

## ORAL COMMUNICATION SKILLS AND EXPERIENCE IN LEARNING THE KOREAN LANGUAGE BY FILIPINO LEARNERS

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### ABSTRACT

*Filipino Korean language learners face challenges to master oral communication skills. This study employed an explanatory sequential mixed method to explore the oral communication skills and the experience of Filipino Korean language learners. It investigated specifically the teaching strategies implemented, learning strategies used, learning attitudes, and learning environment. Stratified random sampling was used to determine 141 second-year college student participants. Pearson's Correlation and Regression analysis were used to test the influence of the four predictors of oral communication. Seventeen (17) participants were involved in the qualitative phase. The response during the interview was processed using QDA Miner Lite Software. Findings revealed that teaching and learning strategies, learning attitudes, and learning environment significantly impact the oral communication skills of the participants involved. The themes determined through qualitative analysis are (1) L2 is both instrumental and interfering with learning, (2) challenged by classmate's progress, (3) opportunity for practice, (4) multiple means of engagement, and (5) input plus variety as a strategy. Lack of time and exposure to the language causes speech anxiety and a restricted vocabulary among Korean learners. Students view studying Korean language (KL) as a mere requirement. More so, they appreciate instructor's suggestions and efforts to make KL learning more fun and successful.*

*Keywords: Korean as a Foreign Language (KFL); Oral communications skills; Communicative Learning Teaching (CLT); Explanatory Sequential Mixed Method*

### INTRODUCTION

Oral Communication is one of the foundations of language learning. It encompasses verbal communication and its paralinguistic aspects (e.g., pitch, stress, and tone) - and non-verbal cues that complement each other to convey a message effectively (Wahyuni, 2017). Speaking is the most critical of the four language skills for effective communication in today globalized society (Rao, 2019). Integrating all four elements was necessary for language acquisition—however, it is typical in a classroom setting to test and assess the reading

and writing skills of the learners (Ali, 2018; Rao, 2019). Learning a new language may be difficult, especially for students taking a foreign language course. They are subjected to different activities to test and gauge their competence in using the newly learned language. There might be two outcomes in this situation; learners may: (1) become motivated to learn the new language because they perceive it to be helpful for them, or (2) lose interest in learning the language as it is very challenging.

Understanding the linguistic and cultural roots of a language is critical to successful language acquisition. Cho (2018) cited issues such as immigration, linguistic rights, and multilingualism

as driving interest in heritage and minority languages. At Bataan Peninsula State University, learners enrolled in a foreign language class experience challenges learning the Korean Language. The researcher concluded that this was an effect of having insufficient interaction with people who were fluent in the target language. Furthermore, only a few students can talk with native-like fluency.

Learners gain a greater understanding of the world by engaging in conversation. Learners will be more engaged in their language studies and better able to participate in Korean classes if they can express themselves verbally. Learners in higher education can apply the skills of information processing, critical thinking, and language exploration to their progress in developing their spoken language. It serves as a foundation for the acquisition of additional linguistic abilities. In learner learning and growth, oral communication is a critical component. As a result, the researcher is interested in concentrating on the aspects that have a role in determining the learners' levels of oral communication skills.

## OBJECTIVES OF THE STUDY

This study aimed to evaluate the experiences and attributions affecting the oral communication skills in the Korean Language of the students at Bataan Peninsula State University. Specifically, it sought to:

1. Determine the oral communication skills of the learners by the following factors:
  - 1.1. teaching strategies implemented;
  - 1.2. learning strategies used;
  - 1.3. learner's attitude toward oral communication and
  - 1.4. the conduciveness of the learning environment
2. Determine factors influencing the oral communication skills of the learners
3. Describe experiences of learners in learning and speaking Korean as a foreign language

## METHODOLOGY

The study employed an explanatory sequential mixed method. It entails a mixed quantitative and qualitative approach, in which quantitative approaches were carried out using a survey conducted online using Google Forms. In the second phase of the research, phenomenology interviews were used to acquire qualitative data.

The questionnaire was designed after Alrasheedi (2020) and modified to meet the demands and requirements of the study's context. The questionnaire was divided into four sections. Part 1 covers the strategies employed by teachers in teaching oral communication skills. Part 2 deals with the strategies used by learners to acquire oral skills. The remaining sections investigated the attitude of the learners (Part 3) and the learning environment (Part 4). All items in the questionnaire were measured using a four-point Likert scale. Meanwhile, the researcher devised an interview guide to leverage data gathering in the semi-structured interview.

The questionnaires and interview consent forms were distributed among 141 participants selected through stratified random sampling. They were all second-year students at Bataan Peninsula State University-Main Campus in Advanced Korean during the second semester of Academic Year 2020-2021. The sample was determined using the G-Power Analysis Software. The number of research samples was determined to have 95 percent statistical power, 0.05 alpha (probability error), and 0.20 minor effect size. One hundred forty-one (141) second-year students participated in the online survey. The participants, who are from Bataan Peninsula State University-Main Campus programs, ranging in age from 19 to 23 years old. Approximately 40% (55) were male, whereas 60% (83) were female. All participants were enrolled in four-year programs in Engineering and Architecture (60), Technology (46), Business Administration (11), and Information and Communications Technology (21).

Twenty (20) individuals volunteered for the interview and gave contact details, however, only seventeen (17) confirmed their participation. There were 17 recorded responses to the qualitative survey. Themes were created in QDA Miner Lite



using open and second cycle codes. Significant statements were chosen and coded using open codes throughout the first coding cycle. There were a total of 1437 coded segments (with multiple coding). The first cycle resulted in 21 open codes (requirement, variety, confidence). Four groups emerged from the second coding cycle (challenges, motivation). It serves as the basis for identifying the themes. A member check was also performed to ensure that the codes accurately reflect the participants' experiences.

The version 21 of IBM-SPSS Statistics was utilized to code, encode, and statistically analyze the data. Statistical procedures such as percentage distribution, weighted mean, correlation, and regression analysis were used to assess the quantitative data. QDA Miner Lite was utilized to evaluate qualitative data and to discover the study's emerging themes. Cronbach's alpha was performed on each section of the questionnaire to determine the reliability of the data obtained from the study.

**Table 1**  
*Reliability test of the results*

Variable	No. of Items	Scale Index, $\alpha$	Remarks
Strategies in Teaching Speaking Skills	10	0.925	Excellent
Strategies to Learn Speaking Skills	10	0.910	Excellent
Learner's Attitude Towards Speaking Skills	10	0.830	Good
Learner's Learning Environment	10	0.907	Excellent
<b>Overall</b>	<b>40</b>	<b>0.954</b>	<b>Excellent</b>

$\alpha \geq 0.9$  Excellent;  $0.9 > \alpha \geq 0.8$  Good;  $0.8 > \alpha \geq 0.7$  Acceptable;  $0.7 > \alpha \geq 0.6$  Questionable;  $0.6 > \alpha \geq 0.5$  Poor;  $0.5 > \alpha$  Unacceptable

The result of the internal validity test showed that all 40 items obtained a Cronbach's alpha greater than 0.83, which is greater than the acceptable value of 0.6 - 0.7.

## RESULTS AND DISCUSSION

### 1. Factors of Oral communication skills of the learners

### 1.1. Teacher's Strategies in Teaching Oral Skills

**Table 2**  
*Mean Score of Teachers' Strategies in Teaching Oral Communication (TSTOC)*

Indicators	Mean	Descriptive Equivalent
1. The teacher creates and uses oral activities in the classroom.	3.60	Always
2. The topical knowledge assists the learners in preparing and completing the task.	3.45	Always
3. The teacher encourages the learners to continue working on their tasks throughout the task.	3.67	Always
4. The teacher clarifies pronunciation points during class discussions to help the learners improve their oral skills.	3.55	Always
5. The teacher interrupts and makes corrections (like pronunciation, structure, etc.)	3.35	Always
6. the teacher assists and guides the learners to complete their tasks when they get stuck	3.42	Always
7. The teacher listens patiently and provides feedback to individual learners after the task is performed.	3.44	Always
8. The teacher encourages the learners to speak Korean during pair and group work.	3.35	Always
9. The teacher conducts role-playing activities and picture descriptions in class to help the learners improve their oral skills.	3.37	Always
10. The teacher gives enough time to various speaking exercises.	3.45	Always
<b>Composite</b>	<b>3.46</b>	<b>Always</b>

*Scale of Means: 4.00–3.26 Always; 3.25–2.51 Often; 2.50–1.76 Seldom; 1.75–1.00 Never*

From Table 2, the two highest means provided by the learners are on the indicators "Throughout the task, the teacher encourages the learners to continue working on their tasks." and "The teacher creates and uses oral activities in the classroom." having means of 3.67 and 3.60, respectively. On the other hand, the two lowest means are "The teacher interrupts and makes corrections (like pronunciation, structure, etc.).", "The teacher encourages the learners to speak in Korean during pair and group work." and "The teacher conducts role-playing activities and picture descriptions in class to help the learners improve their oral skills.", with means 3.35 and 3.37, respectively. A composite mean of 3.46 indicates that teachers



"always" employ these strategies to teach learners oral skills. The findings indicate that learners think teachers construct and employ oral activities in the classroom and receive the required encouragement to accomplish tasks. On the other hand, learners say that teachers interrupt and correct them and that teachers do not provide enough encouragement in pair and group work, role-playing, and visual descriptions.

The findings of this study indicate that teachers primarily employ modeling, repetition, pair, and group work to assist students in strengthening their communication skills. These techniques were widely used, but they were insufficient to inspire enthusiastic participation in class. It is important to emphasize that approaches used in classes should provide learners with more significant opportunities for language learning (Toro et al., 2019).

Teaching methods are an external factor that influences learners' attitudes and motivation. An engaging, learner-centered class reduces anxiety (Horwitz et al., 1986), boosts self-efficacy (Piran, 2014), and ultimately encourages students. The instructor should create a lesson plan and rules to help pupils develop communication skills. Furthermore, learner achievement is tied to the teacher's delivery and communication methods (Gilbert, 2019.) If teachers employ a range of instructional tactics, learners will do better. In addition, motivation may be maintained and used successfully if learners and teachers know the many types of motivation. When it comes to motivating learners in foreign languages, Seven (2020) says that teachers need to understand what motivates their learners so that they may devise techniques to help them succeed in their foreign language studies.

### 1.2. Learner's Strategies to Learn Oral Skills

As illustrated in Table 3, the highest mean of 3.24 is *"I evaluate my weaknesses and strengths in developing my Korean speaking skills."*

The lowest mean of 2.29 is on *"I facilitate group discussions."* Having a composite mean of 2.74 implies that the learners "Often" utilize different strategies in learning the oral skills.

**Table 3**  
*Mean Score of Learner's Strategies to Learn Oral Communication Skills (LSLOC)*

Indicators	Mean	Descriptive Equivalent
1. I speak Korean in class discussions.	2.70	Often
2. I can understand dialogues and conversations without a translator.	2.62	Often
3. I evaluate my weaknesses and strengths in developing my Korean speaking skills.	3.24	Often
4. I enjoy discussing events and situations with my teacher and classmates.	3.21	Often
5. I facilitate group discussions.	2.29	Seldom
6. I feel motivated and confident when I speak in Korean class.	2.55	Often
7. I can present to the whole class without detailed notes or entire scripts.	2.30	Seldom
8. I am not afraid to make mistakes or to be criticized by others.	2.87	Often
9. I actively participate in class and enjoy presenting my group's ideas to the whole class in Korean.	2.93	Often
10. I listen to Korean movies and songs that do not have English subtitles.	2.67	Often
<b>Composite</b>	<b>2.74</b>	Often

*Scale of Means: 4.00–3.26 Always; 3.25–2.51 Often; 2.50–1.76 Seldom; 1.75–1.00 Never*

In addition, a study by August et al. (2005) demonstrates that foreign language learners with little vocabulary take longer to learn new vocabulary items, are less able to interpret text and do not engage in oral dialogue with peers. Consequently, these students are more likely to have lower levels of achievement on language acquisition examinations and are on the edge of being identified as learning problems.

To boost students' confidence in leading conversations, some activities that could be helpful are role-playing, smaller group discussions, storytelling, and songs (Listyani & Kristie, 2018).

The findings indicate that second-language learners know their speaking skills and weaknesses and actively participate in class. However, learners have limited opportunities to facilitate group discussions and present in front of the entire class without thorough notes and scripts. It covers characteristics comparable to those in earlier research regarding the quality of Korean language training. Dipasupil (2019) explored the classroom engagement of the students. It was



found out that active learner engagement deemed most significant and contribute positively to students' performance.

### 1.3. Learner's Attitude Towards Developing the Oral Skills.

**Table 4**  
*Mean Score of Learner's Attitude Towards Oral Communication (LATOC)*

Indicators	Mean	Descriptive Equivalent
1. I feel confident when performing the speaking task.	2.86	Often
2. I am motivated to learn Korean speaking because it is advantageous.	3.07	Often
3. I do not resent the teacher who mistreats or corrects me.	3.31	Always
4. I have a positive attitude towards Korean culture.	3.48	Always
5. During the speaking task, other learners are supportive and tolerant.	3.36	Always
6. I do not get nervous when I have to speak without preparation in Korean class.	2.48	Seldom
7. I have enough vocabulary to express my ideas.	2.57	Often
8. During the oral task, I switch to L1.	2.76	Often
9. I make many pauses or use 'ah,' 'um,' etc. in my oral tasks.	3.06	Often
10. I practice the Korean language outside the classroom to improve my oral skills.	2.91	Often
<b>Composite</b>	<b>2.99</b>	<b>Often</b>

Scale of Means: 4.00–3.26 Always; 3.25–2.51 Often; 2.50–1.76 Seldom; 1.75–1.00 Never

The results suggest that while the learners have a good attitude toward Korean culture, they are anxious when speaking in class. It is likely related to learners' lack of a large and strong vocabulary for employing acceptable and proper lexical terms in speaking. In addition, learners are not provided with an adequate number of opportunities to develop their abilities in public speaking in settings other than the classroom. Lack of confidence and drive also impede learners from speaking.

Moreover, it implies that language is needed for oral communication. According to Khan et al. (2018), the inability of students to speak a language is influenced by a lack of vocabulary. Rather than knowing grammatical rules, a wider vocabulary improves communication (Cook, 2008).

Although some learners claim to have picked up new vocabulary terms during the lecture, many

immediately forget them. It might be due to a lack of opportunity to employ these terms in their discourse. According to August et al. (2005), foreign language learners with low vocabulary take longer to acquire new words, cannot grasp text, and do not engage in oral contact with peers. Such learners are more likely to do poorly on language learning tests and are at risk of being classified as learning impaired.

Furthermore, learners' reluctance to speak can be traced back to various factors, including the teacher's position and personal feelings about their abilities as speakers (Kayaoğlu & Sağlame, 2013). Tridinanti (2018) claimed that pupils with excessive anxiety, concern, fear, and poor self-confidence might fail to enhance their speaking abilities.

### 1.4. Learner's learning environment

**Table 5**  
*Mean Score of Learner's Learning Environment (LLE)*

Indicators	Mean	Descriptive Equivalent
1. The classroom setting allows the learners to practice their oral skills.	3.31	Always
2. The learners have access to audio and video resources.	3.48	Always
3. The teacher uses the break-out rooms to allow the learners to practice their oral skills.	3.10	Often
4. The teacher speaks Korean well.	3.84	Always
5. The teacher meets the class regularly. (synchronous)	3.66	Always
6. The speaking activities are supported by their classmates.	3.39	Always
7. The teacher encourages the learners to participate in the speaking task.	3.79	Always
8. The teacher assigns speaking activities that can be completed within a particular time.	3.77	Always
9. The teacher gives a speaking performance based on the lesson covered/discussed.	3.83	Always
10. The teacher encourages the learners to express their answers in the Korean language.	3.77	Always
<b>Composite</b>	<b>3.59</b>	<b>Always</b>

Scale of Means: 4.00–3.26 Always; 3.25–2.51 Often; 2.50–1.76 Seldom; 1.75–1.00 Never;

The composite mean obtained for the learning environment is 3.59. This infers that the learning environment of the learners is conducive to learning Korean as a Foreign Language. Other findings support this claim such as "The teacher speaks Korean well" with a mean of 3.84, and "The



teacher encourages the learners to participate in the speaking task” with a mean of 3.79.

The result suggests that the teachers speak Korean fluently and can deliver a speech based on the subjects presented. Less time is spent in break-out rooms for oral practice.

According to Hasan (2018), the absence of practice habits severely affects linguistic performance. Furthermore, Wang (2009) discovered that increased exposure to written exercise than L2 speaking practice is a substantial barrier to improving learners' speaking abilities.

## 2. Summary of Oral Skills Related-Factors

**Table 6**  
*Summary of Oral Communication Skills Related Factors*

Indicators	Mean	Descriptive Equivalent
Teacher's Strategies to Teach Oral Skills	3.46	Always
Learner's Strategies to Learn Oral Skills	2.74	Often
Learner's Attitude Towards Oral Skills	2.99	Often
Learner's Learning Environment	3.59	Always
<b>Composite</b>	<b>3.20</b>	<b>Often</b>

As shown in the table, among the factors of oral communication skills, the “learner’s learning environment” has the highest mean of 3.59, followed by the “teacher’s strategies to teach oral skills” with 3.46 and the “learner’s attitude towards oral skills” with a mean of 2.99. On the contrary, the indicator with the lowest mean is “learner's strategies to learn orals skill” with 2.74.

Learners do better when teachers use multiple teaching strategies and consider the learning environment. The teacher provides a high-quality education by changing their teaching and learning style to the student’s level and the classroom conditions. The quality of Korean language education is determined by how successfully

teachers employ curriculum, instruction, and evaluation strategies to govern the classroom, connect with learners, and stimulate learner learning (Hyung, 2013).

## 3. Correlation between the factors and oral communication skills

**Table 7**  
*Correlation Matrix of Oral Communication Skills-Related Factors and the Learners' Oral Skills*

Factor	Oral Communication Skills		
	r	Sig. Value	Remarks
Teacher's strategies in teaching OC (TSTOC)	.534**	.000	Moderate Correlation
Learner's strategies in learning OC (LSLOC)	.809**	.000	Very High Correlation
Learner's attitude towards OC (LATOC)	.868**	.000	Very High Correlation
Learner's learning environment (LLE)	.677**	.000	High Correlation
<b>Overall</b>	<b>.899**</b>	<b>.000</b>	<b>Very High Correlation</b>

\*\*significant at 0.01 level, ns – not significant at 0.05 level. Correlation Coefficient: .80 – 1.0 Very High Correlation; .60 – .79 High Correlation; .40 – .59 Moderate Correlation; .20 – .39 Low Correlation; .01 – .19 Very Low/ Negligible Correlation

Table 7 exhibits that all factors of oral communication skills have moderate to very high positive significant correlations. r-values obtained are from 0.534 to 0.809, which all have p-value counterparts less than the alpha level of significance of 0.05. [teacher's strategies to teach oral skills (r=.534; moderate correlation), learner's strategies to learn oral skills (r=.809; very high correlation), learner's attitudes toward oral skills (r=.868; very high correlation), and learner's learning environment (r=.677; high correlation)].

The r-value of 0.899, which is statistically significant at the 0.01 level, demonstrates a very strong positive connection between oral skills and the elements related to oral communication abilities.

The findings suggest that both the instructor's and the learner's strategies and the attitude and environment in which learning occurs were essential for developing the learner's oral



communication abilities. Students' speaking skills are hampered by a lack of relevant knowledge, low self-esteem, insufficient practice, and the use of their native language. Learners gain confidence, speak appropriately, utilize more vocabulary, and build soft skills by presenting presentations. Teachers must offer clear instructions, eliminate grade pressure, and give personalized feedback. In addition, learners require support to cultivate an engaging academic atmosphere. It is intended that the pedagogical principles can assist teachers in using oral presentations to improve learners' L2-speaking abilities (Nguyen, 2019).

#### 4. Significant predictors of learner's oral communication skills

**Table 8**  
*Regression Analysis Summary of the Learner's Oral Communication Skills*

Predictor	r	R <sup>2</sup>	F-value	B	β	t-values
1 Constant				49.04		34.35**
+ LATOC	.868	.75	425.34**	9.76	.868	20.62**
2 Constant				50.24		35.62**
+ LATOC	.880	.77	237.30**	7.22	.643	8.60**
+ LSLOC				2.33	.268	3.59**
3 Constant				45.73		27.79**
+ LATOC	.897	.80	188.08**	4.85	.431	5.15**
+ LSLOC				2.91	.336	4.70**
+ LLE				2.78	.235	4.58**
4 Constant				40.59		15.66**
+ LATOC	.902	.81	148.25**	4.43	.395	4.73**
+ LSLOC				2.89	.333	4.76**
+ LLE				2.51	.211	4.14**
+ TSTOC				2.15	.110	2.54*

\*\*significant at 0.01 level, ns – not significant at 0.05 level; B- Unstandardized B weight; β-Standardized beta

Four regression models were generated using the stepwise regression procedure on learners' oral communication skills, with the combination of four OC skills-related factors serving as predictors. The models are significant, as evidenced by a significant F test or ANOVA. The t-values which determine the significance of each independent variable included in the regression models are significant at 0.05.

The first model (Model 1) signifies that the learner's attitude is the first predictor of oral communication skills, with a correlation coefficient (r) of 0.868, showing a positive, very high relationship. The adjusted coefficient of determination (R<sup>2</sup>) of 0.75 indicates that the learner's attitude accounts for 75% of the learner's communication skills variability, with the remaining 25% explained by other factors. The F-value of 425.34 indicates that the regression model is significant at the 0.01 level. In contrast, the t-value of 20.62 suggests that the learner's attitude significantly predicts oral communication skills. The correlation coefficient of oral communication skills with learner attitude is represented by the standardized beta of .868.

The learner's learning strategies were added as a predictor of oral communication skills in the second model (Model 2). The adjusted R<sup>2</sup> value of .77 signifies that learners' attitudes and strategies to learn together attribute 77% of the variance in oral communication skills while the other 23% are attributed to other factors. With the inclusion of learners' learning strategies in the model, there is an addition of a two percent (2%) variance. The standardized beta weights indicate that a learner's attitude (.643) is more important than their learning strategies (.268) in predicting oral communication skills.

The third model (Model 3) includes another predictor of oral communication skills: the learner's learning environment. There is an increase in the adjusted R<sup>2</sup> value of three percent (3%) from 77% to 80%, accounting for an additional 3% variance in communication skills.

The teacher's strategies for teaching oral skills were added as another predictor of oral communication skills in Model 4, with a correlation coefficient (r) of .904. The results suggest that oral skills factors have a very high relationship with communication skills. The adjusted R<sup>2</sup> increased to 0.902, implying that these predictors account for only 90% of respondents' communication skills variability, with the remaining 10% attributed to other factors. Furthermore, the beta weights indicate the relative importance of the independent variables, such that the learner's attitude (.395) is the best predictor of oral communication skills, followed by the learner's learning strategies (.333),

the learner's learning environment (.211), and the teacher's teaching strategies (.110). The F-value of 148.25 indicates that the regression model is significant at the 0.01 level. The corresponding t-values for each variable in the model include the learner's attitude (t=4.73), learner's learning strategies (t=4.76), learners' learning environment (t=4.14), and teacher's teaching strategies (t=2.54), are all significant at 0.05, indicating that variable is significant predictors of oral communication skills.

From the regression analysis, it can be deduced that the best set of predictors to describe the oral communication skills of learners is Model 4 (combination of four OC skills-related factors).

## 5. Student's Experiences in Learning Korean as Foreign Language

### 5.1. Learners' experiences in Korean Language Speaking

Findings are organized into five themes based on the responses of the participants. The themes are the following: (1) L2 as both instrumental and interfering to learning, (2) challenged by classmate's progress, (3) opportunities for practice, (4) multiple means of engagement, and (5) input plus variety as a strategy. The emerging themes capture the essence of learners' experiences in speaking Korean as their foreign language. This finding is parallel to the study of Nourzadeh et al. (2020) which highlights that even there are positive learning experiences exist in the classroom these could be overshadowed by the feeling of doubt and worrisome due to the outcomes and results.

#### Theme #1: L2 is both instrumental and interfering with learning

Data indicates that English as a second language is beneficial for learning the Korean Language (KL), particularly for vocabulary development. However, prior knowledge of English could also result in intentional interference with language acquisition. They compare KL to English

instead of viewing it as a distinct language with a specific culture. In addition, learning a foreign language can cause anxiety that can interfere with language acquisition. Incidents of language anxiety happen when learners are worried about performing tasks using a particular language and being assessed for their performance. It is debilitating on the part of the learner (Timpe-Laughlin et al.,2020).

#### Theme #2: Challenged by classmate's progress

Some learners indicate that they do not have a solid motivation to learn KL. This could be especially true because many share how challenging it is in many aspects, especially pronunciation, structure, and vocabulary. However, when they see their classmates making progress, they are challenged to believe that they could learn it. The desire to begin learning a second language and the work put in to maintain it are both examples of what is meant by the term "motivation." Maintaining the initial enthusiasm for studying a second language is challenging for many learners. To create a more learner-centered classroom, students should define individual language objectives to be more engaged in learning (Banwo, 2020).

#### Theme #3: Opportunity for practice

Many learners only practice KL in the classroom. However, statistics indicate that language learners appreciate the opportunity to practice among others, such as family and friends. Learners are not only engaging their language in real-world contexts outside the classroom but also expanding their communication repertoires and acquiring language abilities that are difficult to achieve in the classroom. This is since learners are not only exercising their language in authentic circumstances but also expanding their communication repertoires. Learning and activation can occur inside and outside the classroom, with language learning/activation outside the classroom presenting unique challenges and opportunities (Choi & Nunan, 2018).

#### Theme #4: Multiple means of engagement

Learners have different motivations for learning KL. A personal interest in Korean culture drives many. Another popular reason is the belief that the language would be of practical use in future employment or travels. However, several learners are not motivated to learn KL or whose only motivation is to pass the course because it is part of the requirement. The concept of "engagement with language" is based on the idea of a cycle in which language usage leads to linguistic awareness. Engagement with language and feedback in this sense refers to how students use their existing linguistic resources to get an understanding of the new language's structure and grammar (Oga-Baldwin, 2019).

#### Theme #5: Input plus variety as a strategy

Learners value a variety of strategies to learn KL. These varieties would make learning fun, according to them. It was also observed that learners value both inputs from faculty through lectures, discussion, modeling, and active learning such as games and singing songs. Strategy training aims to decrease the disparity between good and bad language learners and make them more self-directed and independent. Being self-directed in one's own learning is equivalent to "acquiring language-education learning techniques and the methods by which these strategies might be used," as employing language-education strategies is inextricably linked to taking charge of one's own education. Autonomous learning is both autonomous and interdependent, meaning it may occur without a teacher and through classroom cooperation (Rahimi & Allahyari, 2019).

#### CONCLUSIONS

The oral communication skills of BPSU students in Korean language learning are best described in terms of four factors: teaching strategies, learning strategies, learner's attitudes, and learner's learning environment. The learner's attitude and teaching strategies are the most and least significant, respectively. In terms of teaching strategies, providing support and encouragement

to students is the common practice of the learners' FL teacher. Ensuring topic retention also plays a crucial role in OC skills improvement. Meanwhile, the most predominantly used learning strategy by the students is self-evaluation of their strengths and weaknesses in speaking. There was a need, though, to enrich their vocabulary to boost their confidence in leading conversations, as it also leads to a less positive learner attitude towards speaking the language. The most dominant attitude of discomfort and anxiety that students experience when speaking shows the need for more activities to practice OC skills. On the other hand, the eloquence and positive encouragement by the teacher create a conducive learning environment.

The students' experiences in KL speaking are segmented into five themes. L2 is both instrumental and interfering with learning, as prior knowledge in English may lead to proactive interference in KL learning. Students generally do not indicate a very strong motivation to learn the language but are challenged with their classmate's progress. They embrace the opportunity to practice the language when it arises, such as with peers and family. Learners have multiple means of engagement with the language, and lastly, they value different strategies to make the learning process fun and engaging.

#### RECOMMENDATIONS

Teachers must be trained with the essential strategies and techniques for teaching speaking skills, such as a systematic approach to error correction, vocabulary acquisition, strategies for public speaking, and engaging classroom activities such as pair/group activities, role-playing, and small-group discussions. It also helps teachers encourage students to use various social media platforms and watch and listen to Korean-language videos, podcasts, and films to increase their vocabulary and diction. Furthermore, teachers require the support of their institutions and administrations in developing and fostering a positive, conducive learning environment and providing all facilities necessary to expose students to the target language's culture using relevant methodologies. The University Library

should give the students language-learning materials such as well-stocked books and Internet connection in the lab. Professors could give class credit and supervise these actions to boost students' integrative motivation. Additional research is suggested to understand the aspects that contribute to learners' oral proficiency in Korean as a foreign language.

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