



Ongoing Speaking Anxiety of Korean EFL Learners: Case Study of a TOEIC Intensive Program

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With the growing, and often required, opportunities for Korean EFL learners to interact with NNSs as well as NSs via international job markets, many English intensive programs are being established by universities and are welcomed by students. Given that a great deal of effort is being made by these students, their English Speaking Anxiety (ESA), and its impact on their efforts, has not been examined to any great degree. This study aims to investigate Foreign Language Anxiety (FLA) and Language Anxiety in Cognitive Processes (LACP) of Korean university students in an Intensive TOEIC speaking program and their relationships with their academic achievement. Statistical analysis was carried out to trace students' ESA between the Foreign Language Classroom Anxiety Scale (FLCAS) variables and its correlation with the LACP and their impact on students' TOEIC speaking achievement throughout the program. This study also includes instructors' semi-structured interviews with students and the students' introductory journals to offer their voices on English speaking. The study documents that ESA is correlated between FLA items and LACP variables differently and influence TOEIC speaking performance negatively. The implication of the study is discussed further with regard to teachers' consideration of learners' ESA when learning the language.

Keywords: TOEIC speaking, communication anxiety, foreigner fear, English intensive program

Introduction

The teacher-dominated or teacher-fronted classroom where the teacher talks and leads activities has been replaced by the student-centered learning environment, which has contributed to the success of individual learners in second language classrooms (Nunan, 1988, 2013). In the student-centered classroom, students no longer desire to be passive knowledge takers, but active participants with specific concerns about their language learning needs. In this respect, it is urgent to focus on students' issues and concerns about their foreign language learning. Most Korean college students have an intimate understanding of the importance of English scores for public certification tests like TOEIC when it comes to finding employment after graduation. For most, a high test score is their primary concern when it comes to English language learning. Therefore, unsurprisingly, practical English test preparation classes are administered during general English classes along with intensive test prep programs.

In the global era neither students nor business people are free from the burden of public communication opportunities (Kim, N. B., 2017). Then which domain of language learning do learners consider most important? Korean participants of all age groups chose speaking ability rather than listening, writing, vocabulary, or grammar as the most important skill in using English (Kim, J.-O, 2016). Paradoxically, many Korean English learners' obsession with English communication seems to reflect their dearth of self-confidence in speaking English individually or publicly. For most, personal experience has led them

to believe they are deficient in this area. When the time came to use their spoken English, they struggled. This belief in turn creates high anxiety when it comes to speaking.

Originally proposed by Dulay and Burt (1977), Krashen (1981) categorized affective filters in second language acquisition into three categories: motivation, self-confidence, and anxiety. Ever since, numerous empirical and theoretical studies have followed in the affective domain. Additionally, increasingly more researchers have claimed that the most influential variable in ESL/EFL learners' language performance is closely related to language anxiety (Gardner et al., 1997; Kim, J. H., 2002; Kim, S. Y., 1998; Liu & Huang, 2011; Olivares-Cuhat, 2010; Park, H. J., 2002; Park, H. J. & Shin, G. G., 2001; Yeom, 1998).

Searching for ways to unravel this conflict between communication and language anxiety, this study explored the participants' ESA and LACP in an intensive TOEIC speaking program. The teacher-researcher discussed the correlation between the variables and explored their impact on speaking attainment throughout the program. The research questions were as follows:

- 1) To what extent does the students' FLA impact improvement in their speaking English?
- 2) Did any specific process of the LACP appear to be related to any of the items of the FLA?
- 3) What perception do the students have about their individual FLA?

Literature Review

FLA in English Speaking: ESA

What does it mean "to know a language"? Can you read? Can you speak? Can you write? Lazaraton (2001) claims that not only is speaking a language the most obvious indicator of "knowing," it is also the most challenging. Baily and Savage (1994), however, viewed speaking a second or foreign language as the most demanding of these skills. What makes the speaking skill so challenging? Brown (1994) points out that knowledge of numerous technical elements, reduced or contracted forms, and even slang and idioms are required for fluent speech. He added that the hardest aspect of spoken English is that it cannot be done alone. It requires at least another person or a group. In the process of speaking a second or foreign language, most language learners are presumed to experience a certain amount of anxiety, as MacIntyre and Gardner (1991a) maintain, and "anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language" (p. 86).

Research has posed various definitions of FLA: psychology of learners in terms of their feelings, self-esteem, and self-confidence (Clement, 1980); a complicated psychological phenomenon particularly in language learning (Young, 1992); or the negative feeling of tension and apprehension connected with second or foreign language learning contexts (MacIntyre & Gardner, 1994), to name a few (Kim, J-O, p. 79, 2017). Horwitz et al. (1986) suggested FLA as a type of anxiety unique to the foreign language learning environment, causing such reactions as "freezing" in class, "going blank" before a test, and shaking or sweating (p. 128). They argued that FLA corresponds with situation-specific anxiety rather than general anxiety in a variety of situations. Many empirical studies (Aida, 1994; Batumlu & Erden, 2007; Gardner et al., 1997; MacIntyre & Gardner, 1991b; Tallon, 2009) examined FLA in language teaching and learning and insisted on the negative impact of FLA on language performance and achievement.

For Korean students, the emphasis on English language competence is closely related to entering good universities and obtaining decent jobs after graduation. This leads to a tremendous burden being placed on learning English. For FLA in English speaking (ESA), studies have been conducted in a variety of language learning environments. Most Korean English learners indicated that they had higher anxiety when it came to using English in an expressive or communicative situation rather than a reading or writing context. For example, the lower-level students indicated higher language apprehension in a native

English teacher's class than that of a non-native teacher (Park & Shin, 2001). Also, students in native English teachers' classes displayed higher communication apprehension, while students in non-native English teachers' classes showed higher test anxiety. This result is in line with Yeom's study (1998) reporting that a learner's degree of FLA influenced the learner's achievement. Learners showed higher anxiety when they used oral expressions rather than written forms of assessment.

Park (2002) also reported that students' FLA in speaking classes was higher than for reading classes, and that the communication apprehension element had the highest negative correlation with student achievement. She added that the lower achievement they had, the higher anxiety they reported in using English. However, this is not always the case. Saito and Samimy (1996) stated that language anxiety in advanced students was the highest among Japanese students at three different levels: beginning, intermediate, and advanced. Intermediate learners recorded the least amount of anxiety even though they explained that familiarity with the material was linked to the advanced group's anxiety.

Kim (1998) compared and analyzed how 59 Korean college students presented their FLA according to their learning environment. Students revealed that they had higher FLA in communication focused speaking classes than reading classes, proving ESA had a high negative correlation with internal academic motivation. Prospective elementary teacher students also had high ESA in speaking fields and as a result produced safer, more boring classes (Kim, 2010). Overall, Korean EFLs tend to demonstrate high FLA in spoken language performance compared to written language in both performance and evaluation.

Language Anxiety on Cognitive Process (LACP)

When does language anxiety start? Does it spring from an anxious moment at the start of a conversation? Does it occur in the middle of language performance practice? Language researchers have endeavored to find these answers. Wilson (2006) stated that "it is difficult to ascertain whether anxiety is a cause or an effect of poor foreign language and second language learning and achievement" (p. 93). Studying with Japanese learners, Aida (1994) admitted the difficulty in proving the cause-effect relationship between anxiety and achievement. Meanwhile, MacIntyre and Gardner (1991a) agreed with Levitt's (1980) model of reciprocal causation, and added that "poor performance and negative emotional reactions reinforce the expectations of anxiety and failure, further anxiety being a reaction to this perceived threat" (p. 110) and connected it to a vicious circle between language anxiety and achievement. MacIntyre et al. (1997) and Sevinc and Backus (2017) also claimed there was a vicious circle between language anxiety and language competence caused by the reluctance of a learner with high anxiety to participate in communication, which limits both their performance and practice.

Eysenck (1979) indicated that Language Anxiety disrupts Cognitive Processing (LACP) of language learners and suggested a reconceptualization of anxiety in terms of cognitive interference. This theory is connected to other research claims that anxious students show negative effect in language learning such as slower acquisition of vocabulary (Lowe & Ang, 2012; Schwarzer, 1986). Eysenck also stated that learners exert efforts to compensate for the results of their language anxiety. Also, his insistence that most research has focused only on performance (output) suggests more regard for the input and process stage of L2 learning, which linked it to Tobias' (1979, 1986) model of learning, the so called three stage model of learning: Input, Processing, and Output. Even though it is not easy to distinguish each stage indicated by Tobias (1986), he relates how the stages are interdependent and contribute to the description of effects of anxiety, and how language learners experience language anxiety at each respective stage.

According to MacIntyre and Gardner (1994), the Input stage shows how language learners first experience fear when taking in information while learning a foreign language. Language learners may have uneasy feelings "if the language is spoken too quickly or if written material appears in the form of complex sentences" (p. 286). Wilson (2006) added "bad diction, variety of accents and teachers who spoke too quietly" to "the speed of delivery" to this stage (p. 99) along with overly complex exercises, new vocabulary, and difficult grammar and topics. The Processing stage is related to the cognitive procedure of internalizing tasks taken in during the input stage. Apprehension frustrates student's learning

in tasks that are harder and makes them more dependent on memory. Consequently, they organize things poorly and need more time to comprehend content or vocabulary (Tobias, 1986). The Output stage occurs during the production or revelation of the Input and Processing stages through verbal performance or test results. However, some students tend to feel apprehensive or tense when presenting their achievement and barely reflect their learning of the language (MacIntyre & Gardner, 1994). Nevertheless, studies demonstrating the connection between ESA and LACP in intensive programs in terms of Korean ELLs in particular are rarely found. Therefore, this study attempts to focus on the link between ESA and LACP steps in an intensive TOEIC program. Meanwhile, the challenge resides in how to appease their English speaking anxiety (ESA) and boost their communicative performance competence at the same time.

Official Speaking Ability Assessment

The requirement for practical English competence among Korean university students seeking job opportunities after graduation has led many universities to adopt standardized English scores, such as TOEIC, as one of their graduation requirements (Lee & Shin, 2012). This phenomenon is followed by test preparation classes being administered even during the semester in general English classes and during intensive programs after school or during vacations. However, existing TOEIC programs tend to focus on measuring listening and reading skills only, so the practical English communicative ability had to be assessed indirectly. Possessing English speaking proficiency, along with confidence in their speaking ability, creates an obvious advantage to anyone seeking a role in the classroom, business, or any other position in society (Kim, N. B., 2017). Understandably, many universities are managing English speaking classes partly by replacing practical English classes. The basic aim of English speaking classes is to both raise English communicative proficiency and obtain high English speaking scores.

With respect to official English speaking tests commonly recognized among Korean EFL learners which can verify their speaking skill, it appears necessary to examine their features. First, there is the TOEIC speaking test which is the most widely adopted English speaking test in the country. The Test of English for International Communication (TOEIC) has traditionally been used to evaluate reading and listening skills. The Education Testing Service (ETS), the agency in charge of both the TOEFL and the TOEIC, creating questions and evaluating the test, implemented speaking and writing tests in 2006 (ETS, 2017). The TOEIC speaking test has six types of question patterns with eleven different questions. Students are recorded, and their pronunciation, grammar, contents, consistency, etc. assessed by skilled native English speakers. Speaking proficiency is rated on a scale from one to eight.

Second, there is the Oral Proficiency Interview-Computer (OPIc, 2017). The OPIc is an online test which provides valid and reliable oral proficiency assessment on a large scale and mainly evaluates practical English speaking ability like language function, context, content, accuracy and comprehensibility in an interview setting. The OPIc has nine ranks from novice low to advanced low.

English speaking ability is also measured by the Test of English as Foreign Language (TOEFL) and the International English Language Testing System (IELTS). Both tests measure the learners' reading, listening, writing and speaking abilities syntactically. Those who are planning to study in the US or Canada are to take the TOEFL, which is divided into six different tasks. The IELTS is taken by those planning to go to Britain or Australia. It is divided into two modules according to the individual's aim: one is an academic module for learners wanting to study, and the other is a general module for those wanting to immigrate to those countries. Speaking in IELTS is assessed via an interview setting (IELTS, 2017).

Method

Participants

The participants of the study are 20 students who joined a four week TOEIC speaking class as part of a 2016 summer TOEIC intensive program at K University. The TOEIC Academy has operated for 7 years at the University. However, TOEIC speaking has a shorter history in the program. When the program first started, there were five or six TOEIC classes with only one English speaking or conversation class. Different from the TOEIC classes, the English conversation class used to have a native English teacher in the morning, and a Korean English-speaking teacher in the afternoon. As the English speaking class went on, fewer students applied to the English speaking class. So the university modified it from an English conversation class to a TOEIC speaking class, which helps students prepare for TOEIC speaking test with a Korean English teacher and gain an officially approved score in English speaking from the 2016 winter program in January. The 2016 summer class was the second TOEIC speaking class in the program.

Since there was only one TOEIC speaking class in the program, levelling for the students was unavailable. Furthermore, most applicants did not have a TOEIC speaking record when they applied, but instead they had a TOEIC score. The program coordinator excluded students an excessively low TOEIC speaking score, usually below proficiency level 3 (scaled score 70) or a TOEIC listening score below 200. Eventually, 20 students were selected for the TOEIC speaking class.

The teacher-researcher in the 2016 Summer TOEIC speaking class was a Korean English professor with three years of TOEIC and TOEIC speaking lecturing experience. This was her second time teaching the TOEIC intensive speaking class. There also was a teaching assistant who was in charge of monitoring students' lives as well as checking on attendance. In addition, he had to prepare the students' vocabulary test, supervise it before the class, and report the results to the instructor on a daily basis. The participants consisted of 13 male and 7 female students. They had 12 different majors and were from 7 different colleges. Their first mock TOEIC speaking test average was 95.7 out of 200. Most were upper classmen: eight seniors and seven juniors, with four sophomores and only one freshman.

Instrument

Students in the program took mock TOEIC speaking tests the first and third week and an official TOEIC speaking test on the last day of the four-week program. The result of the first-week mock TOEIC speaking test was used as pre-test, and the official TOEIC speaking test as a post-test. The TOEIC speaking scores range from 10 up to 200 in 10-point increments, with a proficiency level from 1 to 8.

Students also answered questionnaires to measure their FLCAS status. The questionnaires were rearranged and modified by the researcher in accordance with the questionnaires originally developed by Horwitz et al. (1986). The FLCAS questions were presented in Korean and reverse coding realigned the responses in a 5-way Likert scale. Students answered them from "never" to "very much." The 33 questions were specified and divided into six categories: Communication Anxiety (CA-1, 3, 9, 13, 18, 27, 30), Test Fear (TF-2, 8, 10, 21), Class Nervousness (CN-4, 5, 6, 11, 12, 16, 17, 20, 22, 25, 26, 28), Peer Apprehension (PA-7, 23, 24, 31), Instructor Fear (IF- 15, 19, 29, 33), and Foreigner Fear (FF-4, 32) rather than the three categories in Horwitz et al. (1986): communication apprehension, test anxiety, and fear of negative evaluation. The Cronbach alpha coefficients for reliability were quite high, with .89 for FLA categories, and an acceptable score of .46 for the three LACP categories (Fornell & Larcker (1981). For the validity of the six FLA categories in this study, the validity of the scales was computed at quite acceptable levels, with a convergence validity between .64 and .86 and a discriminant validity between .85 and .89.

When measuring LACP, the research maintained the format of MacIntyre and Gardner (1994), which originated from Tobias's (1986) three stages: Input, Processing, and Output. The researcher used six question scales of three positively worded questions and three negatively worded questions to assess

cognitive operation in each stage. The relevant questions were also adjusted for reverse coding for responses on a five-way Likert scale from “never” to “very much.” The LACP questionnaire was given in Korean as well.

Instructor’s interviews with the participants are required as part of the program because it helps not only raise rapport between teacher and students, but also keep them from lagging behind in the program and in turn improve the learners’ achievement. Two interviews, 20-30 minutes a piece, were conducted.

The instructor also recommended that the students write journals in English and had them submit one of them to introduce themselves and discuss their dreams, aims, strengths or weaknesses the first week of the program. Therefore, the interviews and journals collected provided informative qualitative data for discussion in the study. These interviews and journals were then categorized according to the students’ highest concerns or interests. This was done in order to demonstrate their perception of the process and analyze whether they developed into more confident communicators.

Speaking Class Procedure

Table 1 shows how the speaking class progressed on a daily basis from Monday through Friday for four weeks. The instructor emphasized that the students concentrate on content and not be afraid of making mistakes, especially those of an ESA variety. In addition, kinesthetic movements, such as yoga positions, were added to the class to help reduce student anxiety.

TABLE 1
Organization of Class

Parts	Major Activity Content
Morning class (two hours)	<ul style="list-style-type: none"> Focused on vocabulary acquisition and being prepared for the class with less stress -Took vocabulary test with teacher assistant before class -Reviewed the last class -Introduced the TOEIC speaking test *Made up students’ English names that they want to be called in class on the first day *Ice-breaking interaction between two students alternatively, for example, asking yes-no questions, wh-questions, or story-telling to each other *Simple kinesthetic movements to wake them up
Afternoon class (three hours)	<ul style="list-style-type: none"> Focused in the TOEIC speaking contents of the section -Practiced typical expressions needed for the test format -Individual or group pronunciation practice with the instructor -Listened to and provide clues on how to get to speak in the section -Practiced speaking each other at a time or in a group -Asked questions with expressions corrected by the instructor -Recorded the speaking portion on their smart phones -Presented their recording to the class -Tried following the test format in public (using microphones) which the teacher records and plays for the class -Gave and took feedback from peers and instructor *Simple kinesthetic movements from yoga to body relaxation and speaking tension from time to time in the class *Tried out some fun activities whenever starting after a break such as joke of the day, tongue twisters, sentence auction, giving advice, extending a story after listening or watching a video clip, etc.
Evening class (three hours)	<ul style="list-style-type: none"> Focused on individual study and self-evaluation -Wrote journals on their speaking in class -Had interviews with the instructor -Asked questions while studying individually -Memorized vocabulary

Data Processing

The first mock TOEIC speaking test results from the first week of the program (pre-test) and final

official test (post-test) results on the last day of the program were entered in SPSS 18.0 to investigate the correlation between FLCAS items. Likewise, the six categorized independent variables of the FLCAS and the three stages of the LACP were compiled and analyzed to investigate the relationship between ESA and English speaking achievement in the TOEIC speaking intensive program.

Results and Discussion

FLA Variables in TOEIC Speaking Class

The first research question examined was how students' FLCAS variables related to improving participants' TOEIC speaking achievement through the intensive program. Table 2 shows the descriptive statistics: means and SDs for the students' pre-test and post-test score along with their indeces for six FLCAS variables and LACP stages. Most participants (80%) recorded improvement in their score throughout the four-week intensive program, while three showed no change in scores and one even declined in the 10-point score with the same proficiency level in the post-test as the pre-test. In comparing performance outcomes between pre-test and post-test, overall participants showed a mean enhancement from 97.50 to 122.

TABLE 2
Descriptive Statistic Analysis

<i>N=20</i>		<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
TOEIC T	Pre-test	60	150	97.50	21.49
	Post-test	90	150	122.00	16.73
FLA	CA	1.9	4.6	3.33	.71
	TF	2.0	3.75	2.89	.57
	CN	1.92	3.75	2.82	.50
	PA	1.5	4.75	2.94	.75
	IF	1.5	4.25	2.64	.86
	FF	2.0	4.5	3.25	.90
LACP	Input	2.0	4.17	3.08	.63
	Process	1.67	4.17	3.09	.61
	Output	2.33	4.50	3.41	.62

For the mean index for FLA and LACP, most students tended to have high CA ($M=3.33$), FF ($M=3.25$) and Output scores ($M=3.41$) as seen in Table 2. Students who indicated having high CA usually expose their anxiety when performing their communicative competence voluntarily or for others ($M=3.33$). They mainly answered that they have little confidence when speaking and feel confused during English speaking situations in class. These students commonly expressed that they have high FF ($M=3.25$), too. As a result, they indicated that they feel uncomfortable around native English-speaking people and when they have to use English while speaking (Output, $M=3.41$) with native English speakers. This analysis was in line with a multitude of other studies (Kim, 1998; Park, 2002; Park & Shin, 2001; Yeom, 1998).

For the given variables (Table 3), CA showed generally high correlation with other items except for the Processing component of the LACP. Among these, the correlation of CA with FF was the highest ($r=.857$), indicating student anxiety in communicative situations with foreigners in and out of the classroom. TF and CN were similarly related to other variables. For example, they demonstrated a higher correlation with instructor fear (IF, $r=.747$ and $r=.590$, $p<.01$) than with FF ($r=.534$ and $r=.475$, $p<.05$). On the other hand, PA did not show any correlation with FF. Students demonstrated a different type of tension between peers and native English speakers. With regard to PA, learners were not afraid of losing face in front of class peers since they appeared to develop a bond through the program.

TABLE 3
Correlation between Variables of FLA and LACP

	Pre-t	Post-t	CA	TF	CN	PA	IF	FF	Input	Process
Post-t	.688**	1								
CA	-.109	-.24	1							
TF	-.089	-.306	.613**	1						
CN	-.234	-.348	.580**	.594**	1					
PA	-.15	-.347	.577**	.577**	.567**	1				
IF	-.115	-.293	.753**	.747**	.590**	.651**	1			
FF	.048	-.105	.857**	.534*	.475*	.369	.616**	1		
Input	-.122	-.182	.687**	.306	.502*	.360	.392	.619**	1	
Process	-.121	-.348	.062	-.076	.093	.389	.030	-.036	.213	1
Output	-.241	-.258	.622**	.247	.340	.421	.236	.459*	.407	.041

** . p < .01, * . p < .05

Table 3 also indicates the correlation between pre-and post-test as well as between FLA and LACP variables. Although it is not statistically meaningful, all FLA variables showed negative influence on the post-test result as shown in the correlation with CA -.24, FF -.105, input -.182, process -.348, and output -.258. This leads to further discussion that the FLA variables that students reported they experience while speaking English contributed their apprehension. This occurred not only in class, during tests, and during conversations between peers and with foreigners, but also while taking in and producing English conversation. However, this does not seem to influence the statistical significance of English achievement in the intensive program.

Correlation of LACP and FLA Variables

The second research question of the study searched for correlation between FLA and LACP items. Table 3 shows which variables from the FLA and LACP are interrelated. While most FLA items showed correlations with each other, the LACP variables demonstrated different aspects of inter-correlation. The different LACP correlations indicate that students acknowledge English communication dissimilarly and they experience different language anxiety at each cognitive stage.

As in Table 3, the Input stage shows high correlation with the CA ($r=.687$, $p < .01$) and FF ($r=.619$, $p < .01$), and moderate correlation with the CN ($r=.502$, $p < .05$) of the FLA. In the Input stage, learners first encounter external stimuli and cope with this influence at later stages. So when they were spoken to too quickly or wrote overly complex sentences, they would feel immensely frustrated (MacIntyre & Gardner, 1994). Language fear is intimately involved with their apprehension about communicative situations in the classroom as well as contact with native English speakers, which coincides in discussion of the CA of FLA. Also, students assumed that they would have uneasy feelings when they first experienced a speaking class (CN) they had not experienced before.

On the other hand, students did not display any significantly meaningful LACP correlation with FLA variables in the Processing stage, as mentioned above. The Processing stage also did not reveal any relation with other LACP components, neither the Input nor the Output stages. Unlike the Input and Output stages, the Processing stage is unseen because learners assimilate information intake and organize their internal manipulation during this stage (MacIntyre & Gardner, 1994). Though students felt anxious when they first attempted to comprehend received information (Input) and then perform it in public (Output), learners tended not to experience bulk anxiety during the Processing stage.

Furthermore, being mutually apprehensive during the Input and Output stages, learners appeared to have high correlation with CA ($r=.622$, $p < .01$), and moderate correlation with FF ($r=.459$, $p < .05$) of the FLA in the Output. This result is in the same vein as claims that Korean students are expected to have high tension in English speaking situations (Park, H. J., 2002; Yeom, K. E., 1998).

Participants' Perception of Their FLA

On the first day, participants were asked each day to write in a journal, in English, about their motivation for taking part in the program, their short or long term plans, and their strong points or weak points, or other topics. They were asked to turn in one entry which they thought best displayed their English proficiency. Students followed directions that guided them about what to write, while some developed further what they wanted to deliver to the instructor. Some examples of the journal entries are given in Figure 1. Here is a brief description of some of the main points discussed in the students' journals.

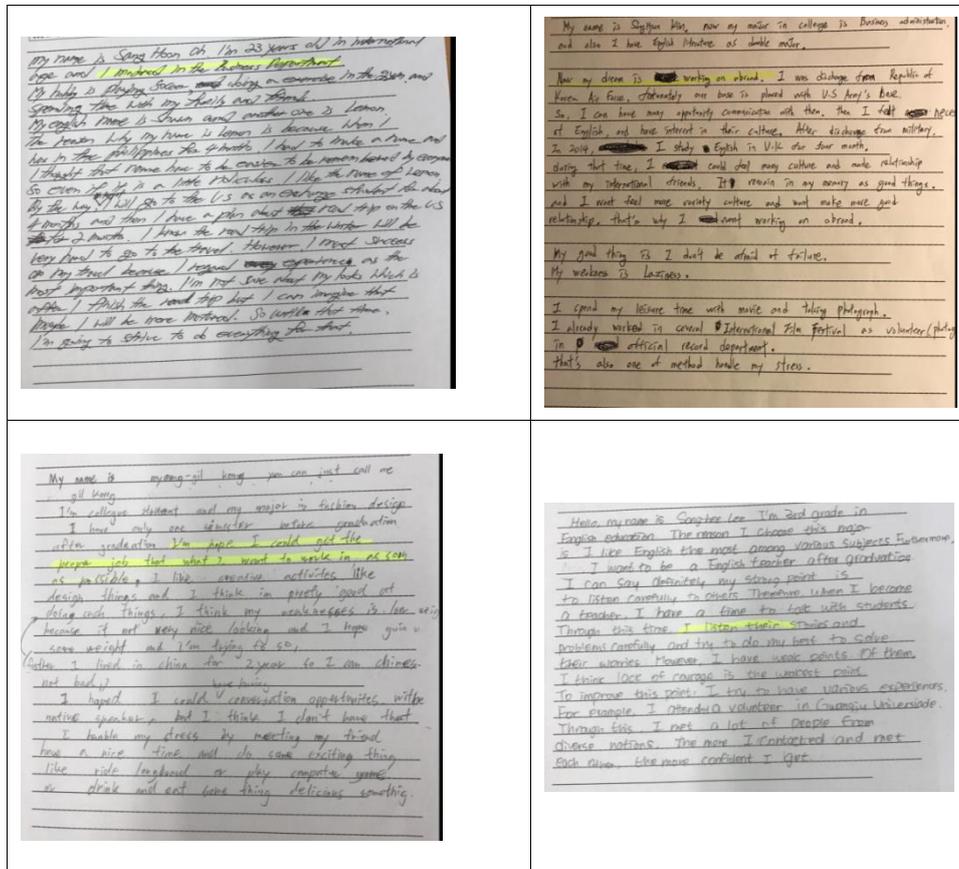


Figure 1. Journal examples.

Four of the participants did not appear to have any specific plans or dreams for the future after graduation. Two seniors mentioned that they were still confused about what they wanted to do in the future. Other students described dreams related to their majors. For example, students from English education declared that they wanted to be English teachers. Two students from Military Science and Art majors said that they wanted to be professional soldiers. Two students who went through a foreign exchange program were motivated to be fluent English speakers with jobs in international business. One student was planning to go to the US for an exchange program the semester after the intensive program. He said he was going on a backpacking trip around the US after the exchange program to experience more of the wider world.

Three students were studying to be civil servants and English is a must not only for the test but also for themselves if they wish to be fluent English speakers. Two other students were preparing to be police officers. Another student was planning to go to Canada for a year after the vacation to further enhance her

English communication skills. On the whole, the clearer objectives they had, the harder they worked in the program. Even though some of them did not clarify their plans after finishing university, partly since it was becoming harder to find jobs, they stated that they knew the importance of English language in the global era and wanted to improve their English proficiency through the program.

They also described their strong points along with weak points. However, they often focused on their weaknesses rather than their strong points, displaying their lack of confidence. Several students confessed of their poor English, laziness, weak self-control, or spending too much time playing computer games, while others boasted they were good soccer players, good at assisting younger students, a fluent Japanese speaker, and a fluent Chinese speaker (the student had lived in China when he was young).

They discussed how they released stress in their daily lives. However, some students appeared to have no particular method of relieving stress. Six of them said they ate delicious food or watched TV to relax. Male students mainly tended to play computer games or watch sports, while a few played soccer, ride skateboards, or played guitar. Most female students seemed to enjoy talking with friends, indicating the difference between genders.

The two counseling/interview opportunities between the instructor and individual students provided the participants' voices on their personal English studies and the English-speaking program in general. These meetings allowed the instructor to provide necessary comments to the students based on her class observations, their journals, students' vocabulary capability, tested every morning before the class, and their mock TOEIC speaking test results. For the students, the interview was a time for them to ask their questions about English and their individual future plans. Following are some summarized passages from students' counseling sessions, which were conducted in Korean and then transcribed by the researcher.

The first interview category was about improving self-confidence in English speaking. Many students emphasized this issue and sincerely hoped to develop confidence in English speaking.

Although I studied English very hard and got my target TOEIC score, I found that I could not say a word to an English native speaker. That's why I joined this TOEIC English speaking class. At first I doubted if I could speak English during the speaking test preparation class, much less during an English conversation class. Now I am speaking English and preparing for the certified speaking test at the same time. (Senior, male, 22 yrs, Electric Engineering major)

The instructor found out there was conflict between students. Among the participants, there were some students who were planning to join exchange programs or language schools in English-speaking countries. They did not need speaking scores, but English communicative skills to interact with English-speaking people. They wanted to do only fun activities with more English speaking opportunities. However, it was a TOEIC speaking intensive class and more participants joined to increase both their official TOEIC score and English communicative competence simultaneously. Many wanted to do this in an attempt to further their post-collegiate careers.

Since I'm interested in getting a job in international business, speaking English proficiently is critical. I feel I overcame nervousness to some degree when speaking English though; my lack of ability when speaking English is my biggest issue. I know I need to study harder and learn more vocabulary, too. (Junior, female, 21, International Commerce major)

A few students confessed that they hoped this class would serve as a turning point for their English studies.

As we move on the TOEIC speaking Test format, I feel it's getting difficult. When we started part 5, I was not even able to understand the question. That was the most disappointing moment. Now I have made up my mind that I will go step by step and relax about my English speaking anxiety. (Sophomore, male, 21, Food Engineering major)

The instructor attempted to provide positive advice on English study methods to help ease students' ESA. Considering the six patterns of the eleven TOEIC speaking test questions, the responses should properly progress over time. As a result, students have a difficult time becoming accustomed to every new pattern of the TOEIC speaking stages. Throughout the classes, learners were trained to respond to the given questions properly. While some students could cope, others found them the questions challenging. The instructor understood the problems of each student and could provide them the assistance needed to overcome these obstacles. For example, one student was good at describing pictures, but weak at offering logical explanations when suggesting solutions. Another student who was not good at listening might have a hard time understanding even the question and would be unable to provide a reasonable answer. In addition to these classes, these counseling opportunities helped the students to recognize their issues and resolved them in a customized, beneficial manner.

Conclusion

The goal of this study was to explore Korean university students' ESA, investigating their FLCAS variables and their correlation with LACP and impact on students' TOEIC speaking achievement throughout the four-week intensive TOEIC speaking program. For this, quantitative data of 20 participants such as pre and post-test TOEIC speaking scores, six FLA index items, and three stages of the LACP index were collected and analyzed. In addition, for the qualitative data, data from the instructor's counseling sessions with each student and one of each students' journals were prepared and discussed.

The implementation of the TOEIC intensive speaking course was successful in the results of the pre-test and post-test, which displayed measurable signs of improvement. Students also indicated that the program to some degree helped them overcome their English speaking anxiety and allowed them to become more confident communicators. To continue this success, a more English centric environment along with test prep courses with bilingual instructors should be strongly considered. Kim (2017) noted that, in most cases, however, the importance of interaction opportunity between the instructor and students in intensive programs can easily overlooked (p. 90). As shown in both journals and interviews, counseling opportunities with an instructor whose L1 corresponds to the students', and who understands their limitations or obstacles, can contribute to easing the tensions of FLA of English-language learners.

In spite of the implication of the research, this paper has some limitations. First, this study was carried out at a specific intensive program at a university as a case study with a limited sample size of 20 participants, so it is not meant to be generalized. This restriction could be solved with further research with a larger size of comparative samples with different levels. Also, the study could extend to a TOEIC speaking class with a native English speaker as another instructor. Since students have high FF along with CA, the study can trace how students benefit by solving their high FF.

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Appendix A.**FLCAS****Likert scale response options**

Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
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1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Appendix B

LACP

Likert scale response options

Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
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Input Anxiety Scale
1. I am not bothered by someone speaking quickly in English.
2. It does not bother me if my English notes are disorganized before I study them.
3. I enjoy just listening to someone speaking English.
4. I get flustered unless English is spoken very slowly and deliberately.
5. I get upset when I read in English because I must read things again and again.
6. I get upset when English is spoken too quickly.
Processing Anxiety Scale
1. Learning new English vocabulary does not worry me; I can acquire it in no time.
2. I am anxious with English because, no matter how hard I try, I have trouble understanding it.
3. The only time that I feel comfortable during English tests is when I have had a lot of time to study.
4. I feel anxious if English class seems disorganized.
5. I am self-confidence in by ability to appreciate the meaning of English dialogue.
6. I do not worry when I hear new or unfamiliar words; I am confident that I can understand them.
Output Anxiety Scale
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.
5. I never get nervous when writing something for my English class.
6. When I become anxious during an English test, I cannot remember anything I studied.