English learning anxiety and English learning demotivation in South Korean third-year high school students

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ABSTRACT: This study investigated the effect of English learning anxiety and then of English learning demotivation on academic achievement in third-year high school students in South Korea. For this investigation, 249 participants were selected from nine third-year student classes at an academic high school in Gyeonggi Province, South Korea, to complete questionnaires, which were analysed using quantitative statistical methods. The regression analyses revealed that the English learning anxiety in the male and female students with top grades had positively and significantly affected their academic achievement. However, except for high-level male learners, demotivation was not found to have any effect on student achievement. The results suggest that it is important to design education-friendly measures to enhance third-year high school student learning motivation and alleviate any excessive anxiety.
Keywords: language anxiety, English learning demotivation, L2 proficiency, facilitative anxiety, motivation

Ansiedad y desmotivación en el aprendizaje del inglés en estudiantes de tercer año de secundaria de Corea del Sur

RESUMEN: Este estudio investigó los efectos de la ansiedad por aprender inglés sobre la desmotivación en el aprendizaje del inglés y el rendimiento académico en estudiantes de tercer año de secundaria en Corea del Sur. Para esta investigación, se seleccionaron 249 participantes de nueve clases de estudiantes de tercer año en una escuela secundaria en la provincia de Gyeonggi, Corea del Sur, para completar cuestionarios, cuyos datos se analizaron utilizando métodos cuantitativos de estadística. Los análisis de regresión revelaron que la ansiedad por aprender inglés en los estudiantes masculinos y femeninos con las mejores calificaciones había afectado positiva y significativamente su rendimiento académico. Sin embargo, a excepción de los estudiantes varones de alto nivel, no se observó que la desmotivación tuviera ningún efecto en el rendimiento de los estudiantes. Los resultados sugieren que es importante diseñar medidas favorables a la educación para mejorar la motivación de los estudiantes de tercer año de secundaria y aliviar cualquier ansiedad excesiva.
Palabras clave: ansiedad lingüística, desmotivación en el aprendizaje del inglés, dominio de L2, ansiedad facilitadora, motivación

1. INTRODUCTION

For South Korean (Korean) learners of English as a foreign language (EFL), most of whom are studying English to prepare college entrance exams or to increase the odds of employment or workplace promotion, English is a mandatory subject rather than an optional subject. Students have at least 10 years of required study of English in school, from elementary school to high school. Specific English language learning motivations, such as competitive motivation, defined as "students' aspirations to occupy a superior position in life and to be positively evaluated by others" (Kim, 2006, p. 137), have been identified in previous studies of L2 motivation. In exam-oriented societies, where most high school students are preparing for college entrance exam, or the College Scholastic Ability Test (CSAT), wherein English is the primary section, students are generally found to be driven by an instrumental or competitive motivation (Kang, 2012). However, this test-oriented school culture can also lower L2 learning motivation and generate significant L2-related anxiety.

Arnold and Brown (1999) identified anxiety as the most common learning disorder and the main factor that interfered with the learning process. In a subsequent study, Horwitz (2001) divided language learning anxiety into three categories: anxiety concerning communicating with others, anxiety concerning exams and anxiety concerning negative evaluations from others. In Korea, English proficiency is important for third-year high school students seeking college admission and employment. Thus, rather than promoting collaborative student learning, the educational situation in Korea could give rise to competitive motivation, and as a result, English learning anxiety may increase.

Competitive motivation is often closely related to demotivation, as fierce competition to be the best in the English class leads to feelings of inferiority in less successful students. Kikuchi (2015) reported that this demotivation results in cases where there is less motivation to learn due to internal or external factors. In Korea, where the possession of an official English score is a requirement not only for university entrance but also for employment, the external and social demand for English is higher than it is for other school subjects. Therefore, if L2 learning anxiety and demotivation in third-year high school students increase or persist, it can negatively affect learners and society in general. Significant research has been conducted in Korea to identify the specific subcomponents of L2 learning anxiety, motivation and demotivation (Ha, 2019; Kim, 2018, Kim, 2020a; Lee & Kim, 2015; Son & Kim, 2020). However, there have been few studies focused on third-year high school humanities students' L2 learning anxiety and demotivation or the combined impact of the two on their L2 proficiency. As these students generally seek to attend college, it has been challenging to access them due to the time they devote to their college preparation. Therefore, this study investigated the different effects of L2 learning anxiety and demotivation on the academic achievement of high and low English proficiency students. This study also investigated possible gender effects of English learning anxiety and demotivation on academic achievement. In recent studies (e.g., Akabayashi, Nozaki, & Yukawa, 2020), a significant gender gap was reported in test scores of language subjects, and it is important to investigate gender differences in L2 learning anxiety and demotivation. Given these foci, this study was driven by the following research questions:

1) What is the impact of L2 learning anxiety and demotivation on academic achievement of high and low English language proficiency students?
2) Does gender play a role in the impact of L2 learning anxiety and demotivation on academic achievement?

2. Literature review

2.1. L2 learning anxiety

The negative emotional reaction of learners to the study of a foreign language is called foreign language learning anxiety (Horwitz, 2001). L2 learners face varying degrees of anxiety and stress connected with communicating in a language that is not their mother tongue. Anxiety is a multifaceted concept (Horwitz, 2010). L2 learning anxiety can be divided into trait anxiety, state anxiety, achievement anxiety and facilitative-debilitative anxiety. The Foreign Language Classroom Anxiety Scale, which consists of 33 items, was developed to measure L2 learning anxiety, and many L2 learning anxiety studies have employed this instrument, interviews, diaries and observation methods. The learner factor of anxiety has also been observed in learner psychology studies (Dörnyei & Ryan, 2015; Phillips, 1992), with general findings proving that anxiety has a negative effect on L2 learning (Arnold & Brown, 1999; Kang & Kim, 2017). However, some research has also suggested the existence of facilitative anxiety (Scovel, 1978) or helpful anxiety (Oxford, 1999), recognising that anxiety keeps students alert and actually has a positive effect on L2 performance.

As English is a mandatory school subject in many Asian countries, many studies have been performed on English learning anxiety. For example, Liu (2006) conducted a survey on English class anxiety in 430 males and 117 females taking English listening and speaking classes at universities in Beijing, China and found that many students felt anxious in the speaking classes, with the greatest anxiety being felt in response to a teacher's question or having to speak alone during class. Kitano (2001) divided the elements of 212 English-speaking anxiety reports from Japanese university students into 2 factors: fear of negative evaluation from others and fear of the students' own self-perceived English-speaking ability; it was found that the fear of a negative evaluation had a greater effect on the students' English learning anxiety. In a survey of English learning anxiety among college students, Zhang and Liu (2013) found that test anxiety was positively correlated with English learning.

Many studies on English learning anxiety in Korea have also been conducted. For example, Lee and Oh (2000) analysed the factors affecting L2 achievement and found that the factors that had the most significant influence on English learning attitude were positive attitude towards Americans, interest in English and anxiety. English class anxiety, anxiety about communication and anxiety about exams had a negative effect on English proficiency, but fear of negative evaluation had a positive effect on English performance. Jeong and Kim (2010) found that high school students had higher English learning anxiety than junior high school students; their interpretation stemmed from the fact that English was a major subject in the CSAT and English test scores had a significant impact on college admissions. Kang and Kim (2017) found that EFL anxiety in 462 Korean students increased as they advanced

from elementary to high school and concluded that this was because the test results led to a greater influence on the learners' career decisions in high school.

2.2. L2 learning demotivation

Gardner and Lambert (1959) were the first to focus on English language learning motivation and learner psychology (Dörnyei & Ushioda, 2021). Gardner's (1985, 2010) socio-educational model was developed in a Canadian bilingual and multicultural education context and therefore exhibits an emphasis on an integrative orientation, or the "willingness to be like valued members of the learning community" (Gardner & Lambert, 1959, p. 271). However, this socio-educational model is less relevant to EFL contexts that prioritise English due to its perceived social capital (Norton, 2013). In the late 1990s, several motivational models in classrooms were proposed (e.g., Dörnyei & Otto, 1998; Oxford & Shearin, 1994), which paid closer attention to the impact of environmental factors on student motivation.

Despite advances in motivational research, demotivational research remains an emerging field of study. Dörnyei and Ushioda (2021) defined demotivation as occurring when L2 learners who once were motivated to learn English become less motivated due to external factors. Various studies have been conducted on the specific factors that cause demotivation. For example, Christophel and Gorham (1995) investigated college student demotivation, finding that around two-thirds of respondents' learner demotivation was due to teacher factors. Zhang (2007) also identified that inappropriate teacher behaviour aggravated college student L2 learning demotivation in China, Germany, Japan and the USA.

L2 learning demotivation has also received significant academic attention in Asia due to requirement to study English in most countries in this region. Since students cannot avoid studying English for its mandatory nature, they tend to suffer from high levels of demotivation and anxiety. Kikuchi and Sakai (2009) examined demotivating factors in 112 English learners at 3 universities in Japan and identified several demotivation constructs: tests, English textbooks, teacher ability and teaching method used. In a survey of 305 Vietnamese college students, Trang and Baldauf (2007) found that inadequate teaching methods had the greatest influence on EFL learner demotivation.

In Korea, Kim (2012) investigated demotivation in middle and high school students and found that all demotivation factors statistically and significantly increased as grade level increased. Ha (2019) examined the factors affecting demotivation in college students based on their academic achievement and found that learning difficulties and fear of English were the main factors, and these results were common to both the higher and lower groups regarding test scores. Son and Kim (2020) reported that the primary demotivational constructs were owing to the negative influence of the teachers and parents, the parents' vague academic advice and the disparity between perceptions of the ideal L2 self by the students and their parents.

2.3. Effect of L2 learning anxiety and L2 learning demotivation on academic achievement and gender differences

Previous studies have found that learner language anxiety significantly influences academic achievement (Park, 1998; Philips, 1992). In general, it was found that language

learning anxiety has a negative effect on learners' academic achievement. However, a few studies have found that L2 learning anxiety positively affects L2 achievement (e.g., Kang & Kim, 2017).

A series of studies has been conducted in Korea to investigate the effects of L2 learner demotivation and anxiety on their L2 achievement. For example, Kang and Kim (2017) explored learners' anxiety concerning learning a foreign language in relation to their academic achievement. They found that the higher the fear of a negative evaluation, the more positive the effect on English performance. This result suggests that L2 learners have facilitative anxiety that helps them obtain superior academic achievement.

While studying a foreign language, learners' individual differences, including L2 learning anxiety, have a large impact on their academic achievement (Dewaele, 2009; Dörnyei, 2006). Many studies on foreign language learning anxiety and gender differences have been conducted; however, considerable variation has been seen in the results due to the diverse learning contexts. Some researchers have argued that female learners are more anxious about learning English than males (Ezzi, 2012; Kim, 2017), but others have found no gender differences in L2 learner anxiety (Matsuda & Gobel, 2004; Nam, 2011), and Kitano (2001) found that male students were more anxious than their female counterparts. In the Korean context, Kim (2017) surveyed English learning anxiety among 251 college students and found that despite the academic superiority of the female students, their anxiety was significantly higher than the male students.

3. Method

3.1. Data collection

The participants were 249 third-year college-bound high school students from 9 different classes in a school in Gyeonggi Province, Korea. Around 80 participants, or 32% of the total participants, were preparing for the CSAT test at the time of the data collection. Due to the main focus of this study, two different questionnaires were administered to identify learners' anxiety and demotivation.

To check the internal consistency of the questionnaire, a pilot study was conducted with 25 students. All responses to the questionnaire items were given on a 5-point Likert scale, ranging from *1= strongly disagree* to *5= strongly agree*. To construct this instrument, items used in previous research were referred to. A reliability test was performed on the collected questionnaire data, and items with low reliability were removed. Ultimately, four demotivation items with low reliability scores (α = .076–.435) were excluded; therefore, the final questionnaire retained 20 items to assess anxiety and 21 to assess demotivation (see the appendixes for the questionnaires).

For the specific L2 learner anxiety questionnaire items, Jeong and Kim's (2010) previous research was referred to. This study considered four anxiety sub-constructs: communication anxiety, test anxiety, fear of evaluation and anxiety about the English class. Communication anxiety items investigated the inability to understand or respond to the teacher's discourse and questions in class, the three test anxiety items were focused on English test apprehension, the five fear of evaluation items were focused on the negative fear felt when receiving feedback

from teachers or classmates, and the eight English class anxiety items were focused on the anxiety that learners felt about their own English class performance and learning progress. Cronbach's alpha index found that all constructs had relatively high internal consistency: communication anxiety ($\alpha = .765$), test anxiety ($\alpha = .825$), fear of evaluation ($\alpha = .876$) and anxiety about English lessons ($\alpha = .887$).

Lee and Kim (2015) and Ha (2019) were used as references when developing the demotivation questionnaire items, from which five constructs were extracted: environmental factors, intrinsic learner factors, teacher factors, cultural factors and friend factors. The six environmental factor items centred on the degree of demotivation that learners felt with respect to the overall English class environment, such as the English class environment, the materials, the progress of the class and the class hours. The five intrinsic factor items were focused on the demotivation felt in relation to the difficulties and the burden of learning English. The four teacher factor items related to the demotivation felt as a result of the instructor's inappropriate teaching methods and attitude. The three cultural factor items were related to any negative attitudes that learners had towards English-speaking culture. The three friend factor items were focused on the demotivation felt when negative evaluations of English learning were received from class members. Cronbach's alpha index indicated that all constructs had either relatively high or acceptable internal consistencies, as follows: environmental factors ($\alpha = .746$), intrinsic learner factors ($\alpha = .635$), teacher factors ($\alpha = .678$), cultural factors ($\alpha = .796$) and friend factors ($\alpha = .862$).

The limited access to high schools during the COVID-19 pandemic prevented the questionnaires from being directly administered by the researchers. Instead, one of the researchers explained the study purpose, the questionnaire contents and the code of ethics to the English teachers, who then collected the data on behalf of the researchers. Anonymity was ensured, as the students' names were not put on the questionnaire, and only the students' gender and midterm test scores were recorded. The teachers checked the accuracy of these data when collecting the questionnaires, which took about 20 min to complete, which was done before the regular English class began. This survey was conducted in May 2021, approximately 5 months before the CSAT exam.

3.2. Data analysis

The questionnaire data were analysed using Statistical Package for the Social Sciences (SPSS) 26.0 programme. Of the 224 questionnaires collected, data from 192 were used after 32 incomplete or suspicious questionnaires were removed.

Pearson's product-moment correlation was conducted to examine the correlations between learning anxiety and learning demotivation, and a series of stepwise multiple regression analyses were performed to examine the gender impact of L2 learning anxiety and demotivation on academic achievement. Stepwise regression selects the variable with the primary contribution by adding or removing variables (Wang & Chen, 2016). As 20 out of the 192 responses did not indicate their gender, they were excluded in the gender analysis. To clearly identify the differences in the degree of anxiety according to academic achievement, the participants were divided into high- and low-proficiency groups according to their midterm exam scores. From the remaining 172 responses, the highest 50 midterm test scores and the lowest 50 were subjected to the statistical analyses, such that the top

33% and the bottom 33% were chosen to represent the high- and low-proficiency groups. The test scores in the top group ranged from 75 to 100 (out of 100), and the scores in the bottom group ranged from 4 to 45 (out of 100). Therefore, overall, the midterm test scores of 105 male and 67 female students were used to examine the effects of learning anxiety and demotivation regarding gender and English learning achievement.

4. Results

4.1. Effect of L2 learning demotivation and L2 learning anxiety based on English proficiency levels

As expected, all English learning anxiety subcomponents—communication anxiety, test anxiety, evaluation anxiety and English class anxiety—had positive correlations with all L2 learning demotivation subcomponents—environmental factors, learner internal factors, teacher factors, cultural factors and friend factors. Due to the negative emotional aspects associated with both anxiety and demotivation, these positive correlations were not unexpected.

As noted in Table 1, the effect of English learning anxiety and demotivation on the performance in English of the top 33% of students by test scores was $R^2 = 116$, indicating 11.6% of the explanatory power of their English proficiency. It was found that the stepwise regression model was suitable at a significance level of $\alpha = .119$ with $F = 2.056$. Thus, it was found that communication anxiety ($\beta = -.372$, $p < .05$) had a negative effect on the English achievement high-level students to a statistically significant extent.

Table 1. *Effect of L2 learning demotivation and L2 learning anxiety on the high-proficiency group*

Dependent variable	Independent variable	B	SE	β	t	p
English proficiency	(a constant)	25.923	4.252		5.861	.000
	Communication anxiety	−3.177	1.414	−.372	−2.247	.029 *
	Test anxiety	1.891	1.066	.280	1.774	.083
	Cultural factors	1.378	1.229	.164	1.121	.268
	R = .341, R² = 116, *adjusted R² = −.060, F = 2.056, p = .119*					

*p < .05, ***p < .001

As shown in Table 2, the effect of L2 learning anxiety and demotivation on the low-proficiency group was $R^2 = 130$, indicating a 13% share of the explanatory power. The stepwise regression model was considered suitable at a significance level of .161, with F

= 1.723. As with the high-proficiency group, communication anxiety (β = −.359, p < .05) was found to have a negative effect on low-level students' English achievement and was statistically significant.

Table 2. *Effect of L2 learning demotivation and L2 learning anxiety on the low-proficiency group*

DEPENDENT VARIABLE	INDEPENDENT VARIABLE	B	SE	$β$	t	p
English proficiency	(a constant)	25.425	4.302		5.910	.000
	Communication anxiety	−3.072	1.423	−.359	−2.159	.036*
	Test anxiety	2.129	1.103	.316	1.929	.060
	Cultural factors	2.104	1.488	.251	1.414	.164
	Friend factors	−1.210	1.392	−.160	−.869	.389
	R = .361, R^2 = 130, *adjusted* R^2 = .055, F = 1.723, p = .161					

*p < .05, ***p < .001

4.2. Gender impact of L2 learning demotivation and L2 learning anxiety on academic achievement

The effect of English learning demotivation and anxiety on the male group was R^2 = 209, indicating 20.9% of the explanatory power for English proficiency (see Table 3). It was found that the stepwise regression model was suitable, having a significance level of α = .000 with F = 13.516. As a result, it was proven that anxiety about the English class (β = −.469, p < .05) and test anxiety (β = .347, p < .05) were statistically significant constructs that affected the participants' English proficiency.

Table 3. *Effect of L2 learning demotivation and L2 learning anxiety on the male group*

DEPENDENT VARIABLE	INDEPENDENT VARIABLE	B	SE	β	t	p
English proficiency	(a constant)	60.398	7.601		7.946	.000
	English class anxiety	−16.374	3.358	−.469	−4.876	.000**
	Test anxiety	7.998	2.215	.347	3.611	.000***
	R = .458[a], R^2 = .209, *adjusted* R^2 = .194, F = 13.516, p = .000					

*p < .05, ***p < .001

Table 4. *Effect of L2 learning demotivation and L2 learning anxiety on the female group*

Dᴇᴘᴇɴᴅᴇɴᴛ VARIABLE	Iɴᴅᴇᴘᴇɴᴅᴇɴᴛ VARIABLE	B	SE	β	t	p
English proficiency	(a constant)	70.967	7.458		9.516	.000
	English class anxiety	−21.282	3.139	−.709	−6.780	.000***
	Test anxiety	8.779	2.212	.415	3.968	.000***
	$R = .652^a$, $R^2 = .426$, *adjusted* $R^2 = .408$, $F = 23.715$, $p = .000$					

*$^*p < .05$, $^{***}p < .001$

As presented in Table 4, the effect of L2 learning anxiety and demotivation on the female group was $R^2 = 426$, which confirmed 42.6% of the explanatory power for their English proficiency. The stepwise regression model was found to be suitable at a significance level of .000 with $F = 123.715$. Therefore, it was confirmed that English class anxiety (β = −21.282, $p < .05$) and test anxiety (β = 8.779, $p < .05$) were statistically significant constructs affecting students' English proficiency.

4.3. Effect of L2 learning demotivation and L2 learning anxiety by gender and proficiency

The above results proved that regardless of academic abilities, communication anxiety negatively affected academic achievement, and gender analysis indicated that for both male and female third-year high school students, class anxiety negatively affected academic achievement and test anxiety positively affected academic achievement. Therefore, high- and low-level proficiency levels were divided by gender and further analyses were conducted.

Table 5. *Effect of L2 learning demotivation and L2 learning anxiety on the high-proficiency male group*

Dᴇᴘᴇɴᴅᴇɴᴛ VARIABLE	Iɴᴅᴇᴘᴇɴᴅᴇɴᴛ VARIABLE	B	SE	β	t	p
English proficiency	(a constant)	85.042	3.818		22.275	.000
	English class anxiety	5.226	2.305	.483	2.267	.032*
	Demotivation from learner intrinsic factors	−3.107	1.448	−.457	−2.146	.041*
	$R = .440^a$, $R^2 = .194$, *adjusted* $R^2 = .132$, $F = 3.124$, $p = .061$					

*$^*p < .05$, $^{***}p < .001$

As shown in Table 5, the effect of the high-level male students' English learning anxiety and demotivation on their English performance was $R^2 = .194$, providing 19.4% of the explanatory power for English proficiency. For $F = 3.124$, the stepwise regression model was found to be suitable at a significance level of $\alpha = .061$. English class anxiety ($\beta = .483$, $p < .05$) and the demotivation learner intrinsic factor ($\beta = -.457$, $p < .05$) were identified as the statistically significant constructs affecting their English proficiency. Note that English class anxiety exerted a positive impact on English proficiency, whereas the demotivation learner intrinsic factor exerted a negative impact on their proficiency.

Table 6. *Effect of L2 learning demotivation and L2 learning anxiety on the high-proficiency female group*

DEPENDENT VARIABLE	INDEPENDENT VARIABLE	B	SE	β	t	p
English proficiency	(a constant)	73.888	3.657		20.203	.000
	Test anxiety	2.885	1.022	.632	2.824	.015*
	R = .632ª, *R²* = .399, *adjusted R²* = .349, *F* = 7.974, *p* = .015					

*p < .05, ********p* < .001

The effects of English learning anxiety and demotivation on the English performance of high-proficiency female students was $R^2 = .399$, indicating that it made up 39.9% of the explanatory power of their English proficiency (see Table 6). For $F = 7.974$, the stepwise regression model was found to be suitable at a significance level of $\alpha = .015$. It was found that only test anxiety ($\beta = .632$, $p < .05$) had a positive effect on the academic achievement of high-proficiency female students.

As shown in Table 7, the English learning anxiety and demotivation effect on the low-proficiency male students' English proficiency was $R^2 = .176$, which indicated that it was 17.6% of the explanatory power of their English proficiency. It was found that the stepwise regression model was suitable at a significance level of $\alpha = .017$ with $F = 6.397$ and communication anxiety ($\beta = -.419$, $p < .05$) had a negative effect on academic achievement, at p < .05.

Table 7. *Effect of L2 learning demotivation and L2 learning anxiety on the low-proficiency male group*

DEPENDENT VARIABLE	INDEPENDENT VARIABLE	B	SE	β	t	p
English proficiency	(a constant)	33.707	4.055		8.313	.013
	Communication anxiety	−3.398	1.344	−.419	−2.529	.017*
	R = .419ª, *R²* = .176, *adjusted R²* = .148, *F* = 6.397, *p* = .017					

*p < .05, ********p* < .001

No English learning anxiety or demotivation constructs were found to have a statistically significant effect on the academic achievement of the low-proficiency female students.

5. Discussion

This study adopted a questionnaire investigation to determine the effects of L2 learning anxiety and demotivation on academic achievement in 249 third-year Korean humanities high school students. The questionnaire data were examined to identify correlations between the learners' L2 learning anxiety and demotivation, after which the differential effects of anxiety and demotivation on academic achievement were examined based on gender and proficiency level.

The results were as follows: First, correlation analysis of the effects of L2 learning anxiety and demotivation on English learners indicated that all questionnaire constructs had positive relationships. This result is consistent with the results of Kang and Kim (2017), which indicated that as learners' English class anxiety and communication anxiety increased, their learning motivation decreased.

Second, the two types of anxiety of the high-proficiency male and female students had a positive effect on academic achievement. Therefore, L2 learning anxiety may not always have a negative effect on L2 achievement and may function as facilitative anxiety. More specifically, it was found that English class anxiety had a positive effect on the achievement of the top male students and test anxiety positively affected the top female student performances as well. Further, communication anxiety had a negative effect on low male student achievements, but neither L2 learning anxiety nor L2 learning demotivation had any effect on low female student performances. Dewaele and Alfawzan (2018) investigated the influence of learner anxiety on academic achievement and found that students with greater English proficiency exhibited a moderate level of anxiety, which indicated that learners experience facilitative anxiety, or anxiety that supports learning, such as in studying a foreign language. These findings differ from those of previous studies. Kim (2017) found that anxiety was higher in students with low academic achievement. Kitano (2001) also found that anxiety concerning negative evaluations had a negative effect on students' English performance.

Third, with the exception of high-level male learners, demotivation was found to have no effect on learning achievement. This result indicates that Korean high school students may continue to learn English in spite of their demotivation. This result can be explained by the consideration that college preparation may not be an individual effort for the students alone but may instead be considered in the interest of their families, as parents tend to emphasise the perceived benefits of attending a prestigious university. Against this social backdrop, students' demotivation was not a determinant for their English proficiency, as they continue to keep learning English. There have been other research cases with similar results abroad. Life (2011) conducted a survey to identify the factors that motivated Korean, Chinese and Japanese college students to study English and found that students who were guided by their parents were more focused on the importance of English for their future. Markus and Kitayama (1991) concluded that familial, social and cultural values significantly influence the formation of the self. From the perspective of cultural psychology, in traditionally collectivistic societies such as Korea, the conceptual demarcation between an individual and

other members of the proximal community, such as family, friends or the school community, is unclear, relative to that of more individualistic societies (Hofstede, 1986; Triandis, 1995).

6. CONCLUSION AND IMPLICATIONS

This study analysed the effects of anxiety and demotivation on the academic achievements of Korean students preparing for their CSAT to identify any differences in English proficiency level or gender correlated with these factors. It was found that communication anxiety had a negative effect on academic achievement, regardless of academic ability, English class anxiety had a negative effect, and test anxiety had a positive effect, for both male and female students. Analysis of gender and proficiency together indicated that English class anxiety positively affected high academic achievement and the internal demotivation learner factors negatively affected high academic achievement in male students. However, test anxiety positively affected high academic achievement in female students. Communication anxiety had a negative effect on males with low academic achievement, and no statistically significant factors were identified for females with low academic achievement.

It was noteworthy that English learning anxiety and particularly test anxiety had positive effects on the high-proficiency male and female students' academic achievement at a statistically significant level. This indicated that high-proficiency male and female students experienced facilitative anxiety, which they used to enhance their efforts to learn English. Brown (2014) explained that facilitative anxiety kept learners alert and prevented lethargy. Bailey (1983) also found that while facilitative anxiety could hinder language learning, it could also motivate students to produce greater efforts to learn an L2.

Another major finding was that with the exception of the high-proficiency male students, demotivation was found to have no effect on the students' English proficiency. This study indicated that for third-year Korean high school students, demotivation was not a meaningful predictor for English proficiency. That is, Korean students continued to study English to ensure that they could obtain sufficiently high English test scores to gain college admission. The findings implied that demotivated students were still able to study and learn English when faced with severe academic competition (Kim, 2020b). To date, the studies investigating the relationship between L2 (de)motivation and L2 proficiency have produced inconsistent results. For example, Kim et al. (2017) found that demotivation rather than motivation in Korean college students had a direct impact on their English proficiency; however, in another study, Kim et al. (2018) found that both motivation and demotivation had significant impacts on the English proficiency of Korean elementary school students. These inconsistencies need to be explored in future studies.

Regardless of these promising results, this study had certain limitations. First, as the research was based on quantitative questionnaires, student self-flattery could have been a factor. Therefore, it is necessary to investigate the anxiety, motivation and demotivation of students who are comprehensively and systematically preparing for the CSAT, using qualitative research methods such as interviews with the students and their teachers and classroom observations. Second, there may have been some regional limitations. If this study were conducted in another country where students do not learn English for the CSAT, different results could be obtained. In particular, more meaningful results could be derived

if cross-national comparisons were conducted on the anxiety and demotivation in final year high school students residing abroad just before college entrance exams.

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APPENDIX

[Appendix 1] Questionnaire on anxiety factors

Factors	Number	Questionnaire item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Communication anxiety	1	I am anxious if I do not understand what the teacher is saying in English.	1	2	3	4	5
	2	The teacher corrected the wrong part, but I get nervous if I do not understand it.	1	2	3	4	5
	3	I am not confident when speaking English.	1	2	3	4	5
	4	I get nervous when the teacher asks a question I do not know.	1	2	3	4	5
Test anxiety	5	I feel anxious while taking an English test.	1	2	3	4	5
	6	The more I prepare for the English test, the more anxious I get.	1	2	3	4	5
	7	I am worried about getting a low score on the exam.	1	2	3	4	5
Fear of evaluation	8	I am embarrassed to volunteer to answer in English class.	1	2	3	4	5
	9	I worry that my friends will laugh at me when I speak English.	1	2	3	4	5
	10	I get nervous when it is my turn to present.	1	2	3	4	5
	11	I am afraid that my teacher will point out my mistake.	1	2	3	4	5
	12	I get nervous when I get an assignment in class.	1	2	3	4	5
English class anxiety	13	I am more nervous in English class than in other classes.	1	2	3	4	5
	14	I get nervous in class and forget what I already knew.	1	2	3	4	5
	15	The progress of the English class is too fast, so I am worried that I will not be able to keep up.	1	2	3	4	5
	16	The content of learning in English class is burdensome.	1	2	3	4	5
	17	I get nervous and confused when speaking English in English class.	1	2	3	4	5
	18	In English class, I think about things that have nothing to do with the class.	1	2	3	4	5
	19	I am embarrassed to answer voluntarily in class.	1	2	3	4	5
	20	I do not like taking English classes often.	1	2	3	4	5

[Appendix 2] Questionnaire on demotivation factors

Factor	Number	Questionnaire item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Environmental factors	1	It seems that there are too many students in the English class.	1	2	3	4	5
	2	There are no class materials that will interest you in English.	1	2	3	4	5
	3	The class is too difficult for my English level.	1	2	3	4	5
	4	Classes focused on grammar and reading comprehension for exam preparation are difficult.	1	2	3	4	5
	5	I wish the English class time would be reduced.	1	2	3	4	5
	6	I hate that English is included in the SAT.	1	2	3	4	5
Learner intrinsic factors	7	Just thinking about studying English makes me afraid and lose confidence.	1	2	3	4	5
	8	I feel like I am forcing myself to study English.	1	2	3	4	5
	9	I think that studying English is not suitable for my aptitude.	1	2	3	4	5
	10	I think my English is weak.	1	2	3	4	5
	11	It seems that I do not know how to study English effectively.	1	2	3	4	5
Teacher factors	12	The way my English teacher teaches is not for me.	1	2	3	4	5
	13	It seems that the English teacher is teaching without considering the level of the students.	1	2	3	4	5
	14	I hate English because I get scolded if I make a mistake in class.	1	2	3	4	5
	15	It seems that the teacher's English pronunciation or ability is not good.	1	2	3	4	5
Cultural factors	16	I hate writing or speaking English.	1	2	3	4	5
	17	I am not interested in the culture of an English-speaking country.	1	2	3	4	5
	18	I do not want to go to an English-speaking country.	1	2	3	4	5
Friend factors	19	When working in a group, activities with friends are burdensome.	1	2	3	4	5
	20	It is difficult to make a presentation in class when I am conscious of other friends.	1	2	3	4	5
	21	If your grades are lower than others, your self-esteem is hurt.	1	2	3	4	5