

# Motivation and Anxiety in the Korean EFL Classroom

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**Abstract** A variety of factors exist that affect the level of success learners achieve in a second language learning environment. These include factors in the target language itself, the learners' attitudes toward learning the target language, and social and cultural factors. Of these, motivation to learn the language and classroom anxiety—an affective, emotion-driven factor—have been selected as topics for a small-scale case study in this paper, which aims to investigate the role of motivation and anxiety in the Korean EFL classroom, and their contributing causes, and test a hypothesis for an ideal classroom environment in which these two factors can be used to their fullest potential. A majority of this paper deals with theories on motivation and anxiety in general, across various culture settings, suggesting directions in which these theories can apply to the Korean EFL classroom environment and finally getting down to a small-scale case study on a classroom of intermediate-to-advanced Korean college-level EFL students.

## 1. Motivation

Everything in this world is driven by sets of values put on them, whether it is the value of a product or of learning a foreign language. Motivation to learn a foreign language is triggered when the language is seen as valuable to the learner in comparison to the amount of effort that is put into learning it. A learner's motivation to learn a foreign language is important because, lacking an internal drive to learn a new language (which requires a significant investment of time, energy, and—possibly—money), it will not be long before the student questions his or her desire to learn and halts the learning process. Johnson (1979) states that a motivated individual will expend effort in order to achieve certain goals. If the end result is perceived to compensate and give more in return for the hardships a learner is put through in the language learning process, then that learner will be highly motivated to learn that language. When the learner is motivated and therefore assigns more value to the task of learning the foreign language, then more time and effort will be allocated to learning this high-value task, leading to higher chances of success. Motivation is “undoubtedly the most frequently used catch-all term for explaining the success or failure of virtually any complex task” (Brown, 2007, p. 168)—tasks which include language learning. As Keller (1983) states, ability and motivation are major sources of language learning success, and, according to Okada (1996), learners will be encouraged to put a greater amount of overall effort into the learning process and therefore achieve greater success in their performance of the language, generally and specifically. Ellis (1994) states

that motivation “affects the extent to which individual learners persevere in learning the L2, the kinds of learning behaviors they employ...and their actual achievement” (p. 36). Saville-Troike (2006) found that there has been “a consistently high correlation between reported strength of motivation and level of L2 achievement [which] make it seem quite likely that the connection is indeed significant” (p. 86).

It can then be assumed that the allocation of increasing amounts of time and effort into learning a foreign language means a deeper involvement with that task. Okada (1996) and Schmidt *et al.* (1996) state that motivation is an important factor in language learning as the extent of a learner’s active, personal involvement can be measured through it. On the other hand, according to Schmidt *et al.* (1996), there is a lack of involvement in unmotivated students and, consequently, their potential skills in the target language are unable to develop. In other words, they do not value the task of learning the target language enough to expend sufficient effort, and therefore do not learn it as effectively as those who are motivated.

There can be several possible reasons for motivation. For instance, Schmidt *et al.* (1996) gives a couple of examples on the English learning motivation of housewives in non-English speaking countries, stating that learning the language will provide them with opportunities to get out of the house or meet different people. She states that, in the case of university students, the motivation will be driven by a desire to find a job or work in a joint venture company. Furthermore, Schmidt *et al.* (1996) states that learners of English in undeveloped countries will have a fantasy motive in that they believe their lives will improve—in ways unspecified—if they learn English. Social pressures from external factors such as parents, peers, or supervisors were also found to be factors.

### **1.1 Integrative and Instrumental Motivation**

Just because one is motivated does not mean one also holds the key to success in language learning—the type of motivation plays just as important a role. With all these instances factoring in, it can be difficult to describe what exactly motivates one to learn a foreign language. It is important, then, to categorize the various forms of motivation to understand which type is most effective in foreign language learning. In Schmidt *et al.*’s (1996) previous examples, the learners were driven to learn English because they believed learning it would benefit them in certain, specific ways (meeting other people, getting a job, and social pressure). This is referred to as instrumental motivation because the foreign language (English, in this case) is learned so that it can be used as a tool to improve the learners’ lives. Schmidt *et al.* (1996) states that one will be instrumentally oriented to learn a foreign language when they recognize the practical advantages provided by learning the language—for instance, to pass an examination or to advance economically or socially). In a study by Kassabgy (1976), it was found

that in Egypt, adult EFL learners demonstrated instrumental motivation in that their major goal of learning English was to emigrate to the West. A better life abroad was not the only factor, however. According to Kassabgy (1976), good communicative ability in English brings with it possibilities for an improved life in Egypt—a high level of fluency in English implies a high level of education, which therefore determines a person's social status, affecting the advancement of careers in many fields.

On the other hand of the spectrum lies what is known as integrative motivation. This type of motivation is driven by an individual's desire to learn a foreign language because he or she is genuinely interested in the culture of the language. Schmidt *et al.* (1996) states that one is integratively oriented if they desire to learn a foreign language simply because they find the target language culture, group, or the language itself to be attractive.

In a study done by Lambert (1955), cited in Gardner (1972), two French dominant bilingual American graduate students were interviewed and it was found that they were intensely motivated to learn French. Lambert's conclusion was that this motivation was the cause of their high competence levels in the L2. According to Lambert (1955), one of the students was "certain that he did 'more thinking in French'" and only had positive reactions for French-related materials. This student, he deemed, was dominated by integrative motivation. On the other hand, the other student was a French teacher at a high school, trying to get a graduate degree in French. She had to learn French for the sake of her career, and therefore, she had instrumental motivation. Jones (1950) from Gardner (1972) found, in a study on learners of Welsh, that their attitudes had significant correlations with their Welsh proficiency levels. Lambert (1963) from Gardner (1972) stated that "The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language" (p. 114).

Which is more effective for foreign language learning, then? Is it an instrumental drive to learn a foreign language as a tool or an integrative drive to learn a foreign language simply because of an attraction to the target language and culture? According to Schmidt *et al.* (1996), while these two motivational factors may be seen as being in opposition to each other, this is not always true, as in the case of learners who are motivated by both instrumental and integrative orientations, those who are motivated by neither, and those who have higher motivation in one type than another. Although there is a commonly held belief that integrative motivation is stronger than instrumental motivation because instrumental motivation holds that the learner may or may not actually like the language being learned and only learn it for the purposes of advancing in life. Schmidt *et al.* (1996) further states that based on several previous studies, it is unclear whether integrative motivation causes successful learning or is simply a result.

Shaaban & Ghaith (2000) investigated the effects of motivation on foreign language learners and emphasized that integrative motivation had an important role in language learning success. Wen (1997) and Chen *et al.* (2005), however, found that in the case of Chinese learners in a Chinese cultural setting, learners will be more instrumentally motivated—motivated by external factors. Wen (1997) attributed this tendency to the fact that Chinese learners learning English will do so because of the important international role that English holds, as well as government requirements. Chen *et al.* (2005) supported this view in her study, stating that methods for motivating Chinese L2 learners, who learn foreign languages such as English because society demands it of them, differ from the methods for learners outside of Chinese (or Asian) culture. This gives rise to the possibility that the type of motivation effective for foreign language learning is dependent on the culture of the learners.

## 1.2 Intrinsic and Extrinsic Motivation

Bagnole (1993), in a study on Egyptian hieroglyphs—a dead language with no culture to integrate into and few instrumental advantages—states that instrumental and integrative goals must not be the only factors to motivation. This gives rise to the intrinsic-extrinsic motivation distinction. Deci (1975) defines intrinsic motivation as a type “for which there is no apparent reward except the activity itself” (p. 23) and that people “engage in the activities for their own sake and not because they lead to an extrinsic reward” (p. 23). Such behaviors are said to bring about “certain internally rewarding consequences, namely, feelings of competence and self-determination” (Deci, 1975, p. 23). Extrinsic motivation, on the other hand, focuses on external rewards from outside, with examples including positive feedback from a teacher, material rewards such as money or other prizes, and good examination scores. According to Schmidt *et al.* (1996), however, this distinction between intrinsic and extrinsic motivation does not mirror that of integrative and instrumental motivation. Rather, the integrative-instrumental distinction is a subtype of extrinsic motivation, as goals and outcomes are the driving focus of both types.

Since two more types of motivation have been designated, which of these two is more effective at teaching a foreign language to students? In a study done by Gan, Humphreys and Hamp-Lyons (2004), intrinsic motivation was found to be a major factor in the success of EFL students. According to them, the majority of successful EFL students made extensive use of internal factors, including “interest, learning progress, enhanced self-confidence, and self-efficacy” (Gan, Humphreys and Hamp-Lyons, 2004, p. 240), while unsuccessful EFL students were mainly driven by extrinsic motivations, such as compulsory examinations (p. 240). Furthermore, the unsuccessful EFL students “tended to locate the sources of learning problems outside themselves, seeing inadequacies in the environment and in their teachers” (Gan, Humphreys and Hamp-Lyons, 2004, p. 240). This goes in accordance to an observance by Oxford (2001), who stated that teachers—

another external factor in motivation—may provide an important effect upon how language learners undertake the process of learning.

Brown (2007) states that there is a “growing stockpile of research on motivation [which] strongly favors intrinsic orientations, especially for long-term retention” (p. 173). In other words, intrinsic motivators tend to affect language learners for a longer period of time than external motivators, which work in the short run but do not last as long. Brown (2007) offers an example for this claim through the findings of an unpublished study done on intrinsic motivation:

“... once reported an experiment in which two matched groups of junior high school girls were asked to teach a simple game to kindergarteners. One group was promised a reward in the form of a movie ticket; the other group received no such promise. The results showed that the latter group did a better job of successfully teaching the game and reported greater satisfaction in doing so than the first group. Conclusion: The first group was too focused on the reward, and the (presumed) intrinsic motivation in the second group was a stronger motivator” (p. 173).

### **1.3 Psychological Factors of Motivation**

Locke & Latham (1984), in their study on the influence of goal-setting theory, found that the behavior of individuals is largely influenced by a single factor: the acceptance of difficult yet achievable goals. In other words, when a goal is just outside of one’s grasp, it is the most valuable. This applies to all aspects of psychology in why people are driven to do what they do, but is also a very important piece of knowledge in the realm of language learning motivation.

A theory was proposed by Csikszentmihalyi (1991), in which the perceived challenge of an activity, in addition to the amount of effort and (subjectively evaluated) skill invested in the activity by a person is seen to determine the person’s psychological state. According to Schmidt *et al.* (1996), Csikszentmihalyi’s (1991) theory predicts that when the challenge of the task and skill brought to it are viewed as being on an equal, high-level playing field, motivation, affect, arousal, and concentration in the activity will all be at their highest. In other words, a task—such as learning a foreign language—must be sufficiently challenging, but not too far beyond a person’s skill level in order to draw forth the optimal type of motivation. When the challenge of a task is high and the skills to complete it are low, a person will experience debilitating anxiety that prevents them from wanting to go any further. On the other hand, when the challenge of a task is low and one has more than enough skill to complete the task, they will be led to boredom—a lack of attraction or desire for furthering any effort in the task. Finally, when both the challenge of a task and skill levels are low, one will be in a state of apathy regarding the task, with absolutely no desire to

continue on. Shifting the focus back to language learning, this model proposed by Csikszentmihalyi (1991) is analogous to Krashen's (1985) "i+1" principle for the learning of grammar. It is argued by Krashen (1985) that successful foreign language acquisition will be dependent upon target language grammatical structures that lie just beyond the learner's current ability or competence, leading to intrinsic motivation.

Schmidt *et al.* (1996), however, argues that the reductionist model of intrinsic motivation proposed by Csikszentmihalyi (1991) seems to be simplistic, since there are a wide range of interacting factors that give rise to intrinsic motivation. A study done on Thai learners of English by Schmidt and Savage (1992) found that there were no notable correlations between the perceived challenge of a task by learners or their skills in doing the task and motivational variables. Schmidt and Savage (1992) stated that while Csikszentmihalyi's (1991) model may explain one aspect, it was not a major factor of importance in the case of Thai learners.

#### **1.4 Cultural and Social Factors of Motivation**

As demonstrated in Wen (1997) and Chen *et al.* (2005), however, perhaps there are cultural and social factors leading to the effectiveness of certain types of motivation, as well. Intrinsic motivation may be more effective for some cultures, while other cultures' learners are better driven by extrinsic motivation—this also applies to the integrative-instrumental distinction. For instance, Schmidt *et al.* (1996) gives an example on foreign language learners in Egypt, a country in which they are limited to target language interaction only within the classroom. In addition, Schmidt *et al.* (1996) states that many Egyptian learners find the cultural values displayed by the target language community to be alien, which means that integrative motivation may not be as effective for these learners as those who live in more like-minded communities. According to Todd (1995), questionnaires for finding the right kind of motivation for learners of a certain culture are also subject to be culturally influenced, as the respondents' will answer based on conceptions of their ideal self, which are not only individualistic but also culturally conditioned. It can then be inferred, as Komin (1990) states, that those who create and propose theories of motivation are no exception to this cultural influence. Therefore, theories made by Americans will reflect American culture, and those by Asians will reflect Asian culture, and so on.

Okada (1996) found, in a study on the motivation of English-native Japanese and Spanish L2 learners, that the learners of Japanese demonstrated more intrinsic and extrinsic motivation to learn the language than the learners of Spanish. This difference was attributed to the fact that the English-native learners of Spanish found the language to be less of a challenge than those who were learning Japanese, and therefore were not as motivated to continue on with the learning, which corresponds with Csikszentmihalyi's (1991) theory that both the level of

challenge and skills brought by the learner must be similar and high. Furthermore, Okada (1996) stated that at least some of the students seeking to profit with a minimal amount of effort may have chosen Spanish for its relative lack of difficulty.

## **2. Anxiety**

Shifting the focus away from motivation itself and to an aspect that helps or hinders motivation, let us consider an affective variable which factors in for nearly every beginning foreign language learner: anxiety. According to a study by Lens and DeCruyenaere (1991), learner anxiety correlates with academic motivation ratings by teachers, along with achievement motivation, intrinsic motivation, causal attribution, and expectancy-value instrumentality. In other words, learner anxiety ranks on a rather substantial level, alongside factors such as intrinsic motivation, on motivation to learn a language.

As mentioned in Csikszentmihalyi's (1991) theory, debilitating anxiety may stem from the challenge of a task being too high in relation to a person's skills. Another factor, however, is that of the other language speakers or learners. A simple task such as greeting and introducing oneself in English may turn into a needlessly complex and frustrating endeavor for an EFL learner who is about to introduce him or herself in front of a classroom full of native English speakers or other learners of higher English proficiency levels. This factor is especially evident in EFL classroom group discussions, where learners of lower English proficiency are grouped with higher-level learners, thereby causing zero output and willingness to communicate to be demonstrated by the lower-level learners because of their anxiety and fear of being judged by others based on their English abilities. As Brown (2007) states, fear of negative social evaluation arises from a learner's desire to make a positive social impression on others. A grouping of learners who are all at lower levels is no exception—while anxiety is lowered, I have found that in many Korean EFL classrooms, the relative lack of anxiety will cause discussions intended to be in English to degrade into mixed-language utterances with a preference for Korean. In this case, a certain amount of anxiety or tension in the form of a proficient English learner can be seen as helpful for motivating students to try harder in their own performance.

There have been a wide array of studies on the effects and strategies that can be used to increase or decrease facilitative (helpful) or debilitating language learning effects. A study by Pappamihiel (2002) revealed that interaction between ESL learners and native speakers raised learning anxiety levels, and that strategies such as avoidance were used to lower anxiety. He suggested that if educators begin acknowledging the high levels of anxiety ESL students suffer from, such tensions can be reduced before they even begin. However, in the mainstream classroom, interpersonal anxieties are a bigger factor and peer relationships are emphasized more than the teacher's role. In such situations, according to

Pappamihiel (2002), the teacher must assume the role of mediator between the ESL students and the native language speakers.

Another potentially important factor in determining a learner's level of anxiety and their acquisition of a foreign language is the extroversion-introversion distinction. Brown (2007) states that an extrovert is one who has a deep-seated desire for enhancement of their ego, self-esteem, and overall value from other people. Therefore, extroverts tend to be talkative and socially outgoing. Although they care about the opinions of others and want to make a positive impression of themselves on others (which may give rise to fear of negative social evaluation), they can be valuable in the foreign language learning classroom, where they are usually called upon to break the silence first and get discussions moving. Introverts, on the other hand, generally tend to keep to themselves and only talk when spoken to, for they do not desire to be socially prominent. In a classroom discussion environment, they provide minimal input and only respond when called upon. This can also be seen as a kind of anxiety because such learners are not used to speaking in front of the more active—and conversationally dominant—extroverts.

### **3. Hypotheses**

What, then, might the optimal kind of motivation be for Korean learners of English? Would Koreans identify with Western culture sufficiently to benefit from true integrative motivation or would they benefit more from instrumental motivation, as in the case of the Chinese EFL learners in the studies by Wen (1997) and Chen *et al.* (2005), who “invested” in the English language? What about the lowering of affective barriers and anxiety for introverts during classroom discussion sessions?

The Myers-Briggs Type Indicator (Myers, 1962), a scale for testing personality characteristics, will be used to determine the EFL learners' type of motivation for learning English, as well as to determine their level of extroversion or introversion. Many previous studies (Ehrman & Oxford, 1995; Moody, 1988; Wakamoto, 2000) have focused on finding a connection between this scale and second language learning, as well as associated strategies. I believe that of the four pairs of characteristics presented by this scale (extroversion-introversion, sensing-intuition, thinking-feeling, judging-perceiving), the thinking-feeling distinction will help in determining whether the learners have instrumental or integrative motivation to learn English. Ehrman (1989) listed, in a chart for the assets of Myers-Briggs types, that the T (thinking)-types analyze their thoughts, have better self-discipline, and are driven by instrumental motivation, whereas the F (feeling)-types enjoy bonding with teachers, have good self-esteem due to good relations, and are driven by integrative motivation. Therefore, if more of the subjects measured are of the T-type rather than the F-type, then they will be seen

as driven more by the practical needs of learning the language rather than the integrative desires, and vice-versa.

As for the extrovert-introvert distinction for the lowering of affective barriers, I will hypothesize what I believe to be the ideal combination of EFL learners for classroom discussion. As has been stated earlier, a discussion group dominated by extroverts will lead to an imbalance of participation, as the introverts will be overwhelmed and lack a desire to participate in the discussion. At the same time, while a group comprised only of introverts may give the introverts opportunities to speak out and lower overall anxiety levels as no one is seen as dominant or inferior, the discussion may lack a direction as there is no one to moderate or guide the group, aside from the teacher, who must manage the entire class and may not be able to give each group a sufficient amount of attention.

In the case of a classroom of twenty, then, the students will be divided into four groups of five or five groups of four. From experience, such a classroom generally has four or five students who openly speak out and demonstrate their social value. An ideal group in this case may be a combination of three or four introverts with the addition of one extrovert who will lead and moderate the discussion, and verbally set their direction based on group opinion. I find it important, however, that no more than one extrovert be placed in each group, if at all possible, because of the possibility that two or more extroverts in one group may monopolize the discussion, causing everyone else to assume the role of passive participant.

#### **4. Subjects and Methods**

The subjects were twenty-two college-level students who are of intermediate-to-advanced English speakers. Their English abilities had no relation to whether or not they were outgoing in class. Furthermore, they were not aware of the main purpose of the test except that it had to do with personality and discussion.

Each subject was first given a brief MBTI (Myers-Briggs Type Indicator) questionnaire, which they were asked to fill out, and then their types of motivation were measured based on their answers for the T-F (thinking-feeling) distinction. Those unsure about the questions being asked were assisted for better accuracy in the representation of their personalities. Afterwards, the subjects were further divided into five groups based on their answers for the extroversion-introversion distinction.

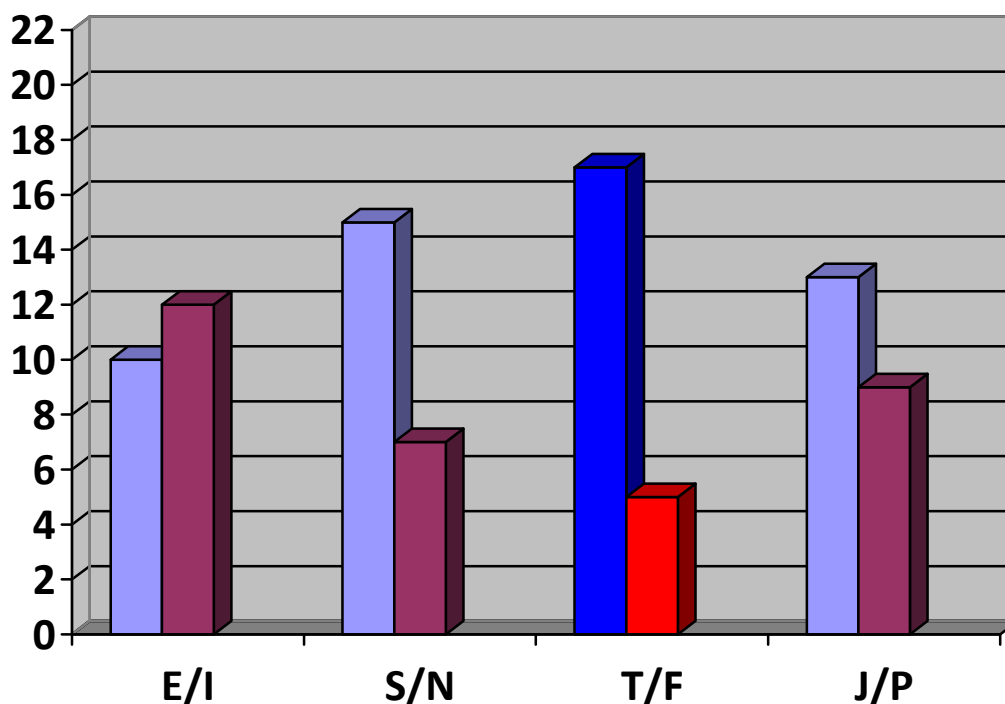
Surprisingly, there were more extroverts than was hypothesized right at the outset (10 out of 22 perceived themselves as extroverts in the MBTI questionnaire), so each group was instead given varying degrees of extroverts to do a comparison study. Five of the most outgoing and extroverted students (as measured by their degree of talkativeness during normal class hours), however, were separated from each other for the sake of consistency in that even among the

ten extroverts, there were varying degrees of extroversion. Therefore, each group was comprised of 4-5 students, with a varying mixture of extroverts and introverts. Finally, the subjects were asked to partake in a discussion within their group, in English, regarding a specified general topic (“Is it necessary that we learn English?”). The optimal discussion group was determined based on how much input it could draw from the introverts of the group, who are seen to be the bottlenecks of classroom group discussion.

## 5. Results and Directions

### 5.1 Motivation

(1) MBTI test results



An overwhelming number of students (17 out of 22) perceived themselves to be of the T (thinking)-type, especially regarding the questions of whether or not they use logic over personal feelings when making decisions and noticing tasks and work to be accomplished. It suggests that they tend to think objectively and decide on partaking in a task when they feel it will benefit them in the long-run, despite the immediate difficulties and frustration. The majority of students who perceived themselves to be of the J (judging)-type also indicates that the students are more goal-oriented in that they plan ahead and have fixed routes they wish to take.

These results can be attributed to the fact that Korean students, from early on, study English for their instrumental values and from extrinsic motivators. The instrumental value comes from the view that fluency in English, a global language, is required in order to have a domestically and internationally successful career. It is usually the students' parents, extrinsic factors, who send them to English institutes and camps from an early age in order to increase the chances of their absorbing the English language like a native speaker. English teaching businesses flourish in Korea because a great social emphasis is placed on learning it to become a global leader. Since most Korean students are already instrumentally

driven to learn English, it can be assumed that a majority of those who are still not motivated to learn the language may require another type of motivator that will draw out a genuine desire to begin the task—integrative or intrinsic motivation. In the case of America, which represents a majority of native English speakers, integrative motivators can include factors such as a positive view of the American government, media, food, people, and culture. American songs that are popular in Korea motivate not just EFL learners, but Koreans in general to gain basic knowledge of English to understand the lyrics; it is likewise for American films and dramas played in Korea.

As Western culture further spreads in the Korean peninsula, more and more Korean EFL learners are learning English for integrative and intrinsic purposes. I believe that EFL classes for younger learners should incorporate more cultural information on Western countries and place more emphasis on raising the learners' desire to become a part of Western culture before they begin the actual English-teaching curriculum. After all, it is important that the learners themselves have an intrinsic purpose for learning the language and are not delving in the task simply because their parents or teachers demand it of them. Such cultural information can be conveyed through film or drama clips, recitals of popular Western music, and other aspects of Western culture that younger learners will find intriguing. Once learners have become acquainted with—and hopefully develop a fondness of—Western culture, motivation to learn the language of the Western culture will set in, making the English-learning process an enjoyable endeavor.

Of course, this mainly applies to younger EFL learners—adult EFL learners likely have all the integrative motivation they will get and will place more focus on the instrumental value of English as a tool for global communication and success in life.

## 5.2 Anxiety

### (2) Introverts and Extroverts

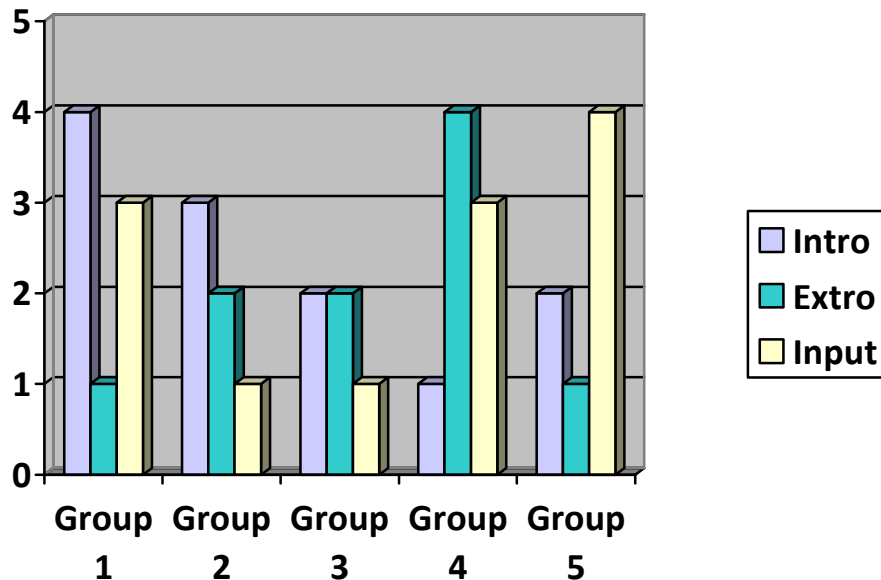


Figure (2) shows the ratio of introverts and extroverts in each group and the amount of input that was given by the introverts of each group.

Group 1 consisted of four introverts and one extrovert. It had a decent amount of input from the introverts. While a group consisting only of introverts may have scored very low on the input scale, the single extrovert was a major factor in opening them up to the discussion, leading them on and asking for the opinion of each member in the group. By the second-half of the discussion session, the introverts had seemingly lowered most of their affective barriers, easily offering their own ideas and opinions in front of the other members.

Group 2 had three introverts and two extroverts, and a very low amount of input from the introverts. This can be attributed back to the hypothesis, which stated that two or more extroverts in a group will have a negative effect on the introverts in that they are not given a chance to speak out. Such was the case for this group, as the two extroverts were mostly talking to each other and did not put much effort in eliciting input from the introverts, as they had each other to continue the discussion. The introverts were mostly passive in this group, listening to the pair of extroverts and not offering much of their own thoughts.

Group 3 was an even match of two introverts and two extroverts. As was demonstrated in Group 2, the introverts offered little input and the discussion was dominated by the extroverts.

Group 4 had one introvert and four extroverts, and had a surprisingly high amount of input from the single introvert in the group. It could have been that the

four extroverts would only talk amongst each other and the introvert would remain completely quiet for the duration of the conversation, but the introvert actually spoke out during much of the discussion and was very open in expressing herself. One cause of this may be attributed to the fact that the introvert did not want to feel left out of the conversation and felt obligated to offer her own input considering everyone else in the group had done so. Therefore, the extroverts, in their lively discussion, created an environment in which the introvert was pressured to express her own thoughts.

Finally, Group 5 had two introverts and one extrovert—only three subjects. Not surprisingly, it also had the most input from the two introverts. Much like Group 1, which also consisted of only one extrovert, the group discussion was led by the lone extrovert. What may have contributed to the slightly higher level of input from the introverts, however, is that there were less introverts, meaning less overall anxiety at the outset with which to “contaminate” others. In other words, considering that affective behavior is easily transferred from one individual to another simply by body language, fewer anxious individuals will mean less anxiety at the beginning of the discussion, allowing for an earlier progression of events. The introvert-extrovert ratio going up does not matter in this case, either, for as long as there is only one extrovert in the group, there will be no inner circulation of input from only the extroverts and the lone extrovert will be forced to elicit responses from the other participants, regardless of whether or not their personalities allow easy elicitation.

## **6. Conclusion**

In conclusion, this paper has looked at a number of published theories and different factors in foreign language learners’ motivation and anxiety, looking at the importance and causes of motivation, the type of motivation that is most ideal for certain groups of learners, and the correlation of anxiety and language learning success. Furthermore, it has proposed the ideal type of motivation for beginning Korean EFL learners and suggested a couple directions that EFL classroom teaching may take regarding the cultivation of integrative motivation in learners. Finally, it used the MBTI scale to test a group of Korean EFL learners for their types of motivation and level of intro- and extroversion, using the results to group them in various combinations during classroom discussion to find the optimal grouping that will produce the most input from the introverted learners.

The end results support the hypothesis in that there was more natural participation of the introverted students when extroverts were limited to one per group, as well as forced participation in the case of the one introverted student who felt obligated to speak in a group of extroverts. This study concludes that emphasis should be put on strategic placement of students in group discussions by the teacher so that an optimal combination is made that encourages active participation by all members of the group. While this paper has only briefly

skimmed the surface of affective factors that determine foreign language learning success, I hope to conduct further research in the form of longitudinal case studies to determine the effectiveness of the two hypotheses presented here.

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Appendix A

MBTI test questionnaire

Name:

- Please circle your most natural characteristic (be honest!)

1.
  - a. I act first and think later
  - b. I think first, and then act
2.
  - a. I feel lonely when by myself
  - b. I enjoy spending time alone
3.
  - a. I am usually motivated by other people
  - b. I am usually closed to other peoples' opinions
4.
  - a. I enjoy a wide range of relationships
  - b. I prefer one-to-one communication and relationships
5.
  - a. I live for today and do work that is immediately important to me
  - b. I live for the future and think about possibilities
6.
  - a. I use common sense and create practical solutions
  - b. I use my imagination and create new possibilities
7.
  - a. I tend to act based on past experience
  - b. I tend to act based on theoretical understanding
8.
  - a. I can easily provide an objective and critical analysis
  - b. I seek consensus and popular opinions
9.
  - a. I plan many details in advance before acting
  - b. I am comfortable acting without a plan and improvising
10.
  - a. I focus on meaningful parts of a task before moving on
  - b. I like to multitask, and mix work and play
11.
  - a. I work best and avoid stress when I am able to keep ahead of deadlines

- b. I am tolerant of time pressure and work best close to the deadlines
- 12.
- a. I keep a schedule and use standard routines to manage my life
  - b. I avoid commitments that may interfere with flexibility, freedom and variety

Appendix B  
MBTI test results

	E	I	S	N	T	F	J	P
Bae, S.G.	○		○		○			○
Choi, G.I.		○	○		○		○	
Hwang, G.H.	○		○			○		○
Jang, E.A.		○	○		○		○	
Kang, J.N.	○			○		○		○
Kang, J.S.		○	○		○			○
Kim, M.Y.	○			○		○	○	
Kim, N.E.	○		○		○		○	
Kim, Y.J.		○		○	○		○	
Lee, J.G.		○	○		○			○
Lee, M.S.	○			○	○		○	
Lee, S.L.		○	○		○			○
Lee, Y.M.		○	○		○		○	
Lim, S.A.	○		○		○			○
Nam, H.J.		○	○			○		○
Oh, Y.A.	○			○	○		○	
Park, G.R.	○		○		○		○	
Park, S.H.		○		○	○		○	
Shin, T.H.		○	○		○		○	
Son, C.M.	○			○	○		○	
Song, Y.J.		○	○		○		○	
You, Y.M.		○	○			○		○