

# Examining Affective Variables within the EFL Learner's Interlanguage System

considering association of foreign language anxiety and coping self-efficacy and perception



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## English Language Education

**EFL learners**

**Interlanguage system**

**Perception of English  
Language**

**Foreign Language  
Anxiety**

**Coping  
Self-Efficacy**

**Phonology**

**Meaning**

**Grammar**

# WHAT IS INTERLANGUAGE?

Separateness of a second language learner's linguistic system, which has a structurally intermediate status between the native and target languages (Selinker, 1972).



Interlanguage is highly individual and contains elements of the L1 as well as of the L2.



- It is possible to apply an interlanguage perspective to a learner's underlying knowledge of the target language.
- sound system(Phonology)
- grammar (morphology and syntax)
- vocabulary (lexicon)
- language-use norms found

# PERCEPTION OF ENGLISH LANGUAGE LEARNING

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Being what “English” symbolizes to them and what they think when they learn that language. Perceptions of the language are at the origin of language attitudes (Despaigne, 2010).

- With the perception of English language learning, studies about affective factors such as self-efficacy and language anxiety are in demand.





# WHAT IS FOREIGN LANGUAGE ANXIETY?

- A situational specific psychological distress (e.g., Horwitz, et al., 1986; Macintyre, 1992).
- A 'distinctive complex of self-perceptions, beliefs, feelings, and behaviors (Horwitz et al., 1986, p.128).



## FLA

# within the concept of Interlanguage

## Why?

- Understanding of interlanguage and its development over the internalization of linguistic rules are essential for educators.
- Students significantly differ in their English oral and written achievements in terms of the amount of FL anxiety they suffer from (E.g. Ganschow et al., 1994).





# WHAT IS SELF-EFFICACY?

Perceived competence in the behavioral actions or cognitive skills that are necessary for performance of a given skills or ability in Bandura's social cognitive theory (Bandura, 1997).





- To obtain a better es  
cognitive variables, it  
within particular dom

번호 ESE	[당신은 _____]	절대 할수없다	할수 없다	보통이다	잘 할 수 있다	매우 잘 할 수 있다
13	새로 배운 단어를 가지고 문장을 만들 수 있습니까?	①	②	③	④	⑤
14	영어로 이메일을 쓸 수 있습니까?	①	②	③	④	⑤
15	영어선생님이 영어로 녹음된 학교생활과 관련되 주제의 대화를 들려줄 때, 이해할 수 있습니까?	①	②	③	④	⑤
16	인터넷상에 올라온 영어뉴스를 이해할 수 있습니까?	①	②	③	④	⑤
17	영어로 선생님에게 질문할 수 있습니까?	①	②	③	④	⑤
18	관용구나 속어 등(idiom)을 활용하여 영어를 말할 수 있습니까?	①	②	③	④	⑤
19	당신의 선생님을 영어로 타인에게 소개할 수 있습니까?	①	②	③	④	⑤
20	같은 반 학생들과 영어로 일반적인 관심사에 대해 토론할 수 있습니까?	①	②	③	④	⑤
21	짧은 영문 이야기를 읽을 수 있습니까?	①	②	③	④	⑤
22	자막없이 영어로 영화를 이해할 수 있습니까?	①	②	③	④	⑤
23	영어선생님의 질문에 영어로 대답할 수 있습니까?	①	②	③	④	⑤
24	영어노래를 들으면 이해할 수 있습니까?	①	②	③	④	⑤
25	영어신문을 읽을 수 있습니까?	①	②	③	④	⑤

# CORRELATION OF FLA & SELF-EFFICACY

- CSE, considered as a key determinant of one's capacity to deal with stressful emotions and situations, is a cognitive process that could affect anxiety and promote active and effective coping and regulating emotional distress (chesney et al., 2000; mcleish, mingione, & o'brtan, 2013).
- Anxiety can be generally associated with "Threats to self-efficacy and appraisals of situations as threatening" (Pappamihiel, 2001, p. 331).





# WHY SHOULD WE PAY ATTENTION ON ALL THESE MATTERS?

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- The focus of learning changed to more communicative ways of language learning and teaching.
- No research study has been conducted to explore particularly the learners' affective factors within the learner's interlanguage system.
- It sounds quite natural to ask why some EFL learners are less vulnerable to anxiety than others in the same context, so it is worthy investigating the role of personal resources in managing and coping with one's affective experiences.



# OBJECTIVES AND HYPOTHESES

To aim at exploring the association between language anxiety within interlanguage and self efficacy considering their perception of English which can observe their giftedness.



1. It is expected that higher levels of CSE will be associated with lower levels of FLA(e.g. brown & ryan, 2003; hofmann et al., 2010).
2. Positive perception of language will be associated with lower levels of FLA.
3. Positive perception of language will be also expected to positively relate to CSE.

4. Among the three constituents (phonology, grammar, meaning) of the Korean EFL learners' interlanguage system, their interlanguage meaning system might be considered as the most potential instigator for their FL speaking anxiety in the classroom.

# PARTICIPANTS, PROCEDURES, AND INSTRUMENT

## PARTICIPANTS & PROCEDURE

- 65 Middle school Students
- Male: 36(55.4%), Female: 29(44.6%)
- High: 40(61.5%), Low: 25(38.5%)
- Translated Questionnaires
- The degree of Reliability (Cronbach  $\alpha$ ): .67~.95.
- Voluntary, anonymous, confidential

## INSTRUMENT

- 1) **Modified Foreign Language Classroom Anxiety Scale (FLCAS)**, (Horwitz, et. al.,1986).  
e.g. "Can you understand stories told in English??"
- 2) **The Questionnaire of English Self-Efficacy (QESE) scale** ( Wang, 2003)  
e.g. "I never feel quite sure of myself when I am pronouncing English words in my language class."
- 3) **Perception toward English Language Learning** (Castellano, 2002).  
e.g. " I am not afraid of communicating in English.



# RESULTS: MEAN, STANDARD DEVIATION, T-TEST

		M	SD	T
Coping Self-efficacy	HIGH(N=40)	3.42	.48	3.27**
	LOW(N=25)	2.96	.67	
PERCEPTION	HIGH(N=40)	3.13	.41	2.73**
	LOW(N=25)	2.76	.70	

		M	SD	T
FLA Phonology	HIGH(N=40)	2.23	.69	-3.18**
	LOW(N=25)	2.75	.58	
FLA Grammar	HIGH(N=40)	2.85	.60	-1.73*
	LOW(N=25)	3.15	.81	
FLA Meaning	HIGH(N=40)	2.85	.67	-.93(n.s)
	LOW(N=25)	3.02	.69	
FLA_TOTAL	HIGH(N=40)	2.65	.57	-2.25*
	LOW(N=25)	2.98	.58	



# RESULTS:CORRELATION

GROUP = LOW

	Coping Self efficacy	Perception	3	4	5	6
1. SE	1					
2. PERCEPTION	.80**	1				
3. FLAP	-.50*	-.40*	1			
4. FLAG	-.42*	-.26	.55**	1		
5. FLAM	-.29	-.26	.37	.69**	1	
6. FLA_TOTAL	-.47*	-.36	.73**	.92**	.84**	1

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



**GROUP = HIGH**

	Coping Self Efficacy	Perception	3	4	5	6
<b>1. CSE</b>	<b>1</b>					
<b>2. PERCEPTION</b>	<b>.52**</b>	<b>1</b>				
<b>3. FLAP</b>	<b>-.27</b>	<b>-.28</b>	<b>1</b>			
<b>4. FLAG</b>	<b>-.25</b>	<b>-.43**</b>	<b>.62**</b>	<b>1</b>		
<b>5. FLAM</b>	<b>-.32*</b>	<b>-.52**</b>	<b>.61**</b>	<b>.71**</b>	<b>1</b>	
<b>6. FLA_TOTAL</b>	<b>-.32*</b>	<b>-.47**</b>	<b>.86**</b>	<b>.88**</b>	<b>.89**</b>	<b>1</b>

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

# ANALYSIS

GROUP = LOW INTERMEDIATE			GROUP = HIGH INTERMEDIATE		
	Coping Self efficacy	Perception		Coping Self Efficacy	Perception
1. SE	1		1. CSE	1	
2. PERCEPTION	.80**	1	2. PERCEPTION	.52**	1
3. FLAP	-.50*	-.40*	3. FLAP	-.27	-.28
4. FLAG	-.42*	-.26	4. FLAG	-.25	-.43**
5. FLAM	-.29	-.26	5. FLAM	-.32*	-.52**
6. FLA_TOTAL	-.47*	-.36	6. FLA_TOTAL	-.32*	-.47**
* p<.05, ** p<.01			* p<.05, ** p<.01		

## Low Group




- Interlanguage phonology anxiety is associated with self-efficacy and perception as well.
- FLA is associated with CSE.
- Interlanguage grammar anxiety is associated with CSE.

## High Group

- Interlanguage meaning anxiety is associated with self-efficacy and perception as well.
- Interlanguage grammar anxiety is associated with perception.
- FLA is associated with both self-efficacy and perception.

# DISCUSSION

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-  It is expected that higher levels of CSE will be associated with lower levels of FLA.
-  Positive perception of English language will be associated with lower levels of FLA.
-  Positive perception of English language will be also expected to positively relate to CSE.



4. Among the three constituents (phonology, grammar, meaning) of the Korean EFL learners' interlanguage system, their interlanguage ~~meaning~~ system might be considered as the most potential instigator for their FL speaking anxiety in the classroom.

4. The most potential instigator for the FL speaking anxiety was actually different by their levels. Students with a lower level has more anxiety with interlanguage phonology while students with a higher level have more anxiety in their interlanguage meaning system.

# LIMITATION

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- The findings in the study are based on self-reported data, which implies certain built-in limitations.
- The number of the participants was not exactly proportional in terms of the levels.
- The criteria to designate their levels was not proven.

# IMPLICATIONS

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- Our task as an educator is to create an atmosphere in our classes for effective language learning and positive affective factors in our learners that reflects genuine interest and motivation to learn the language, Thus, we hope this finding would put forward some pedagogical implications for EFL teachers which may initiate some changes.



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# THANK YOU



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- **LOWER LEVEL**

발음 엔자이어티는 셀프이피커시와 퍼셉션 두군데서 릴레이션을 가진다. -> 발음을 잘하면 영어 잘한다고 생각한다.

Phonology anxiety is associated with self-efficacy and perception as well. -> Students with lower levels would think having good pronunciation and intonation skills correlates with English language proficiency.

전반적 엔자이어티와 셀프이피커시에서 릴레이션을 가진다. -> 영어를 잘하는것과 엔자이어티의 네가티브 코릴레이션 가진다.

Language anxiety is associated with CSE. English language proficiency and FLA are negatively associated.

그래머엔자이어티와 셀프이피커시의 관계성을 가진다. -> 그래머 잘하고 못하는 것이 영어를 잘하는 것과 관계가 있다.

Grammar anxiety is associated with CSE. - good use of grammar corresponds with English language fluency.

## HIGH LEVEL

meaning anxiety is associated with self-efficacy and perception as well. To convey meaning is more important

미닝엔자이어티 에서는 셀프이피커시와 퍼셉션 두군데서 모두 관계성을 가지는 것으로 나타났다. -> 다른 엔자이어티에 비해 미닝엔자이어티가 더 있고 영어를 잘하는 것은 미닝을 잘 전달하는 것에 있다고 생각한다.

그래머 엔자이어티 와 퍼셉션에 관계성을 가진다. ->자신이 영어를 잘하는것과 문법과 관계성을 가진다고 생각한다.

grammar anxiety is associated with perception

전엔자이어티와 셀프이피커시와 퍼셉션 두군데서 릴레이션을 가진다.

language anxiety is associated with both self-efficacy and perception.