Korean Heritage Learners' Affect and Performance

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This study was conducted with Korean heritage learners to examine how their affect is related to their performance in the Korean course. Questionnaires that measure the students' foreign language classroom anxiety and achievement goals were administered to 18 college students enrolled in the second-year Korean writing course. The study first examined the effects of anxiety on the students' performance and found that those who experienced lower levels of anxiety performed better. A correlation analysis also confirmed the finding, i.e., the students' anxiety was highly correlated with their performance in the course. Furthermore, it was found from the multiple regression analysis that both anxiety and functional goals explained the variance of the students' performance. In other words, those two variables were found to predict learner performance.

Ⅰ. Introduction

According to Yildiz (2008), nearly one in five people in the US speaks a language other than English. Silva (2007), citing the finding from US Census Bureau (2003), reports that Korean is ranked as the 8th among the foreign languages with its users estimated as 894,063. This increased interest in learning Korean may be partially due to the practical and functional value associated with Korean as the Korean economy

and culture has expanded to the global society (Silva, 2007). Another possible reason may be that from the Korean heritage learners' perspectives, learning Korean is one of the ways to find their cultural root and strengthen their identification with their heritage culture (Cho, Cho, & Tse, 1997; Cho, 2000; Kim, Sawdey & Meihoefer, 1980; Tse, 1997).

The development of heritage language (HL) has positive effects for ethnic minorities, including cognitive, social, and cultural benefits (Garcia, 1985; Krashen, 1998). As Cho (2000) claims, HL development has a number of beneficial effects, such as facilitating identity formation, fostering knowledge of cultural values, ethics and manners, and enhancing their interaction with HL speakers.

It is important to note, however, that their second language learning process can become a threat to their ego or identity (Brown, 2000; Horwitz, 2008). The fact that they are highly proficient in English but have limited proficiency in their HL may threaten their second language ego and induce inhibition or self-defense mechanism. This in turn is likely to raise anxiety and lower learning motivation, which will eventually affect learning outcomes.

The dynamic and nonlinear relationship between learner affect and performance deserves attention from researchers and teachers. Particularly considering the rapidly growing number of Korean learners in the world, it is lamentable that little empirical information is available on their affective experiences, such as anxiety and motivation specifically related to Korean language learning. Another problem is that most previous research studies on foreign language anxiety and motivation have centered on foreign languages other than Korean, namely, English, Spanish, French, Russian, and Japanese (Aydin, 1999; Cheng, Horwitz, & Schallert, 1999; Coulombe, 2000; Donley, 1997; Gardner & MacIntyre, 1993; Kim, 2009; MacIntyre & Gardner, 1989; Saito, Horwitz & Garza, 1999; Sellers, 2000). Thus, this study set out to present a unique outlook on heritage learners' affect by describing the relationship between their anxiety and motivation. The present study will examine if there are differences in learner performance

according to anxiety, and which achievement goal best predicts performance.

II. Literature Review

1. Heritage Language as a Second Language

A heritage language (HL) is defined as the language related to one's cultural background or the language of an immigrant group or community, which is distinctively different from the official or dominant language(s) (Cho, 2000). According to Giles and Coupland (1991), HL helps to internalize heritage culture and marks one's own cultural identity. A heritage learner's cultural identity is shaped by the complicated interaction between one's awareness of heritage culture and a recognition of the dominant culture (Lee, 2002).

Lambert (1975) presents four patterns of cultural adjustment minority children often go through: rejecting the heritage language and culture, rejecting the dominant language and culture, bearing no membership to either the heritage culture or the dominant culture, and becoming bilingual and bicultural. Among them, the bicultural identity shaped from the integration of the two cultures is related to the levels of learner proficiency (Harmers & Blanc, 1993). Lee (2002), in a survey study with 40 Korean American college undergraduate and graduate students, found that heritage language proficiency was strongly correlated with their bicultural identity. In other words, the more proficient they were in their HL, the stronger identification they had with both the Korean culture and the American culture, or vice versa.

However, in many cases, as Veltman (1988) indicates, all the children of immigrant families in the US make a shift to English after considerable attribution of their heritage language. Koreans also show a high rate (69.3%) of shift to English in the second generation and perceive Korean as a second/foreign language (Crawford, 1992).

In other words, as Hinton (1999) suggests, the heritage language proficiency of the second generation declines as their English proficiency develops over time.

The fact that they are highly proficient in English but limited in their HL may threaten their L2 ego and arouse inhibition or self-defense mechanism. According to Brown (2000), this will lead to high anxiety and low motivation, which will then negatively influence learner performance. As Horwitz (2008) puts, "some language learners become anxious when they cannot be themselves when speaking in the new language (p.9).

To sum up, learning a new language entails the formation of a new ego and identity, which may become fragile and vulnerable in the face of second language tasks. Second language ego and identity are closely related to anxiety and motivation, two learner variables affecting foreign language learning outcomes. The following section surveys literature on foreign language anxiety and motivation.

2. Foreign Language Anxiety and Motivation

A substantial body of literature has concluded that anxiety has debilitating effects on language learning and performance although it is not clear whether anxiety causes poor performance, or whether the reverse is true, with poor performance causing anxiety (Aida, 1994; Gardner, Smythe, Clément, & Gliksman, 1976; Horwitz, 2001; MacIntyre & Gardner, 1989, 1994; Phillips, 1992). As one of the studies that found the negative association between foreign language anxiety and performance, Horwitz, Horwitz, and Cope (1986) reported that the students' scores on the Foreign Language Classroom Anxiety Scale (FLCAS) negatively correlated with their expected and actual final grades. With regard to the sources of anxiety, many studies have reported oral performance or public speaking as the most anxiety-provoking experience from learners' perspectives (Gardner, Moorcroft, & MacIntyre, 1987; MacIntyre & Gardner, 1991; Phillips, 1992; Young, 1986, 1990, 1992).

What is noteworthy is that most of prior research on foreign language anxiety was conducted with students learning English (Aydin, 1999; Cheng, Horwitz, & Schallert, 1999; Kim, 2009), French (Coulombe, 2000; Gardner & MacIntyre, 1993; MacIntyre & Gardner, 1989; Saito, Horwitz & Garza, 1999), Spanish (Donley, 1997; Sellers, 2000), Japanese (Aida, 1994; Saito, Horwitz & Garza, 1999), and Russian (Saito, Horwitz & Garza, 1999). In other words, there has been a paucity of anxiety research specifically related to the Korean as a foreign language (KFL) context.

Another variable that needs special attention from KFL teachers and researchers is learning motivation. Motivation is an important factor that influences the intensity of affect heritage learners have. Among the first studies to address language motivation, Gardner and Lambert (1972) reported findings from English-speaking high school students learning French in Montreal. The findings indicate that the students with integrative motivation were found to be more successful than those with instrumental motivation. Other studies also found positive effects of integrative motivation over instrumental motivation (Gardner & Smythe, 1973; Gardner, Smythe, Clément, & Gliksman, 1976) However, some contradictory results have emerged from studies in other contexts (Gardner & Lambert, 1972; Lukmani, 1972; Oyama, 1978; Purcell & Suter, 1980; Wen, 1991), suggesting that integrative motivation was only minimally related to target language proficiency or that instrumental motivation was a more important factor for learners' achievement than integrative motivation. These mixed findings seem to point to the need for an alternative approach to learning motivation.

In the new line of research, learners are often described as being purposeful and motivated by the achievement goals they were pursuing. Previous research on achievement motivation has proposed the construct of mastery and performance goal orientations to account for differences in students' achievement behavior (Ames & Archer, 1988; Dweck, 1986; Elliott & Dweck 1988). Central to a mastery goal is a focus on the intrinsic value of learning (Meece & Holt, 1993) as well as on effort as the path to achievement. In contrast, learners with performance goals seek to maintain

favorable judgments of their ability and to avoid negative evaluation (Elliott & Dweck, 1988). To these two types of goal orientations, Meece, Blumenfield, and Hoyle (1988) added a third category, work-avoidant goal. Learners who adopt this goal often finish their work with a minimal amount of effort (Meece, et al., 1988; Meece & Holt, 1993), eliciting help from others or simply guessing at answers when they are expected to complete their work (Meece et al., 1988).

Hayamizu, Ito, and Yoshizaki (1989) reported three goal orientations: a learning goal, a performance goal α (ego-social goal), and a performance goal β (utilitarian goal). Learners with ego-social goals tend to work to gain approval and avoid negative judgment from their parents, teachers, and peers. By contrast, learners with utilitarian goals work for practical reasons, such as achieving good grades, passing examinations, and advancing in school. Later, Jung (1996), combining Meece et al.'s (1988) and Hayamizu et al.'s (1989) classification, presented the following four goal tendencies: mastery goals, ego-social goals, utilitarian goals, and work-avoidant goals.

Among these different goal tendencies, mastery (learning) goals have been associated with achievement. Meece and Holt (1993) found that students had the highest achievement levels when their mastery goals were stronger than both ego-social and work-avoidant goals. These findings seem to indicate that a mastery goal may have its strongest impact on academic achievement in the absence of competing goals. However, other studies have suggested that performance orientations can enhance achievement. For instance, Hayamizu et al. (1989) found that the students with utilitarian goals obtained better grades than those who were seeking approval from their parents, teachers, or peers.

As evidenced by the rich literature described above, both anxiety and motivation have been considered as important affective variables in language learning, and yet, these two constructs have rarely been examined together, particularly in the KFL context. The present study aims to contribute to an understanding of affective responses of learners of Korean. This study is significant in that it investigated learners

of Korean, particularly Korean heritage learners. While there are some studies on learners of English, French, Russian, and Japanese, few studies have examined anxiety and motivation of learners of Korean. Therefore, this study aims to look into the effects of anxiety on learner performance as well as the association between anxiety and motivation. The study offers some discussion on the findings and pedagogical implications.

Ⅲ. Method

1. Research Questions

The purpose of this study is to explore the association between Korean heritage learners' affect and their performance. Particularly, the study aims to examine if and to what extent anxiety and motivation predict their L2 performance. The purpose is specified in the following research questions.

1) Does Korean heritage learners' performance differ due to levels of anxiety?
2) What is the association between foreign language anxiety, goal orientation, and achievement?
3) Do foreign language anxiety and goal orientation predict KFL learners' achievement? If they do, how much can they predict?
4) What is the source of anxiety for Korean heritage learners? What are their reasons for learning Korean?

2. Participants

The study was conducted with 18 students enrolled in a Korean course offered at a

mid-western university in the states. It was an intermediate level course for second-year students with emphasis on literacy skills.

About 30% of the students were freshmen (n=6), and there was an equal number of sophomore (n=4), junior (n=4), and senior students (n=4). In terms of gender, the class had an even distribution: 9 males and 9 females. The students' age ranged from 18 to 24.

All of the students perceived themselves as more proficient in English than in Korean. With regard to their ethnic backgrounds, all the students were Korean heritage learners. As to household Korean use, 16 students (89%) chose the range of 50% to 100%. By contrast, at school settings these students used Korean less than 50% of the time. About 20% of those respondents even reported that they never used Korean at school.

3. Instrument

Foreign Language Classroom Anxiety Scale (FLCAS)

The FLCAS (see Horwitz, Horwitz, & Cope, 1986) was developed to measure anxiety specific to a foreign language classroom setting. The FLCAS is made up of 33 items that represent three constructs: communication apprehension, fear of negative evaluation, and test anxiety. The instrument uses a five-point Likert scale, ranging from *strongly disagree* to *strongly agree*. A high score in the FLCAS indicates a high level of foreign language anxiety. The FLCAS items are balanced between positive and negative wording, and the items representing the absence of anxiety were reversed before computing scores. The Cronbach's alpha coefficient computed for 18 data was .94.

Achievement Motivation Questionnaire (AMQ)

The Achievement Motivation Questionnaire was originally constructed by Hayamizu, Ito, and Yoshizaki (1989) to measure Japanese junior high school students' achievement

goal tendencies. Later, Jung (1996) modified the questionnaire to measure Korean high school students' achievement goal tendencies specifically in English classes. For the present study, Jung's (1996) scale was slightly modified (see Appendix 1).

The revised AMQ contains 25 items: 9 items for learning goals, 4 items for ego-social goals, 6 items for functional goals, and 6 items for work-avoidant goals. The instrument is scored on a five-point Likert scale with students' goal orientations identified by one of the following five choices: *never, rarely, sometimes, often,* and *always.* A high score in a goal factor signifies a higher tendency toward the particular goal. For instance, a high sum of scores in the items measuring work avoidance indicates a high tendency for avoiding work and using effort-minimizing strategies. The reliability estimates calculated for this study indicated acceptable levels of internal consistency. The coefficient for the measure of mastery goals was .89, and for the measure of ego-social goals it was .76. The alpha value for functional goals was .66, and it was .80 for work-avoidant goals.

Background Questionnaire

A background questionnaire was constructed to obtain the following information: gender, year in school, academic major, overall GPA, frequency of household Korean use, frequency of Korean use at school, etc. The questionnaire also asked the students about the most anxious experience in learning Korean and the reasons for learning Korean (see Appendix 2).

4. Data Collection Procedure

The present study aims to explore foreign language learning anxiety and motivation in relation to performance. For the purpose of the study, the questionnaires were administered to the students enrolled in the Korean course. It took about 20 minutes for the students to complete the questionnaires. A cover letter was also provided to

assure the students of the confidentiality of their responses and of their right to refuse to participate.

The students' performance in the course was measured with 4 vocabulary tests and 4 writing tests. The achievement tests that aimed to measure content-specific knowledge were given at the end of Unit 4, Unit 9, Unit 14, and Unit 19 of the textbook, *Hankuko II.* The vocabulary test items presented in a short-answer format asked about the words in the textbook. The writing tests asked questions about the topics covered in the coursebook. Writing and vocabulary tests were used instead of listening and speaking since the tests contained items about the content covered throughout the course.

Ⅳ. Results

The students' responses to the questionnaire items were analyzed using the sum of scores, except for the background information. Descriptive statistics were first obtained to summarize the participants' background information and to compute means and standard deviations. For statistical testing, a *t*-test was used to examine the effects of anxiety on the students' performance in the course. A correlation analysis was also performed to investigate the association between foreign language anxiety and different types of goal orientations. In addition, to see which affective factor predicts learner performance, a multiple regression analysis was used.

1. Korean heritage learners' performance according to anxiety

Table 1 shows the mean scores of performance measured by the Korean tests for the high-anxious and the low-anxious groups. Descriptive statistics indicate that the students in the low-anxious group performed better in the course compared to those

in the high-anxious group.

Table 1. Descriptive Statistics: Learner Performance According to Anxiety

Dependent Variable	Low-Anxious			High-Anxious		
	n	M	SD	n	M	SD
Test scores	11	90.46	6.20	7	74.74	13.11

To examine whether the mean differences were statistically significant, a t-test was performed with the anxiety group as an independent variable and the students' performance as a dependent variable. The groups were determined according to the students' scores on the FLCAS. Their anxiety scores ranged from 49 to 155, and the mean score was 85.5. The cut-off score for grouping was determined as 84 since the following score (86) differed by 2 points. Thus, the students with the FLCAS scores of 86 and above were classified as high-anxious whereas those who obtained the scores lower than 84 were categorized as low-anxious.

Due to the big difference in the number of participants in each group, Levene's test for equality of variances found a significant difference. Since equal variances were not assumed, this study used Welch's t-test with Satterthwaitte's degrees of freedom and referred to the bottom line in the table (EV not assumed). The analysis indicated that the test scores of the low-anxious group (M=90.46, SD=6.20) and the high-anxious group (M=74.74, SD=13.11) were statistically different, $t(7.7)$=2.97, $p<.05$. Table 2 summarizes the results of the t-test.

It can be inferred from the finding that the Korean heritage learners' anxiety is associated with their performance in the course. As other anxiety research studies suggest (Aida, 1994; Gardner, Moorcroft, & MacIntyre, 1987; Gardner, Smythe, Clément, & Gliksman, 1976; MacIntyre & Gardner, 1989, 1991, 1994; Phillips, 1992), anxiety seems to have a negative influence on performance. In other words, the lower levels of anxiety the students experienced, the better performance they showed in the Korean course.

Table 2. *t*-test: Learner Performance According to Anxiety

		Levene's Test		t-test for Equality of Means				
		F	sig	t	df	sig	Mean Difference	Std. Error Difference
scores	EV assumed	8.17	.011	3.46	16	.003	15.72	4.55
	EV not assumed			2.97	7.7	.019	15.72	5.30

* EV: Equal variance

2. Korean heritage learners' anxiety, achievement goals, and performance

In addition to the group comparison, a correlation analysis was performed to examine the association between anxiety and types of achievement motivation. Table 3 summarizes the results from the correlation analysis. As shown in the *t*-test, anxiety was found to have strong negative correlation with performance ($r=-.717**$). Unlike anxiety, none of the achievement goals showed significant associations with performance.

As to the relationship among motivational goals, a learning goal showed an inverse relationship with a work-avoidant goal ($r=-.641**$), and an ego-social goal displayed a positive correlation with a utilitarian or a functional goal ($r=.535*$).

Table 3. Correlations among FLA, Goal Orientation, and Performance

Variables	Performance	Anxiety	Mastery	Ego-social	Functional	Avoidant
Performance	1					
Anxiety	-.717**	1				
Mastery	-.076	-.121	1			
Ego-social	-.292	.369	.329	1		
Functional	.408	-.141	.324	.535*	1	
Work-avoidant	-.050	.096	-.641**	-.140	-.190	1

NOTES: 1. * : Correlation is significant at the 0.05 level (2-tailed)
2. **: Correlation is significant at the 0.01 level (2-tailed).

It can be inferred from the findings that low levels of anxiety facilitates better performance and vice versa. It is interesting to note that none of these achievement goals were associated with performance. This finding is not consistent with what previous research has suggested (Hayamizu et al., 1989; Jung, 1996; Kim, 2009; Meece & Holt, 1993). The achievement goals, however, were associated with one another. As expected, mastery goals or intrinsic motivation showed an inverse relation with work-avoidant goals, and two types of performance goals (functional goals and ego-social goals) were positively related. These associations support the findings from earlier studies (Jung, 1996; Kim, 2009).

3. Affect as Predictors of Performance

Along with the correlation analysis, a multiple regression analysis was conducted to examine the role of anxiety and the four goal factor scores in predicting the students' performance in the Korean course. The results from the regression analysis indicated that the students' performance was predicted by anxiety (Beta=-.545, p<.05) and by functional goal scores (Beta=.574, p<.05), as summarized in Table 4.

Table 4. Multiple Regression Analysis for Anxiety and Goal Factors

Model	Unstandarized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	107.195	20.402		5.254	.000
Anxiety	-.285	.093	-.545	-3.066	.010
Mastery	-.615	.410	-.307	-1.498	.160
Ego-social	-.777	.524	-.315	-1.482	.164
Functional	2.534	.844	.574	3.004	.011
Avoidant	-.447	.656	-.129	-.680	.509

In other words, the students with lower levels of anxiety and higher tendency

toward utilitarian goals were likely to show better performance. This finding is consistent with earlier research (Aida, 1994; Hayamizu et al., 1989; Horwitz, Horwitz, & Cope, 1986; Jung, 1996).

4. Sources of Anxiety and Reasons for Learning Korean

In addition to the statistical analyses, the students' responses to the open-ended questions (Question No. 24 and 25) asking about the sources of anxiety and the reasons for learning Korean were summarized. As to the anxiety-provoking experience, many students indicated a production-related task, such as speaking and writing (n=4), writing (n=2), and public speaking (n=4). Another source of anxiety frequently mentioned was the lack of linguistic knowledge, such as rules of grammar (n=6). Other responses include unprepared performance (n=3) and exams (n=3). These findings should be interpreted with the characteristics of the course in mind. Since the course placed focus on writing, the students were more likely to feel anxious about writing, rules of grammar, and writing tests.

On the other hand, in the question asking about their reasons for learning Korean (see Appendix for details), many students chose "because it is part of my identity" (n=13) whereas 3 students indicated "because I want to communicate with Koreans." Interestingly, only one chose "because I want an easy A" as the answer. The strong association between their heritage identity and heritage language learning is notable in that as Cho (2000) suggests, heritage language helps to develop learners' heritage identity.

V. Conclusion

This study was conducted to examine Korean heritage learners' affect in relation to their performance in the course. For the purpose of the study, the FLCAS and the

AMQ were administered to 18 students enrolled in the second-year Korean course. In addition, their performance in the course was measured with 4 vocabulary tests and 4 writing tests. The study first examined heritage learners' anxiety in relation to their performance and found from the *t*-test a significant difference in learner performance due to anxiety. In other words, the lower the anxiety, the better the performance. The same pattern was observed in the correlation analysis. Namely, anxiety was found to have a strong negative association with performance although none of the achievement goals were related to performance. Finally, in the multiple regression analysis, functional goals and anxiety were found to predict learner performance.

The students' responses to open-ended questions were also analyzed. From the heritage learners' perspectives, the anxiety-provoking experience was mostly related to writing tasks, such as lack of grammar knowledge, writing tests, and writing. Particularly notable was the students' view of learning Korean as a way to develop or maintain their heritage identity.

The findings of the study confirm the results from earlier research on learner anxiety, motivation and performance. However, since the study was conducted with a small number of subjects, the findings lack external validity (i.e., generalizability). Yet, they have implications for Korean as a Foreign Language (KFL) instruction and curriculum design. Both classroom teachers and curriculum designers should be receptive to the unique characteristics of Korean heritage learners. As the findings of the current study show, these heritage learners learn Korean because it is part of their identity. Thus, we should avoid stereotyping them as other foreign language learners. Instead, we should try to incorporate content and task that could facilitate their heritage identity formation. For instance, learning materials could include units about the Korean culture, such as school life in Korea, Korean teenagers, Korean family, Korean movies, Korean music, etc.

In addition, classroom teachers should understand that heritage learners are likely to experience anxiety in the process of representing themselves in the target language

although they may have daily access to Korean. Teachers therefore should not attribute poor performance to their lack of aptitude and ability. They should consider anxiety as an important factor in foreign language classroom and be aware of the possible effects of anxiety. Teachers can provide a low-anxiety classroom environment by tailoring classroom activities to the affective needs of students (Young, 1991). It has been suggested that anxiety is lowered when students carry out activities in pairs or in groups, play games, and have personalized classroom teaching experience. To summarize, it is imperative that teachers should understand learner anxiety and motivation from learners' perspectives and design syllabi, teaching approaches, and tasks accordingly.

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Appendices

1. Foreign Language Classroom Anxiety Scale (FLCAS): see Horwitz, Horwitz, and Cope (1986)

2. Achievement Motivation Questionnaire (AMQ)

Please read the following statements carefully and among the given choices, select the one that best captures what you think. Please write your choice at the end of each statement. Your response will not affect your grade for this course. Your honest responses would be greatly appreciated.

Choices: (1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

1. I try to do well in my Korean course because I enjoy the challenges of learning the Korean language.
2. I try to do well in my Korean course because I want to be praised by my parents and instructors.
3. I try to do well in my Korean course because I want to get good grades.
4. I want to study Korean as little as possible.
5. I try to do well in my Korean course because I enjoy challenging difficult things.
6. I try to do well in my Korean course because I want to be noticed by my parents and instructors.
7. I try to do well in my Korean course because I don't want to fail.
8. When I study Korean, I just want to do what I am supposed to do and get it done.
9. I try to do well in my Korean course because I enjoy general problem solving.
10. I try to do well in my Korean course because I don't want to be disliked by my instructors.

11. I try to do well in my Korean course because I am Korean.

12. I try to do well in my Korean course because I enjoy gaining new knowledge.

13. I want to study Korean as easily as possible so I wouldn't have to work very hard.

14. I try to do well in my Korean course because I enjoy finding new ways of solving problems.

15. When I do homework for Korean class, I save my time by copying my friend's homework.

16. I try to do well in studying Korean because I don't want to disappoint my parents and instructors.

17. I try to do well in my Korean course because I want to obtain high scores on tests.

18. I think it's a waste of my time to study Korean more than I need to.

19. I try to do well in my Korean course because I'm pleased when I can solve a difficult problem.

20. Whether I get high scores or not, I still like difficult exams because I can learn something I didn't know.

21. I try to do well in my Korean course because I want people to see how smart I am.

22. I reduce the study time for Korean as much as possible in order to have free time for myself.

23. I try to do well in my Korean course because I wish to get better grades than my peers.

24. I try to do well in my Korean course because I feel satisfied when I outdo my rivals.

25. I try to do well in my Korean course because I enjoy meeting challenges.

3. Background Information Questionnaire

Your responses in this section will remain anonymous. Your honest responses

would be greatly appreciated.

1. You are: (1) Male　　　 (2) Female

2. Your year in school is:

    (1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Others: Specify_____

3. Your ethnicity is: (1) Caucasian (2) African American (3) Hispanic

    (4) Korean American (5) Others: Specify _____

4. You are:

    (1) more proficient in English than in Korean.

    (2) more proficient in Korean than in English.

5. Please rate your Korean writing skills.

1	2	3	4	5	6
very low					very high

6. Please rate your Korean speaking skills.

1	2	3	4	5	6
very low					very high

7. Is any of your family of Korean heritage? (1) Yes　　 (2) No

8. If yes, who are they? _____

9. Where do your family live now? (Please specify the name of the city.)

10. Of the total amount of languages used in the household, what percentage is Korean?

    100%　　75%　　50%　　25%　　0%

11. Of the total amount of languages used at school, what percentage is Korean?

    100%　　75%　　50%　　25%　　0%

12. Do you ever communicate in Korean? (1) Yes　　　(2) No

13. If so, when do you communicate in Korean?

14. Do you ever write in Korean?　　　　　(1) Yes　　　　(2) No

15. If so, when do you write in Korean?

16. Do you ever read in Korean?　　　　　　(1) Yes　　　　　　(2) No

17. If so, what do you usually read?

18. Were you born in the U.S.?　　　　　　(1) Yes　　　　　　(2) No

19. If not, when did you come to the U.S.? _____

20. Have you ever been to Korea?　　(1) Yes　　　　　(2) No

21. If yes, how long?

　　(1) Less than 2 months (3) Less than 6 months (4) Less than one year

　　(5) Others: _____

22. Are you planning to visit Korea?　(1) Yes　　　　　(2) No

23. If yes, how long?

　　(1) Less than 2 months (3) Less than 6 months (4) Less than one year

　　(5) Others: _____

24. What is the most anxious experience in learning Korean?

25. What kinds of tasks do you think cause anxiety?

26. Why are you learning Korean? Please rank the following reasons for learning Korean from most relevant to least relevant.

　　● Because I like learning languages　　　　　(　　　)

　　● Because I want an easy A　　　　　　　　(　　　)

　　● Because I want to communicate with Koreans　(　　　)

　　● Because it is part of my identity　　　　　(　　　)

　　● Because I can meet other Koreans like myself　(　　　)

　　● Others _____

27. What are your expectations for this course?

28. Your major:

29. Your age:

30. Last four digit of your social security number:

⟨Korean Abstract⟩

본 연구는 재미 한국계 대학생들이 한국어를 제2 언어로 습득하는 과정에서 느끼는 정의적 경험과 한국어 사용 능력 간의 관계를 조사, 분석하고 있다. 구체적으로 대학교 2학년생을 위해 개설된 한국어 쓰기 수업을 수강하는 18명의 학생들을 대상으로 외국어 학습 불안과 성취 목표 동기를 측정하는 설문 조사를 실시하였다. 한국계 학생들의 한국어 학습 불안이 학업 성취도에 미치는 영향을 조사, 분석한 결과 불안감이 낮은 학생들의 학업 성취도가 높은 것을 발견하였다. 이와 같은 결과는 상관분석 결과에서도 확인되었는데, 즉 학생들의 불안과 학업 성취도 간에 밀접한 관계가 있는 것으로 밝혀졌다. 또한, 다중회귀분석을 통해 불안감과 도구적 동기가 학생들의 학업 성취도를 가장 잘 설명, 예측한다는 사실을 발견하였다. 이는 여러 유형의 성취 목표 동기 중 도구적 동기와 외국어 학습 불안이 학업 성취도를 잘 설명하고 있음을 나타낸다.

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