hard (e.g., reading English newspapers or listening to English news) outside my English course work" (item 25).

(5) Social Situation

The five factors that influence situational variation are the participants, the setting, the topic, the purpose, and the channel of communication (MacIntyre et al., 1998). I chose four factors to influence social variation in relation with the participants' L2 use as well as L2 confidence.

Participants: MacIntyre et al. (1998) introduce, as "the most important participant variables", the participants' age, gender, social class, power relationship, the level of intimacy, the extent of shared knowledge, and the social distance (p. 553). I chose one item (item 26) from those variables: the level of intimacy.

Setting: One item (item 27) was used to measure the degree of the participants' self-confidence in the L2 on campus and outside the campus.

Topic: One item (item 28) was used to measure the degree of the ease of L2 for the participants in relation with the familiarity with a certain topic.

Purpose: I chose two items which are related with the purpose, "intentions of discourse that direct communication activities" (MacIntyre et al., 1998, p. 553). An example item is "I am willing to speak in English when I introduce myself to others" (item 29).

2) Open-ended Question

From theopen-ended question ("Could you write briefly about either a negative or a positive experience about speaking English?"), the participants were required to write their past experiences, such as anxiety-provoking experience or pleasant experience in regard with English speaking. My assumption involved is that experience in general is not merely a way of remembering the past, but it organizes the past feelings in such a

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way that it manages the future in the light of those past feelings or perceptions. As such L2 experience constitutive of affective components serves the roles crucial not only for steering but also for discouraging learners' future L2 encounters.

After analyzing the open-ended question as quantitative data, I used it for interviewing and interpreting the questionnaire result. The following is about interview procedures and types of interview questions.

3) Interviews

In order to get additional qualitative data, I chose a total of 5 participants to interview (3 interviewees from UK and 2 interviewees from Korea) based on the questionnaire they had already filled in. In UK, I conducted three interviews with Korean ESL students separately. Two interviews were conducted in a clean room of the library at auniversity in UK, and the other interview by using computer equipment, that is, via the Internet.

Two interviews with Korean EFL students were conducted in a different manner. A Korean instructor asked two participantsto respond to the written interview questions. After receiving their recorded voices, the instructor sent them to me via e-mail.

Three Korean students studying at a university in UK were: Jin (male, 19, majoring business studies, with 4 years of studying experience in Ireland and UK, having 6.5 score of IELTS), Han (female, 21, marketing, 8 years, IELTS 6.5) and Dyne (Female, 24, business studies, 5 years, with no official English exam score). Two Korean students studying at a university in Seoulwere: Nam (female, 24, philosophy, no experience of studying abroad, TOEIC 895) and Yong (male, 26, computer science, one single month of living overseas, having no official score).

The interview results were either presented in direct quotes from the interviews or in a descriptive narrative style. The interview questions were designed, according to the items in the questionnaire, to obtainthe participants' deeper perceptions in relation to their answers to the questionnaire, so that I can use the interview data to seek to elicit the questionnaire results efficiently. Moreover, given that there were some differences between the EFL and the ESL students' learning contexts, I sometimes asked different questions to each respondent according to their different responses. For example, in the case of the item 3 of questionnaire ("I would volunteer answers or ask questions in English in class"), I asked different questions in interviews according to their different answering (e.g., *positively agree* or *moderately disagree*): "Do you think your L2 confidence (or your L2 anxiousness) comes from your experience (or your lack of experience) of studying abroad"? (see Appendix B)

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IV. FINDINGS

1. Results of the Questionnaire with Quantitative Data Added

There are statistically significant differences for the two Korean groups in almost all of the variables in State Communicative Self-confidence and L2 Self-Confidence as well as two sub-variables in Social Situation (Sig. value < .05). But when it comes to International Postureand Intergroup Attitude, there are nosignificant differences for the two groups. Such results of the questionnaire will be accompanied by quantitative data.

1) State Communicative Self-Confidence

Overall, Korean ESL students seemed to feel more confident and less anxious when communicating in English both in class and outside the classroom than Korean EFL students.

TABLE 3

State Communicative Self-Confidence

Sub-variable	Items	Korean EFL (20 learners)		Korean ESL (20 learners)		*t*-test
		Mean	SD	Mean	SD	
State Anxiety	1. Give a presentation in front of my classmates	2.55	1.12	4.15	0.85	
	2. Give street directions in English	3.15	0.91	4.70	1.05	
State Perceived Competence	3. Volunteer answers or ask questions in class	2.95	1.47	4.00	1.21	
	4. Ask teachers questions or talk to them outside the class period	3.15	1.46	4.80	0.87	
Total		2.95	1.10	4.41	0.78	.000

*The total mean of State Anxiety = 2.85 (EFL) vs. 4.43 (ESL) - a higher score means a lower level of anxiety; the total mean of State Perceived Competence = 3.05 vs. 4.40

State Anxiety: Table 3 suggests that Korean EFL students generally seemed to experience far more anxiety than Korean ESL students, for example, in presenting in English in front of classmates (mean = 2.55 vs. mean = 4.15. A higher score means a lower level of anxiety.). Given that those who have rather higher levels of anxiety are less likely to volunteer answers in class as well as to express personally relevant information in L2 conversation (Gardner & Maclntyre, 1993), it is expected that Korean EFL learners are more likely than their counterparts to show "a propensity to engage in risk-avoiding behaviors, such as speaking less and attempting less complex messages" (Ortega, 2009, p. 201). Generally, language anxiety, as Maclntyre and Gardner (1989)

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proposed, comes from the result of learners' prior negative experiences with L2.

State Perceived Competence: Table 3 shows that Korean ESL students seemed to feel more confident than Korean EFL students in given two items. The result was well illustrated in one of the interviews in which an ESL student ascribed her perceived competence in L2 to her frequent contact with members of the target language community:

> *Interview Excerpt 1(Q3)*
> Interviewer (I): Do you think such confidence in English comes from yourexperience of studying abroad?
> Han (S): Yes, absolutely (laughs) because I have many experiences about myEnglish. So I can speak with other native speakers and other friends more confidently than others.

In the meanwhile, we can expect from the interview with one EFL student that the difficulty of speaking English in front of other students seems due in part to lack of opportunity to use English in ordinary life: "Korean students are struggling to speak English, [but] basically we don't use English or say English in our daily life". I shall return to this point in relation with motivation. In sum, given that in the WTC model, a higher level of perception of L2 communication competence combined with a lower level of anxiety leads to a higher level of WTC (MacIntyre & Clément, 1996), Korean ESL students are expected to be more positive in L2 WTC.

2) International Posture

There is no statistically significant difference in the means cores for the two groups (see Table 4). Overall, both EFL and ESL groups were somewhat interested in international vocations or activities and had rather positive attitude toward foreigners.

Interest in International Vocation or Activities: Both groups of students similarly responded that they were somewhat interested in getting a job abroad.

Intergroup Approach-Avoidance Tendency: Table 4 reveals that the two groups' respondents seemed to have rather positive attitudes toward foreigners, either in Korea or UK, since they similarly agreed that they would help a foreigner to solve his/her communication problems. It may be expected that L2 learners with high International Posture could enter into a high L2 WTC insofar as they are normally satisfied with interpersonal friendship with foreigners. An ESL student (Han) responded like this:

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TABLE 4

International Posture

Sub-variable	Items	Korean EFL (20 learners)		Korean ESL (20 learners)		*t*-test
		Mean	SD	Mean	SD	
Interest in international vocation or activities	5. Work in an international organization such as the United Nations	4.10	1.34	4.15	1.42	
	6. Want to live in a foreign county	5.15	1.27	4.70	1.13	
Intergroup Approach-Avoidance Tendency	7. Help a foreigner in trouble communicating	5.10	0.91	4.50	1.05	
	8. Make friends with international students	5.10	0.85	5.05	0.83	
Total		4.77	0.77	4.57	0.85	0.442

*The total mean of Interest in International Vocation or Activities = 4.62 (EFL) vs. 4.42 (ESL); thetotal mean of Intergroup Approach-Avoidance Tendency = 5.10 vs. 4.78

Interview Excerpt 2 (Q5)

Interviewer (I): You say that if given a chance, you want to work in an international organization. Then, I ask. Do you think you generally have interest in foreign affairs, such as news about foreign countries?

Han (S): Yes, I think I'm international-oriented person. And I'm … I usually search BBC, such news about foreign country … I am satisfied with interpersonal friendship with foreigners I met. I think … um … to me, foreigner or Korean are not different if I think they are good person. I am very happy to make him/her my friends.

However, the proposal that International Posture in EFL context is not necessarily directly related with L2 WTC (Kim, 2004) is illustrated well by an EFL student's (Young) response in the research's interview: "Yes, I read internet news every day, including news about foreign country. [However,] I am not satisfied [with my foreign teachers] because I can't explain what I want to explain". It thus can be expected that unlike in ESL context, in EFL context, the positive International Posture, in the absence of L2 self-confidence, does not guarantee learners'high L2 WTC.

3) L2 Self-Confidence

There is a statistically significant difference between the two groups (see Table 5). Korean ESL students gained consistently higher mean scores than their counterparts in all four items of L2 Self-Confidence, as they did in State Communicative Self-Confidence, which we have already observed.

Self-Evaluation of L2 Skills: In general, the ESL students perceived themselves as

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somewhat more confident in English than the EFL students, for example, in the degree of feeling comfortable while seeing an English TV program without subtitles (mean = 4.55 vs. 2.50). This finding corresponds to the proposal in Clément's model's (1980), in which self-confidence encompasses two components, both a lack of anxiety (the affective aspect) and positive self-ratings of proficiency (the cognitive aspect) in interactions with members of the target language community. In other words, the quality (pleasantness) and frequency of the contact with the majority L2 group determine L2 self-confidence, as illustrated well in the Korean ESL learners' results above.

Language Anxiety: The EFL students did seem to experience much more anxiety in communicating in English in the classroom as well as outside the classroom (or outside the campus) than their counterparts did. Given that communicatively apprehensive students would be more reluctant to get involved in conversations with others and to seek social interactions, Korean EFL students are expected to be less likely than their counterparts to enter into their L2 WTC. Generally, language anxiety is negatively related to L2 motivation and attitudes. This leads to the next results dealing with motivation to learn L2 which is closely related with Intergroup Attitude.

TABLE 5

L2 Self-Confidence

Sub-variable	Items	Korean EFL		Korean ESL		*t*-test
		Mean	SD	Mean	SD	
Self-Evaluation of L2 Skills	9. Feel comfortable seeing a EnglishTV program without subtitles	2.50	1.10	4.55	0.95	
	10. Not bother if I had to speak English on the telephone	2.35	1.09	4.35	0.93	
Language Anxiety	11. Calm whenever I have to speak in my English class	2.30	1.08	4.20	0.83	
	12. Comfortable when communicating English outside the class	2.70	0.98	4.65	0.93	
Total		2.46	0.90	4.44	0.76	.000

* The total mean of Self-Evaluation of L2 Skills = 2.42 (EFL) vs. 4.45 (ESL); the total mean of Language Anxiety = 2.50 vs. 4.42 - a higher score means a lower level of language anxiety.

4) Intergroup Attitude

There is no statistically significant difference in the meanscores for the two groups (see Table 6). Overall, in regard to three sub-variables, participants of both research groups showed a somewhat positive intergroup attitude.

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TABLE 6

Intergroup Attitude

Sub-variable		Items	Korean EFL (20 learners)		Korean ESL (20 learners)		*t*-test
			Mean	SD	Mean	SD	
Integrativeness		13. Would like to participate more other cultural groups' activity	4.75	1.02	4.50	0.76	
		14. Wish I could have many native English speaking friends	4.70	0.98	4.45	1.15	
Total			4.73	0.94	4.48	0.87	.387
Fear of Assimilation		15. Not afraid of losing my mother tongue when learning English hard	5.25	1.12	4.50	1.61	
		16. Not afraid of losing my culture while adapting to the new culture	5.00	1.21	4.50	1.31	
Total			5.13	1.15	4.58	1.31	.166
Motivation to learn L2	Attitude to Learning L2	17. Language learning is an exciting activity	4.10	1.17	4.50	1.15	
	Desire to Learn L2	18. Wish I were fluent in English	5.65	0.67	5.85	0.37	
	Orientation To Learn L2 (19-24)	19. Helpful for understanding how people live in English-speaking areas	5.00	1.03	4.65	1.27	
		20. Helpful for better understanding British and American art and literature	4.80	1.47	4.00	1.12	
		21. Useful in getting a good job	5.50	0.61	5.35	0.59	
		22. Useful in getting a higher grade in language exam	4.25	1.16	3.25	1.59	
		23. Helpful while travelling abroad	5.45	0.69	4.75	1.02	
		24. Help me get to know English-speaking people	3.40	1.31	3.75	1.16	
	Motivation Intensity	25. Study English relatively hard	2.95	1.23	3.20	1.01	
Total (Motivation to Learn L2)			4.57	0.53	4.37	0.66	.297

Integrativeness and Fear of Assimilation: Two groups have a somewhat similar positive intergroup attitude, with the gap between two groups' scores being not significant. Table 5 indicates that both groups of students not only agreed that they would like to "participate more other cultural groups' activity" (mean = 4.75/4.50 respectively), but also agreed that "they are not afraid of losing mother tongue while adapting to the new culture" (mean = 5.25/4.50 respectively). Apparently, it can be expected that Korean two groups' rather high intergroup attitude will lead to their high L2 WTC, insofar as making frequent contact with members of the L2 group. However, it

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must be noted that Integrativeness and Fear of Assimilation depend on the nature of the linguistic settings. As such in unicultural milieu like Korean EFL context, (in which there is little direct contact with members of the L2 community), high intergroup attitude does not directly lead to high L2 WTC. Moreover, the relationship between Integrativeness and Fear of Assimilation is interwoven with Motivation to Learn L2 (Clément, 1980).

Motivation to Learn L2: Two groups of participants seem to have somewhat motivated to learn English. But two points must be made here. First, compared to the two groups' rather strong desire to learn English (means = 5.65 vs. 5.85), motivational intensity for both is actually much lower than expected (means = 2.95 vs. 3.20), as illustrated well in interview with an ESL student (Dyne):

> *Interview Excerpt 3 (Q13)*
> Interviewer (I):When you graduate from college, will you continue to study English and try to improve?
> Dyne (S): I don't think that I will try to improve it. I will just use what I've got.

This interview shows Dyne's judgment about her motivation for L2 learning. What she lacks may be the training necessary for further growth in L2 skill. For independent of activating effort for L2 learning, even the individual with a rather high orientation toward L2 is not entitled to be the truly motivated learner (Maclntyre, MacMaster & Baker, 2001). The more crucial point, however, is about affective motives, that is, the specific characteristics of 'orientation to learn L2'. Certainly, both groups showed rather high motivation for L2 (i.e., their high instrumental motivation), say, by perceiving that "English is useful in getting a good job" (mean = 5.50vs. mean = 5.35). But their integrative motivation in terms of actual interaction with English-speaking people was comparatively rather low (see item 24; mean = 3.40 vs. 3.75). The interview with an EFL student (Nam) is suggestive of this fact: "Korean students don't interact with the Western culture, just thinking of English as a method of being better off". If such tendency to regard learning L2 chiefly as an instrumental purpose (not for its own sake, that is, a sense of pleasure as a by-product of learning) is widely spread among learners of either EFL or ESP group, then it must be indicative of some deficiency in affective motives, to which I shall return in Discussion.

5) Social Situation

There is a statistically significant difference in such variables as Topic and Purpose for the two groups (see Table 7). Korean ESL students generally gained higher mean scores

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than their counterparts in the questions dealing with the degree of the ease of L2 in relation with a specific topic and intentions of discourse.

Participants: Regarding one participant variable, 'the level of intimacy', both groups all slightly disagreed that they feel like talking with a more familiar person. This seems to correspond to one of Kang's (2005) findings that "Koreans were the least preferable conversation partners and decreased their excitement the most" (p. 284). Likewise, an ESL student in this study responded like this:

> *Interview Excerpt 4 (Q18)*
> Interviewer (I):Do you agree if you are surrounded by Korean students using Korean language, it may hinder your using English? And why?
> Han (S): With my Korean friends we don't use any English when we have conversation. So, it may hinder my using English.

TABLE 7

Social Situation

Sub-variable	Items	Korean EFL (20 learners)		Korean ESL (20 learners)		*t*-test
		Mean	SD	Mean	SD	
Participants	26. Like to talk in English with a friend than with a stranger	3.25	1.45	3.75	1.32	
Setting	27. More comfortable talking English on campus than outside the campus	3.30	1.12	3.35	1.35	
Topic	28. More comfortable when talking about Korean culture than other cultures	3.05	1.23	3.85	0.93	
Purpose	29. Willing to speak in English when introducing myself to others	3.30	1.22	3.95	1.05	
	30. Eager to speak in English when learning English	3.20	1.32	4.25	0.85	
Total (Participants & Setting)		3.28	1.13	3.55	1.16	.452
Total (Topic & Purpose)		3.18	0.97	4.02	0.76	.004

An EFL student (Young) seems to agree to Han's position: "Yes, Korean is my mother language. With Korean[friends], Korean [language] came out unconsciously". In addition, Han's reply that "I feel more comfortable sharing my idea or talking with native speakers"reflects Kang's finding that "[p]articipants tended to become excited when they perceived the interlocutors as conversation partners" (p. 284), which means that social support is needed in helping L2 learners improve their WTC.

Setting: Table 7 shows that participants of both groups seemed to similarly feel more

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comfortable talking English outside the campus than on campus (see item 27). All interviewers, either EFL or ESL students, expressed they favor outside the classroom over the classroom for English conversation. For example, an EFL student (Nam) said the reason: "I totally feel more comfortable when I speak English outside [the classroom] because when I am outside, I feel free and more positive, so I can explain my opinion more positively". Importantly, high levels of anxiety, especially for ESL students who responded in open-ended question, happened in in-class situation, which will be mentioned further later.

Topic: Table 7 indicates that the two groups of the participants do not necessarily feel more comfortable when a topic is familiar to them. Two groups slightly disagreed that you "feel more comfortable when talking about Korean culture than other cultures". This result, however, seems to be more nuanced in ESL context when we consider the similar finding from Kang's (2006) study: "All participants stated that despite being excited about [the] topic the first time, they became bored with it after talking about it several times" (p. 284).

Purpose: Among 4 sub-variables of Social Situation, the most noteworthy gap between the two groups took place in Purpose variable (see Table 7). In item 30, for example, the EFL group (mean = 3.22) slightly disagreed that they "eager to speak in English when learning English", while their counterpart group (mean = 4.25) showed more positive attitude for the same item. Let's see more detailed examples in following interviews done separately.

> *Interview Excerpt 5 (Q17)*
> Interviewer (I): Then, in what situation are you least willing to speak in English?
> Han (S1): Yeah, in simple words, informal presentation is OK, but formal presentation is very difficult for me.
> Young (S2): In formal situation. Formal situation and formal places require formal English.

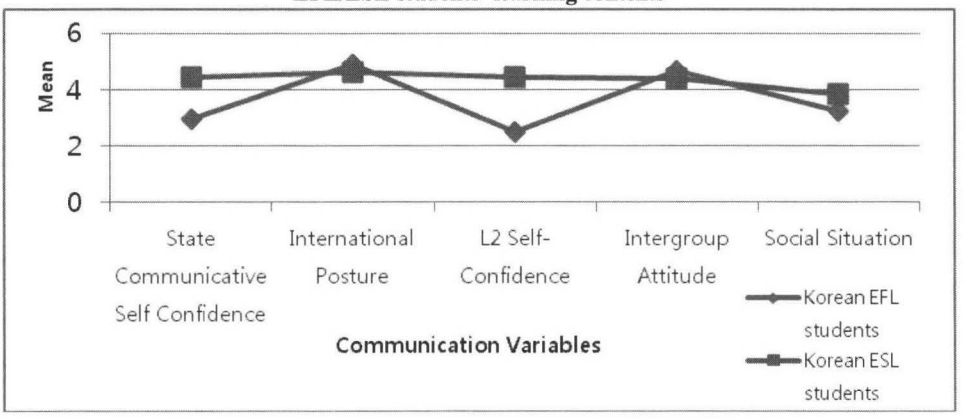
Most of the students who interviewed expressed they were least willing to speak in formal English situations such as presentation in front oftheir classmates. I shall return to this point in relation with learners' prior intensive experience with their L2.

In sum, the Figure 2 below shows the results that there are significant differences between Korean two groups of learners especially in State Communicative Self-confidence, L2 Self-Confidence and some Social Situation variables, in the absence of such comparable differences in International Posture and International Group Attitude.

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FIGURE 2

Mean scores for 5 communicative-related variables by Korean EFL/ESL students' learning contexts



2. Result of Open-ended Question

The positive experiences the Korean EFL students described were quite few. Only 5 (25%) students recalled their positive experiences. Much more (60%) students recalled their negative experiences. The most frequently described negative experience for the EFL students concerned the situations in which they could not find out an appropriate expression in English. For example, a male student cited "when a foreigner asked for bus times, I misinformed, so I lost L2 self-confidence" (English translation mine).

The Korean ESL students showed as much indifference to the positive experience as did the Korean EFL students. 6 (30%) students described the positive experience. The positive experiences referred to by them seemed to involve more "out of school" situations than "in-class" situations: travelling, being adaptive in English culture and helping foreigners. On the other hand, 45% recalled as a negative experience the situation in which they could not understand what British or international students said due to their various accents and pronunciation. More specifically, 40% cited as the negative experience the "in class" situations such as giving class presentations, which indicates that they felt more calm when speaking English in "out of school" situations than "in-class" situations. Other negative experience for ESL students involved the situations where it is hard to pick up an appropriate word (15%), and even racism.

Importantly, among the 9 ESL students who described a negative experience, only 3 (33%) said they needed to improve their skills, while the rest 6 (66%) felt discouraged by the negative experience. Likewise, among the 12 EFL students who described the negative experience, only 1 (0.08%) said he gained L2 self-confidence through the

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negative experience, whereas the rest 12 (15%) said they would lose L2 self-confidence. More specific cases are to be discussed in the next part.

V. DISCUSSION

1. Research Question 1

As mentioned, there are substantial differences among those groups chiefly when it comes to State Communicative Self-confidence as well as L2 Self-confidence. These results are expected as the present study's hypothesis concerned the different social (or L2 learning) contexts of both groups. As Clément (1980) suggested, the frequent contact with members of the target language community and the L2 in ESL context seems to have given the Korean ESL students an opportunity to increase their perceived competence in L2, which, on the contrary, seems to have made them feel less communication anxiety. The ESL students, thus, due to having a lower level of anxiety and higher perception of L2 competence, seem to have a higher level of WTC.

Why then would the EFL group be rather apprehensive about communicating L2? One of the answers, given that speaking has been found to be the most anxiety-provoking form of L2 communication (MacIntyre & Gardner, 1991), might lie in the difficulty of speaking English in the classroom. In EFL context, perhaps partly due to no frequent contact with L2 speakers and community, it is usually the teacher who does most of the talking in the classroom. Hence sometimes unexpected tensions would occur among students and teachers (Kim, Hwang & Seo, 2010), as, for example, shown in the interview with a Korean EFL student (Young): "Yes, it needed, when teacher[s] teach [a] concept which [is] difficult to understand. Only English instruction makes that concept more difficult to understand". The interview reflects that for the EFL group, WTC is predicted chiefly by perceived competence (Cetinkaya, 2005; Kim, 2004; Yashima, 2002). In sum, the present study's result seems to correspond to the L2 WTC model in which the two key variables underling WTC in L2 are communication anxiety and perceived competence (MacIntyre, 1994), and hence these two variables are proposed to be the two most immediate elements influencing L2 WTC. So conceived, higher perception of L2 communication competence combined with a lower level of anxiety leads to a higher level of WTC (MacIntyre & Carlos, 1996), which could be well expected in the present quantitative data in detail (in the latter part of this section).

Another major finding in the present data was that there were no significant group differences in Intergroup Attitude as well as International Posture. While the ESL group may be expected to show more positive attitudes (partly due to the better condition of L2

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learning), but the result was not. There can be some ways to explain such result. Traditionally Integrative Motivation, a broad complex of affective variables, has been the most widely studied conceptualization of motivation for L2 learning (Dörnyei, 2001). Lam (2004), against the traditional definition of Integrativeness (the individual's positive affective predisposition towards the second language community), claims that it is no longer easy to clearly identify who the 'L2 speakers' or the members of the 'L2 community'. For through the media such as television and the internet, young people in diverse countries would feel global identificationwith a worldwide culture (Arnett, 2002).[5] An EFL student's (Nam) interview response is indicative of this point: "I feel strongly belonging to world-wide culture. Now it is so natural to me. I am satisfied with it". In addition, to the question "what do you think about English nowadays as a global language which is used all over the world", most of the interviewers of the two groups answered that English is international language, not just limited as British and American language. Thus, the result that there are no significant group differences in Intergroup Attitude and International Posture can be explained, though partly, by the fact that two groups' tendency to see English (and L2 speakers) in terms of a global entity.

Now once we are at ease to a certain degree with the idea of L2 context-dependency, then, it is time to reintroduce into L2 WTC concept the role of 'emotional components'. I wish this would bea lesson about affect's role in L2 deliberation.

2. Research Question 2

The ultimate aim of open-ended question was to explore what kinds of affect learners had experienced with concrete L2 reality, having in mind that learners need affective engagement (not disengagement) necessary for L2 WTC. This is what follows, after briefly summarizing the findings.

In Korean EFL students' view, their common positive experiences seemed to involve being praised for the English proficiency or meeting new English-speaking friends embodied as 'social support': "When I have an extensive intimate relationship with English native-speakers, I gained self-confidence (Nam)".[6] Thus, perceived competence and L2 WTC seem to be strongly correlated among the Korean EFL learners. On the contrary, their intensive unpleasant experience seemed to affect the L2 Self-confidence negatively: "I would lose self-confidence before friends who speak English well"; "I felt

[5] Under this changing landscape of English use and learning, Dörnyei (2005) proposed a new construct for the motivation of L2. See Kim & Kim's (2012) study of its rather recent application to Korean EFL context of secondary school students.

[6] The importance of social support in gaining higher WTC is also shown in Kang's (2005) result: "especially native English speaking tutors' support played an important role in creating security and situational WTC" (p. 283).

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being disregarded by a native-speaker because of being poor at English speaking". Learners seem to be helpless here, being passive in confrontation with given situations. In what sense can learners be deliberative agents over their emotions, not merely sufferers? We need to look at more cases in ESL context.

Even an ESL student with high L2 proficiency (with experience of a long period of living in the USA for 11 years, along with quite high scores of official examination: TOEIC 990 / TOEFL 117) expressed her feeling of anxiety-arousal in the situation of presentation (see Result), reflecting the fact that L2 communication anxiety is a key factor influencing L2 WTC for the advanced learner because of high expectation from others (Baker & MacIntyre, 2000). As such I find myself sympathetic with learners' ascribing their loss of self-confidence to the L2 anxiety. Are we, then, just passive with regard to our emotions? If we would like to say 'no', a question still remains: How can learners cultivate appropriate emotions characteristic of L2 WTC?

My first suggestion rests on what is called an appraisal-based conception of the emotion (see Introduction), that is, emotional response is closely interwoven with cognitive judgment. On such a view, there must be room for changing emotions by transforming the cognitive part constitutive of emotions. Encouragingly, some of the ESL students, for example, described that they felt more motivated to learn after having experienced intense feelings through the negative experience. Having affective motive (i.e., positive inclination and affection), thus, is to begin to form the right sorts of emotional responses.

My second suggestion with regard to the theme of cultivating appropriate emotions implicit in L2 is that such affective motives are not merely precondition of L2 learning, but also a constituent part of that. Frequently, a reliance on the linguistic competence alone can actually become an impediment to true emotional response. Let's imagine, for example, an agent who has L2 linguistic competence, but fails to respond with appropriate emotions. Let's suppose, again, an agent who performs L2 actions, but performing only grudgingly or unpleasantly. What they lack is frequently (but not always) heart's confrontation with concrete L2 reality. An agent who tries to develop the appropriate emotions for their own sake, say, a taste for L2 WTC, may not have the linguistically competent agent's unqualified knowledge, but she has at least the right disposition for L2 learning. In this sense, experiencing affective states appropriately, and hence cultivating those components with pleasure are part of L2 learning.[7]

[7] It is worth mentioning here that Lee (2011) holds that Korean English learners' use of 'emotion words' is usually not sufficient to express their emotions appropriately.

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VI. CONCLUSIONS

The studyhas been done as a part of understanding that there are a wide range of potential influences (i.e., affective variables) on L2 learning.

The results show that the influences of the factors underlying WTC vary depending on the L2 learning contexts. If a goal of L2 instruction and learning is to generate WTC, ESL context appears to have produced that result more successfully than EFL context. (This is true, but not the whole story of this study.) More specifically, the strongest correlate of L2 WTC among the EFL group seems to be perceived competence in the L2. Due to their less experience with the L2, the EFL group seems to feel less competent to communicate, which is expected to lead to being less willing to initiate communication in English. L2 anxiety also prevents an increase in WTC for the two groups. In open-ended question, especially the Korean ESL students more responded to the negative experience than the positive experience. Furthermore, the negative (or painful) experiences often involved "in class" situations, which seems to correspond to the previous finding that language anxiety originates as the result of early or repeated negative experiences with the L2. The study's finding of no significant difference between the two groups in terms of International Posture and Intergroup Attitude suggests that the attitudes towards L2 and L2 community formed earlier in Korean EFL settings seem to have maintained in the ESL context.

The crucial point of the result, thus, is that the affective components implicit in L2 experience, either in ESL or EFL context, may play a crucial role in L2 WTC, and hence learners need to cultivate apt emotions for L2 deliberation. In the absence of properly habituated emotions (i.e., emotional openness and responsiveness in approaching a new L2 situation), I suggest, the right sort of disposition for L2 learning is missing.

There may be some pedagogical implications for both Korean groups especially when it comes to perceived competence, language anxiety and WTC both inside and outside the classroom. Considering that usually in the EFL situation, perceived competence might play a great role in predicting WTC, teachers are required to encourage the students to increase the amount of L2 communication inside the classroom, aiming at increasing students' perceptions of competence. On the part of EFL students who have less direct contact with members of the L2 community, they need, as Clément, Dörnye and Noels (1994) suggested, to increase indirect contact with that culture through the media (i.e., as a useful vehicle in L2 classroom) in order to develop L2 self-confidence.

On the other hand, given that increasing communication opportunities and challenges such as giving class presentations in ESL context are more likely to develop anxiety than in EFL context, ESL teachers are required to pay special attention to the affective strategies of anxiety-reduction, which might determine whether a student speaks up or

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remains silent. From the ESL (as well as EFL) students' perspective, they need to consider anxiety provoking situations as a learning experience to improve their L2 skills, rather than feeling discouraged, thus facilitating their L2 WTC.

Putting all these things together, I suggest generating L2 WTC is after all a collaborative work. For given that language in general arises from the necessity of intercourse with other people, L2 performance depends not only on my deliberation, but also on others' willingness to accept it.

A couple of limitations of the present study need to be discussed. First of all, I have to admit the interview settings and methods were not univocal, along with no measurement of the correlations between WTC and other variables (due to mainly focusing on the prediction of WTC). I also acknowledge that the findings of this study were derived from the participants' self-report data, which means that participants were likely to report their responses with socially agreed standard, not providing their own honest answers.

For methodological reliability, the findings of the study depending on self-report need to be verified by alternative instruments such as observations both in and outside the classroom, so that more situation-specific variables could be concretely distinguished from trait-like ones in such variables as anxiety and self-confidence. Future studies would thus need to be a longitudinal investigation involving more participants (due to the small scale of the study) in order to confirm how situational variables supporting WTC vary depending on social contextual variables. Besides that, more individual variables, such as sex, age and personality of the participants, along with the relationship between their actual L2 competence and perceived competence, would need to be explored further.

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APPENDIX A

Part of Questionnaire

Part 1

DIRECTION: Please mark in the appropriate position which best describes the extent which you agree or disagree with the statement.

	Items	Strongly agree					Strongly disagree
1	I feel calm when I give a presentation in English in front of my classmates.	6	5	4	3	2	1
2	I would feel quite relaxed if I had to give street directions in English.	6	5	4	3	2	1
3	I would volunteer answers or ask questions in English in class.	6	5	4	3	2	1
4	I would ask teachers questions or talk to them outside the class period.	6	5	4	3	2	1
5	I want to work in an international organization such as the United Nations.	6	5	4	3	2	1
6	I want to live in a foreign county.	6	5	4	3	2	1

Part 2

The open-ended question

DIRECTION: Can you please write briefly about either a negative or a positive experience about speaking English?

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APPENDIX B

Examples of Interview Prompt Questions

1 Can you please briefly introduce yourself (housing, major, future job and studying abroad)?
2 When did you first start learning English in Korea: at primary school or private academy? In what section of English did you learn mainly there?
3 Do you think your L2 confidence (anxiousness) comes from your (lack of) experience of studying abroad?
4 Only to ESL students: Did you feel any difference between Western and Korean educational styles when students discuss and present in class?

Only to EFL students: What do you think about English-only instruction in class? Do you agree that native language can be used when necessary?

Examples in: English
Applicable Languages: English
Applicable Levels: College

Dong-Beom Huh
Center for College English
University of Seoul
163, Siripdaero (90 Jeonnong-dong),
Dongdaemun-gu, Seoul 130-743 Korea
Tel: (02) 6490-5206
Email: ireland001@hanmail.net

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