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**International Posture, L2 Motivation, and L2 Proficiency among
South Korean Tertiary EFL Learners**

A thesis

submitted in partial fulfilment

of the requirements for the degree

of

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at

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ABSTRACT

International Posture, L2 Motivation, and L2 Proficiency among South Korean
Tertiary EFL Learners

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Today, English is spoken by more non-native speakers than native speakers; current estimates by Graddol (2007) indicate five to one. With this transformation English has become the international language of business and intercultural communication. The emergence of English as Lingua Franca is apparent in Korean society where English plays a defining role in educational, career, social, cultural, and economic domains. Despite such inextricable links the acquisition of English in Korea has not been successful. This study examines the relationship between Korean university students' International Posture or "non-ethnocentric attitude" (Yashima, 2002, p. 57) and their L2 (Second Language) Learning Motivation, and L2 Proficiency in English, first described by Yashima (2002) in her study of Japanese EFL (English as a Foreign Language) tertiary students. The methodology used in this thesis was quantitative as it employed Likert scales in order to elicit students' International Posture, and L2 Motivation, and obtained L2 Proficiency from percentile grades in the TOEIC exam. With the use of path analysis software, AMOS 7, data from 118 university freshman (majoring in English literature) from Hannam University, South Korea were analyzed in order to examine the relationship between International Posture, L2 Learning Motivation, and L2 Proficiency among South Korean EFL students. The results indicated a significant and very strong relationship between International Posture and L2 Learning Motivation and a significant and moderate relationship between L2 Learning Motivation and overall L2 Proficiency. The findings of the study conclude that EFL learner motivation can be understood by an agglomeration of integrative and instrumental motivational orientations. The findings in this study also suggest that the tendency for Korean EFL learners to approach, rather than avoid, interaction with people of different cultures is especially important to understanding

Korean tertiary level students' attitude, motivation and performance in EFL. These findings could be implemented in the classroom by providing Korean EFL learners with safe and appropriate opportunities to interact with foreigners. Potential areas for further research include longitudinal studies (utilizing both quantitative and qualitative research methodologies) that look into the effect of EFL learner age, gender, and teaching pedagogy on International Posture, L2 Learning Motivation, and L2 Proficiency.

DEDICATION

This thesis is dedicated to my wonderful parents, Peter and Beverly Courtney.

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CHAPTER 1. INTRODUCTION

1.1 Overview of Thesis

The goal of this investigation was to provide a better understanding of the motivational aspirations of South Korean tertiary level EFL learners. Current trends in EFL motivational theory suggest that EFL learners are motivated by an affiliation to global citizenry. The findings in this study will help EFL researchers, theorists, and language professionals better understand the underlying attitude, motivations, and aspirations of Korean tertiary level EFL students. It is hoped that the findings in this study might help EFL professionals in Korea better understand how their students' attitude toward and motivation for English relate to their students' performance in English.

This master's thesis is composed of six major chapters. Each chapter is broken down into smaller sections of specific concern. This chapter, being the first, provides an overview of each of the chapters to follow. The second chapter provides a literature review of information that is relevant to the study. This chapter provides seven sections. After section one, the introduction, section two covers the meaning of English as an International Language. This section explains the historical dominance of English and its implications in Asian countries. The third section considers the South Korean ethnolinguistic context. This section concludes that Korean EFL language learners are exposed to a dualism of local (Korean) and global (English) dialogues, each representing different sets of values. The fourth section gives a review of the development of motivational theory in SLA studies to the current conception of motivation today, and concludes that for EFL contexts, Yashima's (2002) study provides the tools to examine South Korean tertiary students' attitude towards this global dialogue and how this attitude and approximation to a globally associated self affects L2 Motivation and Proficiency. The fifth section provides an overview of the theoretical underpinnings of the Yashima (2002) study, and how the study provides a useful framework to examine the relationship between South Korean students' International Posture, L2 Learning Motivation, and L2 Proficiency. The sixth section points to potential areas for further research before the seventh section details the research questions focused on in the current investigation. The eighth section presents a summary and

establishes that the assessment of how South Koreans' International Posture, set against Korea's dualistic ethno-linguistic backdrop relates to motivation, and proficiency is worthy of further research.

The third chapter, Research Methodology, is broken into five sections. This chapter gives an understanding of the methodological procedures that were followed in the current investigation in order to answer the research questions. After section one, the overview, the second section presents a review of the epistemological and methodological issues pertinent to SLA research. After this, information is provided pertaining to the use of Likert rating scales and questionnaires. The second section provides a prelude to a description of the methods adopted in the current study. Section three then gives information relating to the participants in the investigation, and, section four details the five phases of the investigation that were followed in late 2007. Section five concludes that adherence to the methodological procedures described in this section ensured the successful administration of the research project and subsequent quality of data in preparation for the analysis.

The fourth chapter, Results, presents the findings of the study in diagrammatic form. After the introduction, a short discussion regarding the perception of causality between the constructs in the three models is provided. Section three provides an introduction to the three models, and sections four, five, and six depict the three main models that answer the primary and secondary research questions. The seventh section of this chapter provides a comparison of the results between Figures 7 and 8 (Models 2 and 3), before section eight provides a summary of the results.

The fifth chapter, Discussion and Conclusions, considers what the findings in the current investigation mean to South Korean and world EFL contexts. After the introduction, the second section provides a short review of the major findings in the Data Analysis and Presentation chapter. This works as an introduction to the third section that makes a comparison of the findings of the current study to findings in the literature review across three main areas, namely: Findings in Support of Previous Models; Motivation in SLA; and, Ethno-linguistic Change. The fourth section discusses some possible

implications for the Korean EFL classroom before the fifth section considers potential areas for further research. The summary section to this chapter makes up the last part of this thesis.

CHAPTER 2. LITERATURE REVIEW

2.1 Overview

The purpose of this literature review is to provide a summary of the current knowledge pertaining to South Korean learner motivation in EFL (English as a Foreign Language) contexts. The following section (2.2) provides a social, cultural, and political understanding of the rise of English to its current status as *Lingua Franca*. The third section (2.3) depicts the Korean backdrop to the investigation at hand. From an ethnolinguistic perspective this section tracks the history of English in Korea. The section explores how South Korea's deep rooted Confucian values have affected the perception and consequent acquisition of English today. This section also explores the recent trend of English as a form of resistance to conservative values among South Korean youth. The section concludes that, today, the South Korean English language learner is presented with a dualism—on the one hand the English language learner is influenced by locally associated deep rooted conservative Korean values, and on the other, is affected by more globally associated modern and liberalist values, as channeled through the English language. Section four (2.4) of this literature review provides a broad understanding of the development and current understanding of SLA motivational theory. The fifth section (2.5) introduces a study of Japanese tertiary EFL learners by Yashima (2002) and explains how the methodological framework used in this study provides a tool to assess how South Korean EFL students' approximation to International Posture influences L2 Motivation and L2 Proficiency. This section finishes by pointing to some of the weaknesses of the Yashima (2002) study. Section six (2.6) presents potential areas that have scope for further research, these being, the use of participants of Korean descent with English literature majors, and, the use of a more relevant measure for proficiency, namely, the TOEIC (Test of English for International Communication) examination. Finally, section seven (2.7) presents a primary and secondary research question to be investigated in the current research project, followed by section eight which provides a summary of the literature review. Throughout this thesis the words *Korean* and *South Korean* will often be used interchangeably as, although currently separated, both countries share much common history and culture.

2.2 English as an International Language

2.2.1 Introduction

In order to understand the position of English in South Korea it is first important to appreciate how English has reached its current dominant status in the world and throughout Asia. English as a global language and as a means for political, cultural, economic, and educational domination has been analyzed and examined in a large body of literature in the field of education (e.g., Pennycook, 1998; Phillipson, 1992). From this body of research it becomes apparent that it is important to view English from a social, cultural, and ideological perspective, rather than as a mere communicative tool. This first section explains how in many Asian societies English provides political and economic power to its members (Kubota, 1998; Mignola, 1998). The section also depicts the inextricable relationship between English, globalization, and Anglocentric cultures.

2.2.2 Historical Dominance of English

The status that English currently holds as Lingua Franca needs to be understood by the way in which it gained such a status. Crystal (1997) reflects upon the world-wide spread of English in the context of world history, culture and politics and explains that a language does not merely become dominant because of its inherent linguistic properties or link to cultural or regional factors. From an analysis of the languages that have achieved global status throughout history (such as Greek, Arabic, Latin, and Spanish), Crystal identifies that a language must have political power, military power, and economic power in order for a language to be globally dominant. Political, military, and economic dominance have played critical roles in maintaining the expansion of the British Empire to the current world-wide dominance that the English language has held to date. Understanding the historical means by which English has gained its current dominance is important when trying to understand the meaning of English in East Asia and the world.

2.2.3 English, Culture and Society

To understand English as a global language it is also important to consider the English language beyond the conception that it acts merely as a communicative tool for its users. Pennycook (1994) examines the meaning of English in this

regard and posits that it is vital to consider language and meaning not in terms of a language system but “rather in terms of the social, cultural and ideological positions in which people use the language” (p. 31). Kim (2002) helps to explain the position from where East Asians use English: “In EFL contexts such as China, Korea, and Japan, English is deeply associated with social, economic, and educational success in these societies” (p. 27). Because of this association those with access to the English language are likely to gain power and prestige in East Asian societies. Thus English acquisition in East Asian needs to be understood along alongside social, cultural and ideological implications.

2.2.4 Inequality in Access to English Language Education

As described above, the acquisition of English provides access to social and economic success. However, not all English language learners are provided with equal educational opportunities to learn English. For these reasons inequality in English education has been discussed by many language educators (e.g., Pennycook, 1994; Tollefson, 1991). Limited access to learning English leads to a limited access to its associated economic and social advantages. Graddol (2007) helps to explain this trend in the world context:

The increasingly important role that English is now playing in economic processes, in providing access to the kind of global knowledges available in English and the jobs which involve contact with customers and colleagues for whom English is the only shared language, has brought with it the danger that English has become one of the main mechanisms for structuring inequality in developing economies. (p. 38)

Those with economic wealth are provided with better access to acquire English. However, those who cannot afford such services are faced with major disadvantages. Tollefson (1991) explains how economic resources and the limited access to English education affect future prospects.

Those people who cannot afford schooling, who do not have time to attend school, who attend substandard programmes, or who otherwise do not have access to effective formal education may be unable to

learn English well enough to obtain jobs and participate in decision-making systems that use English. (p. 6)

As explained, proficiency in English provides access to economic resources and therefore upward social mobility in East Asian countries. Economic resources provide access to a higher standard of English education, and thus a better opportunity to acquire the language. Therefore, the dominance of English creates and reinforces discrimination and inequality between those who have economic resources and those who do not have them. English has therefore become associated with the language of the economic elite and has also emerged as the key determiner of the growing rift between lower and upper class in East Asian countries (McKay, 2002). The current dominant status of English in the world is closely linked to its associated economic advantages through the power of global economics and capitalism. Kim (2002) explains this relationship with regards to East Asia:

English as a world/global language has successfully made its way to a central position in non-English speaking countries such as Korea, Japan, and China as well as other Southeast Asian nations and countries in the Middle East where people believe the economic power and prestige are connected to the language, English. (p. 29)

In East Asia English is closely linked to the inclusion or exclusion from ongoing education, employment, and higher social positions and thus plays a profound role as a global gatekeeper. It is therefore important to understand the role that English plays in both creating and reinforcing inequality in East Asian contexts.

2.2.5 English, Globalization, and Americanization of Culture

The English language has played, and continues to play, an important role in world systems. The spread of English cannot only be linked to globalization and capitalism but arguably the spread of North American media, values, and cultural products. For these reasons it is important to consider the dominance of the English language both in economic and cultural terms. Pennycook (1994) aptly

summarizes the key points made in this section thus far and in addition points to the dominance of North American media:

[English] has become the language of power and prestige in many countries, thus acting as a crucial gatekeeper to social and economic progress; its use in particular domains, especially professional, may exacerbate different power relationships and may render these domains more inaccessible to many people; its position in the world gives it a role as an international gatekeeper, regulating the interflow of people; it is closely linked to national and increasingly non-national forms of culture and knowledge that are dominant in the world; and it is also bound up with aspects of global relations, such as the spread of capitalism, development aid and the dominance particularly of North American media. (p. 13)

This conception of the role of English (given above) begs the question of whether or not globalisation contributes to cultural and linguistic imperialism. In view of this conception, Su (2005) provides insight into the dominant influence that North American media has had on the South Korean cultural domain:

American ways of feeling and thinking become very visible and therefore influential as American cultural and information products are received and welcomed by the world population. Current Korean society is especially bombarded with the images, ideas and values that are not traditionally Korean but American. (p. 43)

An understanding of the spread of English as Lingua Franca involves recognizing the influence of such hegemonic images, ideas, and values in Asian cultural domains.

2.2.6 Summary

In order to understand the use of English in the world and throughout Asia it is important to recognise the historical role of Anglocentric dominance. Throughout Asia English continues to play an important role in social, cultural, and ideological domains. It should be recognised that, in Asian contexts, English

reinforces discrimination and inequality between those who have economic resources and those who do not have them. The spread of English, with its inextricable link to globalization and capitalism also needs to be understood alongside the way in which hegemonic images, particularly of North American origin, have permeated cultural domains throughout Asia. With a historical understanding of the rise of English now in place, the following section focuses on the position of English in Korea over the past 115 years.

2.3 The South Korean Ethnolinguistic Context

2.3.1 Introduction

An appreciation of the ethnolinguistic context is essential before attempting to analyze and apply motivational theory (Brown, 2007). In order to provide such an understanding this section presents a brief historical overview of the meaning of English in Korea over the past 115 years. This section also explores current ethnolinguistic perspectives and how this affects the acquisition of English in South Korea today. As will become clear, in Korea the meaning of English has been dependent on the political climate of the time. It will also become apparent that today the Korean EFL learner is affected by dualistic cultural conditions: on one hand the learner is influenced by Korea's localized, deeply rooted Confucian ideals, and, on the other, by a more progressive and liberal global dialogue.

2.3.2 A Brief History of English in Korea

Collins (2005) points out that throughout history Koreans were wary of the English language. This had to do with the fact that Korea was the last East Asian country to have contact with the West and it was thus able to witness the impact of Western colonialism on its neighbours (p. 419). A further sign that Koreans were initially wary of the West is that during pre-colonial times (prior to 1882) the Korean imperial court keenly sought to prosecute those who had partaken in Western learning (Collins, p. 419). So, to begin with, anything associated with the West was met with a patriotic sense of resistance. However, this perspective changed in 1882 when Korea signed the monumental Shufeldt Treaty with the United States. Swartout (1996) explains that the signing of the treaty "permitted the arrival of U.S. advisors, teachers and protestant

missionaries” (p. 16). Soon after, in 1883, the first state English school named *Dongmoonhak* was founded (Shim, 1999, p. 247). From this point English developed to become the voice of the Korean peninsula’s resistance to Japanese imperialism. Collins explains that, “in 1896 as Koreans narrowly avoided a Japanese invasion, intellectuals in Seoul, influenced by the American Declaration of Independence and other revolutionary manifests, used English to promulgate a vision of a free Korea” (p. 420). English was then used in a similar way during the period of the Japanese occupation of Korea (1919-1945) as the tool of resistance for Korean intellectuals and nationalists. During this period, however, English was also used by the Japanese to distribute propaganda documenting how their occupation “contributed” to Korean life (Collins, p. 420). Therefore, on the one hand, English was used as a means of social control through the dissemination of Japanese propaganda, and, on the other hand, as a means of resistance to Japanese imperialism and emancipation, through an association with American values. During the period of Japanese occupation, Koreans were forbidden to speak their native language. Kim (2002) explains how this experience echoes in the perception of English even today:

A people who have lived through a history of (Japanese) Colonization and who have been deprived of their native language by their colonizer, Koreans do not overlook the current position that English takes up in the society and other related social, cultural, and educational issues. (p. 2)

During The Korean War (1950-1953) and the tumultuous years thereafter, English was the language of the most recent wave of occupiers, the U.S. Army. During this time the role of English shifted from that of resistance to one of collusiveness and opportunism. Cummings (1997) explains the perception of that time: “Koreans therefore attached themselves to Americans by any means necessary, hoping against hope to get to America—uniformly conceived as a country where the streets were paved with gold, a fabulous PX¹ in the sky” (p. 304).

¹ A service mark used for a store on a military base that sells goods to military personnel and their families or to authorized civilians.

As alliances with the US grew alongside state controlled industrial development, English became associated with opportunities on South Korean soil. During this period of rapid progress, English instruction began to flourish, and, in the 1960s, South Korean teachers were being trained to teach English. Collins (2005) points out that “by the 1970s and 80s the English language was already associated with middle class and cosmopolitan values” (p. 423). After the successful hosting of the 1988 Olympics in Seoul, the Korean government associated English with cultural and economic globalization and encouraged English language education in an attempt to become internationally competitive. The administration at the time, run by Kim Young Sam (1993-1998), initiated a program known as *Segyehwa* (globalization), which placed heavy emphasis on English instruction (Collins, p. 424). This initiative was based on the premise that Koreans saw themselves as deficient in the degree to which they are globalized after being a closed country for so long (Kim, 1996). Globalization in Korea, at the time aimed to: 1. Create a first rate nation; 2. Democratise all aspects of life; 3. Maintain national unity by rising above class, regional, and generational differences; 4. Strengthen Korea’s national identity as the basis for successful globalization; and, 5. Enhance a sense of community with all humanity (Kim, 2000). This initiative had a major influence on the current perception of the importance of English to South Korean economic development. Today, to the South Korean citizen, English holds symbolic capital and is viewed as a means of gaining economic and social success. This idea is echoed throughout Prey’s (2005) master’s thesis, that in South Korea, “English allows for ready access to real capital and greater upward social mobility” (p. 103). One comment made by interviewee Sung Tcho, a highly successful English language institute CEO, helps to explicate how English is inextricably linked to Korean society (Prey, 2005):

English is more than simply a tool for communication in Korea. It is rather the new determiner of class. Class lines are constituted around English knowledge. This is because the TOEIC [Test of English for International Communication] test is the central gauge of employability for all the best jobs. (pp. 98-99)

Thus, the primary motivations for improving proficiency in English centre on employability, upward social mobility, and status. In this respect, the English language is very desirable in Korean society. Over the past 115 years, the meaning of English in Korea has been dependent on the changing political climate. English in Korea has been thought of as unpatriotic, revolutionary, collusive, economically advantageous, and cosmopolitan. Understanding how this complex history reverberates in the South Korean perception of English and globalization is an important aspect in understanding the meaning of English in South Korea today.

2.3.3 The Perception of English Today

South Korea is an *Expanding Circle* country according to Kachru's (1992, p. 356) Concentric Circle Model (see Appendix A). This means that English is not an official language nor is it currently a recognized second language in South Korea. However, English has grown to become an enormous industry in South Korea. Card (2006, ¶ 2) reports that the total expenditure of English language learning amounts to 1.9% of South Korea's Gross Domestic Product (GDP), the highest rate recorded in the world. Additionally, all South Korean children receive a minimum of six years of English instruction in school. In spite of this Koreans' performance in English examinations is considerably poor. According to Yoon (2008, ¶ 3) South Korea stood at 107th out of 143 non-English native countries in terms of the average internet-based TOEFL (Test of English as a Foreign Language) score from September 2005 to December 2006. Moreover, Rahn (2006, ¶ 7) reports that foreigners selected South Korea from 12 Asian countries as the country where communication in English is most difficult. The reason behind this inconsistency lies in an array of cultural factors that influence the perception of English and its subsequent poor acquisition. These factors include Korea's Strong Stance on Nationalism (2.3.3.1), Korea's Confucian Heritage (2.3.3.2), The Inadequacy of Korea's Public English Education System (2.3.3.3), The Inadequacies of English in the South Korean Context (2.3.3.4), and, English as a Form of Resistance to Conservative Values (2.3.3.5). Each of these factors will now be examined in turn.

2.3.3.1 Korea's Strong Stance on Nationalism

It is believed by some in South Korea that the inroads made by English are imperialist and an invasion of national identity. To gain a full understanding of the Korean perspective on the English language, one must also consider Koreans' strong stance on nationalism. Koreans take a lot of pride in their 4000-year history. The Korean Overseas Information Service (1995) explains that the "beginning of Korean history is often dated to 2333 B.C., when King Tan-gun established the first kingdom named Chosun, literally meaning the 'Land of Morning Calm'" (p. 13). The Korean alphabet was developed under King Se-jong in the early part of the 15th century and the written system, known as *Han-gul*, "is considered one of the most scientific writing systems in use in the world" (The Korean Overseas Information Service, 1995, p. 12). Furthermore, *Han-gul* is considered to be the most linguistically distant from the English writing system amongst all commonly spoken languages in the world today (Elder & Davies, 1998). Niederhauser (1997) provides an understanding of how Koreans' strong stance on nationalism affects the perception of the English language: "Each year around Hungul Day, which commemorates the promulgation of the Korean alphabet, newspaper articles and editorials complain about foreign words that are 'contaminating' the Korean language and about professors who 'overuse foreign languages.' The Korean language, these writers claim, must be protected 'from an all out invasion of foreign languages'" (§ 7). Similarly, "one college freshman told [Niederhauser] in confidence that she was afraid of forgetting her Korean if she spent too much time studying English" (§ 7). Given Korea's long history and linguistic and cultural uniqueness, strong motivations exist among some EFL learners to maintain a sense of nationalistic identity. This is seen to demotivate English language learners who believe that English, being externally imposed upon them, is a threat to their first language and even their national identity.

2.3.3.2 Confucian Heritage

In their discussion of Chinese EFL learners Wen and Clement (2003) establish that,

an examination of the basic concept of Confucianism and the teaching of Confucian classics reveals that cultural values are the dominant force shaping the individual's perception and way of learning. (p. 18)

Therefore, by considering the Confucian heritage of South Korea, valuable insights can be made into the way South Korean English language learners perceive and learn English. These insights can be categorized into four main areas: collectivism, the insider effect, submission to authority, and linguistic inadequacies.

Gudykunst (1998) states that “individualism and collectivism exist in all cultures, but one pattern tends to predominate” (p. 108). In Korea collectivism plays an important role in defining Korean citizens' strong ties to Confucianism. Kim (2007) establishes that “in social and familial relations Korea commands the dubious distinction of being the most Confucian (traditional) place on earth” (p. 46). Heavily influenced by Confucianism, Korean culture is considered very collectivist. For Confucius, the self did not exist as an independent entity. Its reality is concentrically linked to family, the community, the nation and world (Chai & Chai, 1965). As a result, Koreans are very sensitive to the social evaluations made by others. They are more sensitive to the judgment of their language behaviors and are less likely to become involved in in-class or out-of-class communication in English (Wen & Clement, 2003). This is supported by Harshbarger, Ross, Tafoya, and Via (1986) who find that “Korean students are often quiet, shy and reticent in language classrooms. They are uncomfortable with public physical contact and overt displays of opinions or emotions, suggesting reserve and introversion” (p. 1). These tendencies lead to less practice in speaking English and thus impede the development of L2 speaking ability.

In Confucian cultures clear lines are drawn between in- and out-groups. This is known as the *insider effect*. According to Carr (1973), Chinese (and Korean) divide people into two categories: those they know intimately (insiders) and those they do not know (outsiders). As a result, Koreans are inclined to maintain distance from out-groups and their cultures. Therefore,

when Koreans are provided with opportunities to interact with English speakers, it is common for them to shy away at the expense of their success in English language learning.

Submission to authority is another way to look at Korean students' reluctance to use and communicate in English. Pratt (1992) explains that according to Confucianism, "the whole process of learning and education was oriented to the mechanical memorization of ideals" (p. 302). This tradition is followed in Korean classrooms today where students are submissive to the "all knowing" authority of the teacher whose language teaching style is predominantly teacher-centred, and, whose teaching methods are focused on rote memory and grammar-translation. Wen and Clement (2003) point out that, in this context, "both students and teachers tend to believe that learners' English proficiency is built on teachers' lectures rather than their own practice" (p. 23). However, as Wen and Clement (2003) ascertain, when students do communicate, whether inside or outside the classroom, they "are so concerned with correctness that they tend to hesitate, avoid speaking or withdraw" (p. 23). For this reason, Korean language learners' tendency to submit to authority occurs at the expense of building their communicative competence in English.

2.3.3.3 The Inadequacy of Korea's Public English Education System

Local South Korean educators' limited abilities in both English and English education is regarded as a major inhibitor to the development of South Koreans' English ability. In order to gauge the effectiveness of South Korea's public English education system McGrath (2001) surveyed 100 middle and high school teachers attending in-service training at Gyeongsang National University and teachers attending the In-service Training Institute in Gummi. The results revealed that the teachers in the study did not speak English adequately enough for many classroom purposes. The inadequacy of Korean middle and secondary English education system is echoed in Korea's tertiary English education system. English education specialist Professor Byung-min Lee provides the following statement in a newspaper interview with Korean staff reporter Kang (2007) in the Korea Times: "Departments of English language in Korean universities are restricted by academicism and professors'

selfishness, so many of the students just read English original texts or literatures and they don't use English in the classes" (¶ 2). Professor Lee explains that, "all universities have English studies departments and if they had produced well-qualified graduates, Korea would not be named a country of poor English skills" (¶ 3). Professor Lee goes on to explain that the problem with Korean universities originated from the Joseon Dynasty (1392-1910) where Confucian ideals and doctrines were entrenched into Korean society. Professor Lee points out that "interpreters were not respected during that time and noblemen only read classic books" and "the trend influences today's universities. Still many professors believe English skills are not something to learn at universities but at language schools out of schools" (¶ 4). Therefore, the lack of the ability of English educators in the tertiary teacher training sector has had a negative influence on the abilities of both middle- and high-school teachers throughout Korea. This, in turn, has had a negative influence on Korean middle- and high-school students' ability to use English. It could therefore be argued that Korea's entrenched perspective of academicism has hindered progress in English throughout all sectors of English education.

2.3.3.4 Inadequacies of English in the South Korean Context

Another factor that needs to be considered when looking at the role of English in South Korea is the inadequacy of the English language with respect to the South Korean context, specifically in family and inter-social relationships. In traditional Korean society, age and social status are revered and the Korean language (and various registers within the language) reflects the status of the interlocutor, whether they are younger, the same age, slightly older, or much older. Egalitarian forms of address used in English can seem insulting to Koreans who live in a very stratified culture. In family relationships the bare English translation falls short of understanding social relationships in Korea. For example, the way a Korean addresses a sibling would depend on the gender and age of the speaker, and, the gender and age of the interlocutor. For example, a Korean male would address his older sister as *nu-na*, whereas a Korean female would address her older sister as *on-i*. Given such disparities, the English language is culturally inadequate in many Korean contexts. This is seen to influence the acquisition and expansion of English in South Korea.

In language learning, the more one communicates, the more practice one gets in speaking, and, the more one learns (Brown, 1987; Rubin and Thompson, 1994). Korea's principles of collectivism, with clearly defined in- and out-groups, an inclination to submit to authority, in addition to the inability of local educators, hinders practice and opportunities to communicate in English. Moreover, even if these boundaries are negotiated, the egalitarian nature of English is often linguistically inadequate for Korean Confucian culture.

However, in recent times, coinciding with the emerging role of English as Lingua Franca in Korea, many of South Korea's traditions and long standing conservative values have been challenged. Upon examination of the use of English in the South Korean media we begin to see lines drawn between Korea's conservative values and traditions and a globally associated youth culture and liberalist ideals.

2.3.3.5 English as a Form of Resistance to Conservative Values

Lee (2004; 2006) tracks the use of English in the local Korean media in two separate studies. One of these studies (Lee, 2004) addresses the phenomena of English-Korean code switching by young K-Pop (Korean pop music) artists and concludes that K-Pop provides "a discursive space" (p. 433) for South Korean youth to reject conservatism and create new meaning through appropriating local and global dialogues. Lee's (2006) second study examines the use of English in television advertising in South Korea. In this study Lee (2006) found that within the domains of technology, gender roles, and cultural forms, English creates space for young Korean English learners to identify with modernity and globalization.

Lee (2004) collected data from lyrics posted on major K-Pop music websites, top 50 radio charts, and TV stations in late 2001. Lee (2004) found that English was integrated into K-Pop through code-switching of a single word to an entire song in English. One of the interesting points drawn from the study was the sharp contrast between the content that was portrayed in English and Korean in songs. Expressions of romance and sexual desire were almost exclusively expressed in English (p. 436). Lee (2004) points out that such discourse sounds awkward and almost unheard of in Korean (p. 436). One example originates from the song entitled "Everything" by Fly to the Sky,

where the artist expresses resentment about his girlfriend's promiscuity, with the line, "*should have known you was a hoe* [whore]". However, in Korean the singer expresses ideals of patience, forgiveness and a desire for her to come back to him (p. 436), a significant change in rhetoric. Perhaps the most vivid example comes from the singer Yang Dong Geun, who aggressively challenges the heterosexuality of his critics by proclaiming, "[If] *you don't like my yenge palum*²... *suck my dXXX*". According to Lee (2004) "English lyrics vocalise an assertive, pleasure-seeking, and self-indulgent liberal's position," whereas Korean lyrics... "represent a reserved, wholesome, and introspective conformist's view" (p. 446). Considering the dissimilarity represented by the two codes in the above songs it becomes apparent that English is used by Korean youth as a means to associate themselves with youth culture, in direct opposition to conservative or traditional Korean norms.

In the other study Lee (2006) compares 720 advertisements in primetime weekend positions shown on the three major Korean television networks. Of the 720 commercials, 603 featured some English, while only 117 were Korean-only. Analysis of the advertisements showed marked differences with regards to the identity associations of the two categories of commercials. Korean-only advertisements targeted the following consumers: elderly citizens, financially stable middle aged males, and Korea as a nation" (p. 73). Conversely, the English mixed commercials focused on the following class of people: Rebellious teenagers; college students with an unconventional mindset; young, stylish career women; *misicok*³; self reliant elementary children; fun-loving, young male office workers; and looks-conscious young 'metrosexuals'" (p. 74). This generational split depicts the sharp contrast between the way in which English and Korean is perceived by the South Korean population. English, used in marketing in such a way, has a strong connection to youth culture and modernity.

Examination of the use of English in K-Pop and Korean television provides valuable insights into the current role English plays in South Korea and thus some

² *Yenge palum* means English pronunciation

³ Lee (2006) defines *misicok* as "young married women looking and acting like single women. It has positive connotations" (p. 90).

insight into the possible motivations of Korean EFL students. As explained an analysis of English used in the South Korean media draws clear lines between Korea's conservative values and traditions, and, globally associated liberalist ideals and youth culture. The use of English in South Korean pop music resonates with more liberalist ideals as opposed to Korea's more long standing conformist views. In a similar way, the use of English in Korean television commercials demonstrates the connection English has to youth culture and modernity as opposed to traditional South Korean culture. Perhaps Lee (2004) provides the best summary of this dualism from the perspective of the South Korean English language learner:

Mixing two language codes epitomizes South Korean youth's battle with their unsettling identities in dealing with the tension between the global and local dialogues to which they are simultaneously exposed. (p. 446)

2.3.4 Summary

Throughout Korean history the meaning of English has been dependent on the political climate of the time. To the collective Korean psyche, English has been thought of as unpatriotic, revolutionary, collusive, cosmopolitan, and economically and socially advantageous. The ways in which these perceptions still resonate are not to be discounted. English and globalization have played defining roles in the rapid industrialisation and the current economic success of South Korea and its people. In spite of this, and Korea's huge English education sector, Koreans' communicative proficiency in English is considerably poor. Reasons for this can be attributed to Korea's strong stance on nationalism, their traditional Confucian heritage, the failure of local education, and the linguistic inadequacies that English has with relation to Korean cultural traditions. However, recent analysis of South Korean media reveals that English is used by Korean youth as a means to resist Korea's conservative values and associate themselves with a more liberal and progressive set of ideals. This conflict between liberal and conformist values can be perceived as the direct result of Korean youth's exposure to local and global dialogues. With this backdrop in mind, an investigation into how

Korean English language learners' attitude toward and perception of this dualism might affect their level of motivation and proficiency in English language learning is worthy of attention. In order to explore this area, the following section provides an overview of the development of motivational theory in SLA.

2.4 Motivation in SLA

2.4.01 Introduction

This section provides a broad understanding of the development of motivational theory in SLA. Most importantly, this section provides a review of the four main motivational constructs: integrative and instrumental; and, intrinsic and extrinsic. The section then explains how it has been difficult to consolidate the four motivational constructs because of the inconsistent findings in different socio-historical contexts, in addition to the agglomeration of the four motivational constructs in EFL contexts. Thereafter, a study of Japanese EFL tertiary students (Yashima, 2002) is detailed as it provides a useful tool to assess today's conception of EFL learner attitude and motivation in EFL contexts.

2.4.02 Motivation and SLA

Motivation belongs in the affective (or emotional) domain of SLA literature and is a central variable in any SLA research topic. Ehrman (1996) draws attention to the fact that "student feelings have as much power to affect their learning success as their styles and strategies" (p. 135). The word *motivation* is arguably the most frequently used term among language professionals to account for the success or failure of language acquisition. Motivation in SLA is concerned with the question central to SLA research, why some learners learn better than others. Countless studies and investigations have shown that motivation is a key to learning in general (Deci, 1975, Maslow, 1970; Weiner, 1985). It is certainly the most prevalent of all the emotional factors discussed over the years, by both teachers and SLA researchers (see Dornyei, 1998, 2001a, 2001b, 2003, 2005; Dornyei & Schmidt, 2001; Dornyei & Skehan, 2003; Gardner & Lambert, 1972; Spolsky, 2000).

2.4.03 The Importance of Motivation in Teaching and Learning

To understand and appreciate the concept of language learner motivation it is important to acknowledge the active role that learners take in second language learning. Crookes and Schmidt (1991) put emphasis on the active role of language learners who make decisions about their actions and behaviour:

In various learning contexts, one may be able to choose to take a course or not, to pay attention in class or not, to re-enrol or drop out, to study for an hour or two or not at all, to master the lexicon of one field rather than the other, to talk to native speakers on particular occasions or to let the opportunity pass, and to persist in the struggle to communicate meanings in a second language or not. (p. 479)

Motivation, therefore, is a crucial factor in the acquisition of a second or additional language. Motivation determines the extent to which learners are involved in tasks, and also provides momentum in their endeavours to acquire another language (Crookes & Schmidt, 1991; Dornyei, 1994; Gardner, 1985; Oxford & Shearin, 1996). Chomsky (1988) draws attention to the important role that educators play in activating language learner's motivation: "The truth of the matter is that about 99% of teaching is making the students feel interested in the material" (p. 181). It is easy to recognize the significance of motivation in the language learning process. Motivation directly influences language learners' decisions, levels of engagement and consistency of learning behaviour, and, also affects the way language educators go about making curricular and pedagogical decisions.

2.4.04 Defining Motivation

Motivation is seen as being a complex interaction of variables. From a broad perspective motivation can be seen as a cluster of factors that "energize behavior and give it direction" (Hilgard, Atkinson, and Atkinson, 1979, p. 281). However, Scovel (2001) points out that it is "hard to get a fix on a central and common meaning [for it]" (p. 122). Brown (1994) is more forthcoming and provides us with a definition which includes the role of the individual learner: "Motivation is the extent to which you make choices about (a)

goals to pursue and (b) the effort you will devote to that pursuit” (p. 34). In order to more accurately understand motivation in SLA one must gain an understanding of the relevant models, theories, and elements pertinent to the SLA field.

Motivation has been traditionally understood as being divided into integrative and instrumental, and intrinsic and extrinsic categories. Each of these four categories is now discussed in turn.

2.4.05 Integrative and Instrumental Motivation

For about three decades leading into the late 1980s, the majority of noteworthy research regarding motivation in SLA studies was initiated and developed by two Canadian psychologists, Robert C. Gardner and Wallace E. Lambert. Over a period of 12 years they studied foreign language learners from Canada, The United States, and The Philippines, to determine how attitude and motivation affected success in the acquisition of foreign languages. Gardner and Lambert’s research aspirations in the field were initiated from the simple notion that L2 achievement is not only connected to the individual learners’ linguistic aptitude or general intelligence (topics of major concern at the time), but also to the learner’s motivation and curiosity in learning the target language and culture. Over the years they found that two different clusters of attitudes provided two basic types of what Gardner and Lambert identified as *integrative* and *instrumental* motivational orientations. Dornyei (2003) provides a functional and broad understanding of an integrative orientation: “An ‘integrative’ motivational orientation concerns a positive interpersonal/ affective disposition toward the L2 group and the desire to interact with, and even become similar to, valued members of that community” (p. 5). On the other hand, Arnold and Brown (1999) consider *instrumental* orientation as having “to do with practical reasons for language learning, such as getting a promotion” (p. 13). Brown (2007), perhaps more aptly, describes the instrumental side of the purported dichotomy as the acquisition of a language “as a means to attaining instrumental goals: furthering a career, reading technical material, translation and so forth” (p. 170). Theories and findings based around integrative and instrumental motivational constructs dominated SLA theory until the early 1990s (e.g., Gardner & MacIntyre, 1993).

2.4.06 *Integrative and Instrumental Orientations and Motivations*

Relevant to this study, and SLA theory, *integrativeness* can be conceived as both an orientation and a motivation. As explained above, an integrative orientation concerns a “positive interpersonal/ affective disposition” (Dornyei, 2003, p. 5) towards the L2 language group, whereas, an integrative motivation involves “the combination of effort plus desire to achieve the goal of language learning plus favourable attitudes towards learning the language” (Gardner, 1985, p. 11). From this perspective it can be conceived that the type of integrative orientation a language learner holds directly influences a language learner’s integrative motivation. A similar conception of instrumental orientation can be made. Liu (2007) explains that the “role of orientation is to help arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative orientation) or a strong practical quality (instrumental orientation)” (p. 127).

2.4.07 *Integrative and Instrumental Motivation and Performance*

Gardner and Lambert’s (1959) initial investigation in the area of L2 learning motivation concluded that integratively motivated language learners were generally more successful than instrumentally motivated ones. Through the elaboration of these socio-psychological findings in combination with educational dimensions, Gardner and his Canadian associates later developed this concept into a more comprehensive model, termed the *Socio-Educational Model* (Gardner, 1988a). In this model the Canadian researchers’ attention remained centred on integrative orientation. From within this socio-psychological framework many investigations conducted by Gardner and his associates supported the hypothesis that integrative orientation plays an important role in relation to L2 achievement. In other words, integratively orientated learners were more actively and voluntarily engaged in classroom activities and achieved higher proficiency than instrumentally orientated learners (Gardner, 1985, 1988a, 1988b; Gardner & Lambert, 1959, 1972; Gardner & Smythe, 1975). Since the inception of the Socio-Educational Model other researchers have expanded upon original Gardnerian principles by including other concepts from numerous branches of psychology (Crookes & Schmidt, 1991; Dornyei, 1994; Oxford & Shearin, 1994). Among these concepts are hierarchies of need, from safety to self-actualization (Csikszentmihalyi & Csikszentmihalyi, 1998) and theories expanding the intrinsic-extrinsic motivational dichotomy (Deci,

1992). As a result, Gardner and his Canadian colleagues expanded their model to include many of these concepts (see, for example, Gardner & Tremblay, 1995).

2.4.08 Intrinsic and Extrinsic Motivation

In its broader sense, intrinsic motivation can be seen as the act of “doing the activity for the feelings associated with exploring new ideas and acquiring knowledge” (Dornyei, 2005, p. 78). Scovel (2001) suggests that in this sense, “the joy is in the journey, not the destination” (p.122). Extrinsic motivation, on the other hand, “comes from the desire to get a reward or avoid punishment; the focus is on something external to the learning activity itself” (Arnold & Brown, 1999, p. 14). The combination of both intrinsic and extrinsic forms of motivation is seen as being optimal for the acquisition of a second language. Research conducted by Gan, Humphreys, and Hamp-Lyons (2004) revealed that “the majority of successful students seemed to be motivated both externally and internally” (p. 240). Intrinsic and extrinsic motivations are highly applicable to foreign language classrooms around the world. Brown (2007) points out that “regardless of the cultural beliefs and attitudes of learners and teachers, intrinsic and extrinsic factors can be easily identified” (p. 174).

2.4.09 Relationship between All Motivational Constructs

All of the sets of motivationally related constructs (e.g., self actualization, intrinsic/extrinsic, and integrative/instrumental, to mention a few) are believed to overlap and interact in different ways. For example Noels, Clement, and Pelletier (1999) consider that “externally regulated extrinsic motivation and the instrumental orientation are similar... in that they both emphasize the role of tangible rewards external to the language learning process” (p. 31). However, the authors of that investigation consider that these relationships remain speculative. Noels, Pelletier, Clement, and Vallerand’s (2000) comprehensive empirical investigation of the relationship between the four motivational constructs (integrative, instrumental, intrinsic, extrinsic) suggests that the manner in which these different motivational processes can be consolidated into a more comprehensive model, remains the subject of future research (pp. 78-79).

2.4.10 Ambiguity and the Socio-Historical Milieu

Ambiguous research findings in the field of SLA have further complicated attempts to reconcile motivational theories. The following results from three separate pieces of research into integrative and instrumental motivation provide an example of such inconsistency.

Warden and Lin (2000) found no evidence that English majors in Taiwan possessed any strong integrative orientation to language learning. The participants in this study were non-English majors who were required to read content-area text books in English. The researchers in this investigation attempted to determine the factors that motivated this group of students to engage in English for Academic Purposes (EAP) reading activities. Three students were invited to reflect upon their own EAP reading experiences and discuss situations in which they were more willing to read. From this information a questionnaire containing 18 statements was distributed to 212 college business majors. Descriptive statistics showed that learners were more motivated to read when: 1. Teachers were available to answer questions; 2. Key points were highlighted clearly in textbooks; and, 3. Reading skills were taught. At no stage throughout the entire project was integrative motivation a prominent factor that influenced motivation.

In another study Gardner, Masgoret, Tennant, and Mihic (2004) found integrative and instrumental orientations to have approximately the same impact on learners of French in a Canadian university. The study utilized 197 university students who were tested six times throughout the year. The researchers in this study used the Socio-Educational Model of Second Language Acquisition (part of which is shown on Figure 1) as the basic framework for their investigation. The researchers considered how the model postulates that language learning is a dynamic process in which experience can influence affective variables and affective variables influence second language proficiency. The study revealed that, further to the finding stated above, patterns of change over time were moderated by achievement in the course.

Csizer and Dornyei (2005) discovered that, among 8,593 13- and 14-year-old Hungarian students of foreign language, integrativeness was by far the

most important factor contributing to success. In this study seven components of L2 motivation were conceptualized from previous factor analyses. These included integrativeness, instrumentality, vitality of the L2 community, attitudes toward the L2 speakers/community, cultural interest, linguistic self-confidence, and milieu. With the use of structural equation modeling software the researchers revealed that the component of integrativeness was the single most important factor affecting language learning, mediating all other responses to the questions asked.

One possible reason for the above inconsistencies is that all the above studies pertained to different language learner groups, with different target languages. Brown (2007) provides support to this argument: “The degree of impact of either orientation [i.e. Integrative and instrumental] will depend on the individual learners, educational contexts, cultural milieu, teaching methodology and social interaction” (p. 172). This reasoning forced researchers to take into consideration the complexities pertinent to each research context. By focusing on contexts where English is taught as a target language, several researchers (Coetzee-Van Rooy, 2006; Irie, 2003; Kimura, Nakata, & Okumura, 2001; Lamb, 2004) have shown that the inability to consolidate all four motivational constructs (integrative and instrumental; and, intrinsic and extrinsic) was not only the consequence of attempts to draw conclusions across multi-various contexts, but, also the result of the agglomeration of the same four constructs in EFL or World English contexts. This is now explained further.

2.4.11 Globalization and a Merging of Integrative and Instrumental Constructs

Irie (2003) provides a review of research pertaining to the motivational dispositions of EFL learners in Japan and points to the blurring of the integrative and instrumental constructs. Irie concludes that in Japanese EFL contexts, “the positive disposition factor [integrative] included items of utilitarian interest [instrumental], such as traveling, which blurred the distinction between integrative and instrumental motivation” (p. 91). This blurring has also been explicitly expressed by Kimura et al. (2001) when they discussed an *Intrinsic-Instrumental-Integrative Motive*. Moreover, Lamb

(2004) in his qualitative study of English language learners in Indonesia, helps to flesh out this conceptual agglomeration:

We have seen that integrative and instrumental orientations are difficult to distinguish as separate concepts. Meeting with Westerners, using computers, understanding pop songs, studying and traveling abroad, pursuing a desirable career—all these aspirations are associated with each other and with English as an integral part of the globalization processes that are transforming their society and will profoundly affect their own lives. (p. 13)

In today's globalized world "the number of economic, political, social and human linkages between societies are greater than at any previous time in history" (Kinnvall & Jonsson, 2002, p. 4). There is no doubt that English plays a major role in creating these linkages. Lamb (2004) helps to describe this shift from the perspective of the English language learner:

In the minds of learners, English may not be associated with particular geographical or cultural communities but with a spreading international culture incorporating (inter alia) business, technological innovation, consumer values, democracy, world travel, and the multifarious icons of fashion, sport and music. (p. 3)

Today, the target language and cultural community of English has become less associated with its Anglo-centric roots (Graddol, 2007). The forces of globalization have now made it difficult to distinguish between integrative and instrumental motivational constructs in EFL contexts. Traditional motivational theories have thus lost their explanatory power and are no longer applicable to world English learners. This trend has forced recent attempts to reinterpret SLA motivational theory. These attempts are discussed below.

2.4.12 Reinterpretations of Integrative and Instrumental Motivation

Dornyei's (2005) most recent reinterpretation of the agglomeration of integrative and instrumental motivation depicts an extension of the integrative

orientation to include a “virtual or metaphorical identification with the sociocultural loading of a language” (p. 97). Unique to the world of English, this identification is associated with what Dornyei (2005) describes as “a non-parochial, cosmopolitan, globalized world citizen identity” (p. 97). This identity is seen as extending to include instrumental aspects because, as Dornyei explains, “the English-speaking world coincides with several of the technically most developed and industrialized nations and therefore English has become the language associated with technological advances, for example computing and the internet” (p. 97). The concept of a global identity corresponds well with psychological research on the effects of globalization. Arnett (2002) portrays this contemporary view by arguing that “most people now develop a *bicultural identity* in which part of their identity is rooted in their local culture while another part stems from an awareness of their relation to the global culture” (p. 777). Learning English as a foreign language provides learners with an opportunity to approximate a more globally involved self-construct and speech community.

2.4.13 *Local Integration verses Global Integration*

Some authors point to the associations L2 learners hold with more local L2 communities as opposed to a more globally associated speech community. Perhaps the first such notion was posited by Shaw (1981): “At least the whole aspect of integrative motivation should be reexamined in terms of a desire among learners to join an indigenous group of English language speakers or a vague international one” (p. 121). This quote raises the question of whether L2 learners aspire toward an affiliation with a local group of English speakers or a global one. Coetzee Van-Rooy (2006) helps to illustrate this localized affiliation through her conceptualization of “a New Local Inner Circle (represented by the local urban middle-class institutionalized variety of the second language)” (pp. 448-449). However, Coetzee Van-Rooy concedes that this conceptualization needs to be explored further. In this thesis it is argued that the local indigenous group of English speakers in South Korea (or in any community) is still representative of an affiliation to a global speech community, because English plays the role of *Lingua Franca*. Therefore, L2 learner identification with proficient local speakers can still be seen as part of the bridge between a local and a more globally orientated self. Perhaps Lamb

(2004), with the use of the word *involved*, most aptly describes this global identification as an “aspiration towards a bicultural identity which incorporates an English-speaking globally-*involved* [italics added] version of themselves in addition to their local L1-speaking self” (p. 1).

2.5 The Yashima (2002) Study

2.5.01 Introduction

The concept of affiliation to a global speech community (described in 2.4.12) is central to a study of Japanese EFL tertiary students conducted by Yashima (2002). In the Yashima (2002) study the International Posture construct encapsulated the students’ association to a global speech community. The current investigation draws upon methodological aspects from the Yashima (2002) study. Therefore, this section provides a brief review of the Yashima (2002) investigation, focusing on the constructs pertinent to the current study. After this, the introduction (2.5.1), the second part of this section (2.5.2) provides details relating to the theoretical underpinnings of the Yashima (2002) study. The third part of this section (2.5.3) describes the methods used in the study, including participants, procedures, and relevant measures. The fourth part of this section (2.5.4) will detail the results and conclusions drawn from the study. The fifth part (2.5.5) points to some of the weaknesses in the Yashima (2002) investigation, before the sixth and final part (2.5.6) of this section, the summary.

2.5.02 Theoretical Underpinnings of the Yashima 2002 Study

MacIntyre and Charo’s (1996) Model of L2 Willingness to Communicate (WTC) and Gardner’s (1985) Socio-Educational Model served as basic frameworks behind the Yashima (2002) study (these models are presented in Figure 1 and Figure 2 respectively).

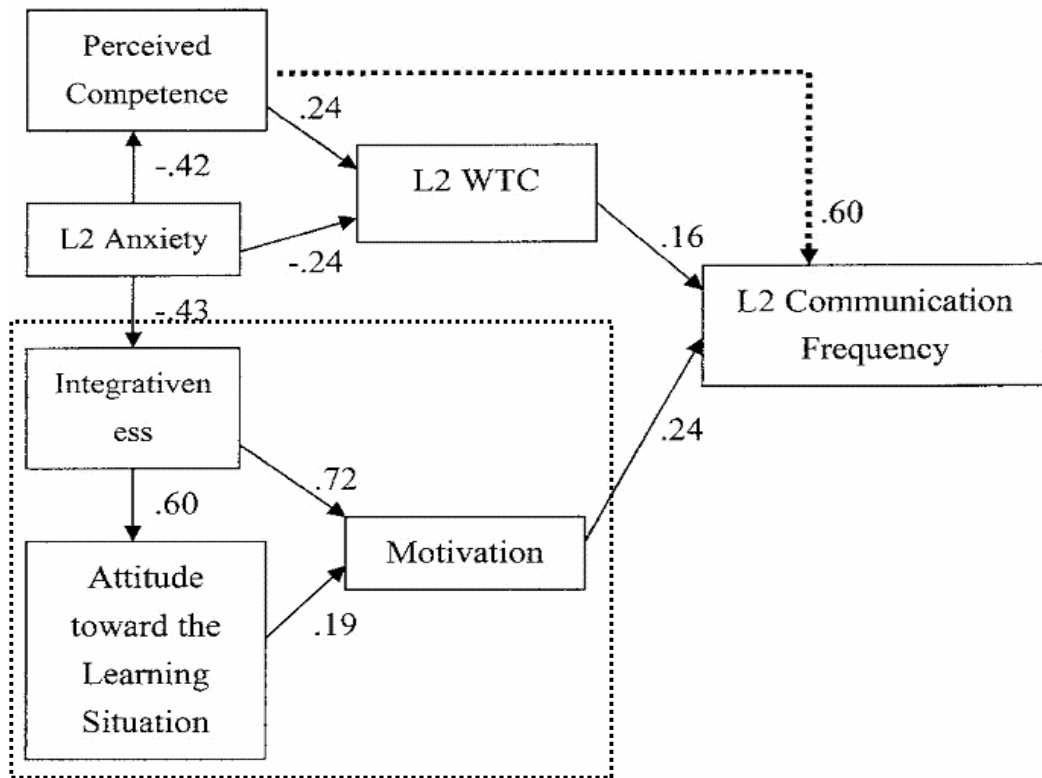


Figure 1. MacIntyre and Charos' (1996) Model of L2 Willingness to Communicate.⁴

The methodology used to present the results in Figure 1 draws upon *Structural Equation Modelling* (SEM) which is a statistical technique for testing and estimating causal relationships (for an in-depth discussion regarding causality see 3.2.4, Causal Relationships in Structural Equation Modelling). In the MacIntyre and Charos (1996) study data was drawn from 92 Anglophone students (studying French) pertaining to each of the observed variables (depicted by rectangles in Figure 1). This data set was then processed by SEM software which then provided standardised regression weights for each path (these weights are placed adjacent to each single headed arrows depicted in the Figure 1). Regression weights generally vary from -1.00 (total negative causal relationship) and 1.00 (total positive causal relationship). It is important to note that theory driven paths are represented by a solid arrow and data driven paths are represented by dotted arrows in the above model⁵. Regression weights values over .2 are considered

⁴ From "Personality, Attitude, and Affect," by P. MacIntyre and C. Charos, 1996, *Journal of Language and Social Psychology*, 15, p. 12.

⁵ The path from Perceived Competence to L2 Communication Frequency was not initially theorized.

significant and accompanied by an asterisk. With this in mind the general result of Figure 1 was that Integrativeness and Attitudes Toward the Learning Situation was linked to Motivation. Also, L2 Anxiety, along with Perceived L2 Competence reflected upon Willingness to Communicate (WTC), which, in turn, reflected upon L2 Communication Frequency. Additionally, a direct path from Perceived Competence to L2 Communication Competence was also supported by data in the study. The dotted rectangle in Figure 1 encapsulates part of Gardner’s (1985) Socio-Educational Model. This section of Figure 1 is depicted in Figure 2 below.

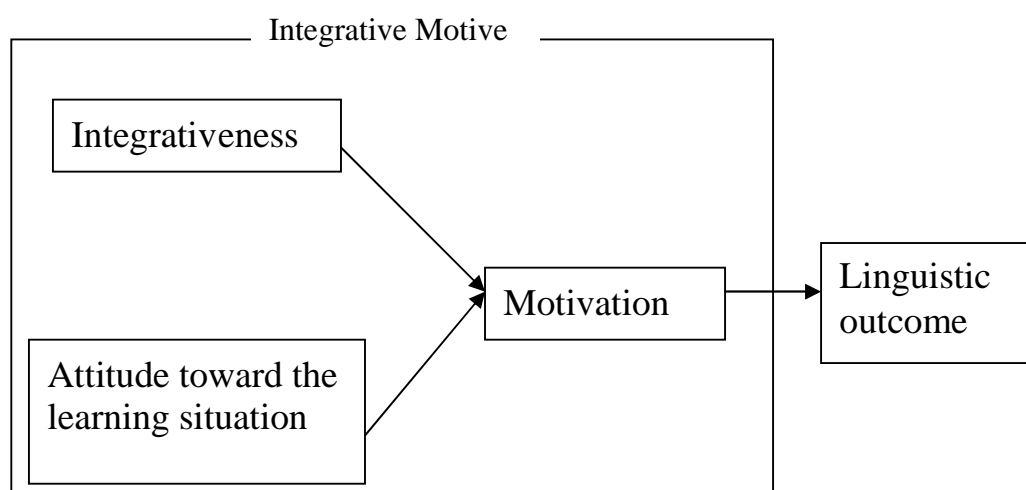


Figure 2. Part of Gardner’s (1985) Socio-Educational Model.⁶

Although not shown, part of Gardner’s (1985) Socio-Educational Model suggests that motivation has a positive effect on L2 achievement or proficiency. This is depicted as Linguistic outcome in Figure 2.

Yashima’s (2002) re-conceptualization of these two models was initiated by a body of research that showed that instrumental motivation is equally important or more significant than integrative motivation in various foreign language learning contexts (Clement, Dornyei & Noels, 1994; Dornyei, 1990; Sammy & Tabuse, 1992). However, an important phase of the Yashima (2002) study occurred two years prior. Yashima’s (2000) study utilized 97 students⁷ who gave reasons as to why they had decided to study English. This initial data set established 25 items to be added to the main questionnaire. A further 12 question items established by

⁶From “Orientations and Motivation in Foreign Language Learning: A Study of Japanese College Students,” by T. Yashima, 2000, *JACET Bulletin*, 31, p. 122.

⁷ University freshman of a non-English major not included in the main study by Yashima in 2000.

previous diagnostic procedures (drawn from Ely, 1986; Clement et al., 1994; and, Belmechri & Hummel, 1998) made up the 37 item instrument used in the main survey. In the main survey 372 freshman of a non-English major responded to each of the 37 items on seven-point Likert scales rating the degree of importance of each. Yashima (2000) then conducted factor analysis procedures on the 37 items to establish two main attitudinal groupings. These two groupings are explained below by Yashima (2002):

Yashima (2000) identified an orientation similar to the integrative orientation but somewhat different in the sense that it reflected the role of English as lingua franca with the target community not clearly specified. This orientation labeled ‘Intercultural Friendship Orientation,’ along with instrumental orientation,’ predicted the strength of motivation and in turn predicted proficiency. (p. 57)

Path analysis was then conducted with the data set pertaining to: 1. The two grouped orientations, Intercultural Friendship Orientation and Instrumental Orientation; and, 2. Motivation and Proficiency. Motivation, as a single latent variable, was measured by students’ Motivational Intensity and Desire to Learn English (taken from Gardner & Lambert, 1972). Proficiency was measured by students’ TOEFL scores (Test of English as a Foreign Language). The results from the Yashima (2000) path analysis are depicted in Figure 3 below.

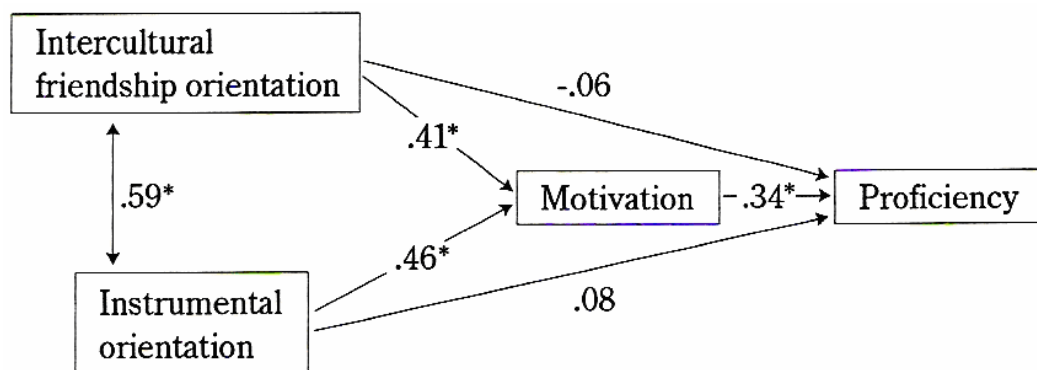


Figure 3. Results of Path Analysis of the Yashima (2000) Investigation⁸.

⁸ From “Orientations and Motivation in Foreign Language Learning: A Study of Japanese College Students,” by T. Yashima, 2000, *JACET Bulletin*, 31, p. 130.

It should be noted that all values in Figure 3 represent regression weights with the exception of the value adjacent to the double-ended arrow which reflects a correlational value. The correlational value of .59 represents a significant statistical relationship between the two observed variables suggesting that Intercultural Friendship Orientation (Figure 3) and Instrumental Orientation (Figure 3) are related. This is in obvious support of the agglomeration of the previously conceived and divided integratively and instrumentally related motivational constructs. It should also be noted that the asterisks denote significant path values (.2 and over).

In a second study, Yashima (2002), drawing on the findings from her first study (Yashima, 2000), proposed a new motivationally focused model depicted in Figure 4. One of Yashima's (2002) main suggestions is that Attitude, or International Posture, is related to L2 Learning Motivation, and that L2 Learning Motivation is related to L2 Proficiency. International Posture and L2 Learning Motivation can be perceived in the more traditional sense. The International Posture construct can be considered a general attitude that encompasses integrative and instrumental *orientations*, whereas L2 Learning Motivation can be seen as reflecting the degree of instrumental and integrative *motivation*.

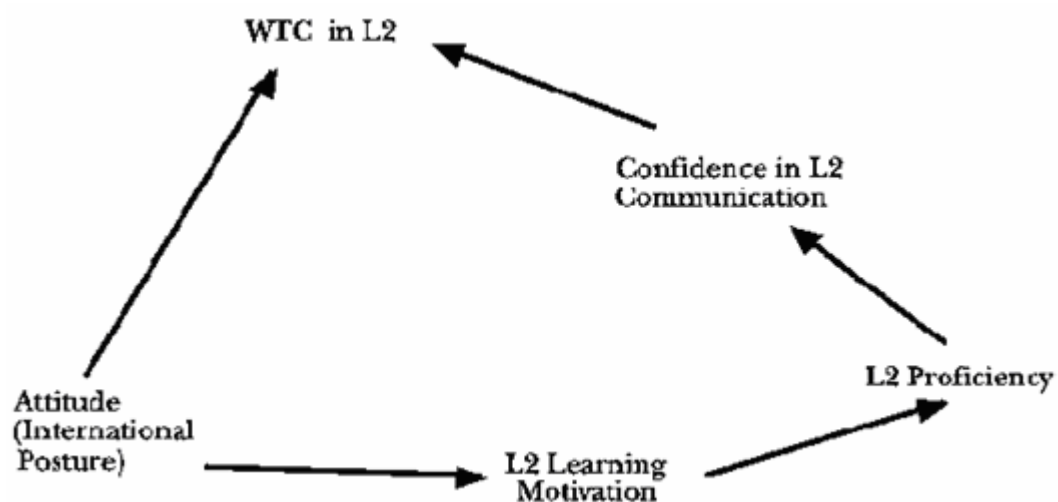


Figure 4. L2 Communication Model for the Japanese EFL Context.⁹

⁹ From "Willingness to Communicate in a Second Language," by Y. Yashima, 2002, *The Modern Language Journal*, 86(i), p. 59.

2.5.03 Defining International Posture

The Yashima (2002) International Posture construct, in line with the contemporary notions of EFL motivational theory, encompasses both integrative and instrumental orientations. However, it is also conceivable that several components of Yashima's International Posture construct encompass intrinsic and extrinsic motives. Noels et al. (2000) helps to explicate the correlation below:

Travel, friendship and knowledge orientations [orientations largely represented by Yashima's 2002 International Posture construct] could be considered as being extrinsically and intrinsically motivated goals, in the sense that they refer to reasons extrinsic to language learning itself. At the same time it is conceivable that these orientations are relatively self-determined orientations in that they may be related to values that the individual has incorporated into the self-concept. Alternatively, they may be related to IM [Intrinsic Motivation] to the extent that they give rise to positive feelings through the promotion of autonomy, self-perceptions of competence or both. (p. 64)

However, as was explained earlier, the relationship between all four types of motivational constructs remains speculative, and, additionally, the distinction between all four motivational constructs are today considered outdated.

According to Yashima (2002) included in the foundations of the International Posture construct is the tendency of some learners to be

more interested in or have more favorable attitudes toward what English symbolizes [i.e.: English as an international language]... interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures, among others. (p. 57)

The International Posture construct concurs with earlier research by Nakata (1995a, 1995b) who established an *International Orientation*, defined as a general

cosmopolitan outlook, which was found to be an important individual-difference variable among Japanese learners.

Now that the theory behind the concepts of the Yashima 2002 investigation have been explained, attention will be given to the participants and measures adopted in that study. This helps to explain how the International Posture construct was relevant to the motivation of the Japanese EFL tertiary participants.

2.5.04 Participants of the Yashima (2002) Investigation

The participants in the Yashima (2002) study were 297 Japanese university students, majoring in information science, from a co-educational university in Osaka (212 were males and 85 were females). All of the students were in their first year of study and chose English among seven choices as their main foreign language to study. The students had studied English for six years in public school prior to entering university.

2.5.05 Measures used in the Yashima (2002) Investigation

Data concerning L2 Proficiency was taken from respondents' scores across three subsets (listening, grammar/vocabulary, and reading) of the standardized English test (Test of English as a Foreign Language or TOEFL), which students took three weeks before the administration of the questionnaires. TOEFL scores were measured as percentiles and all other scores used in Yashima's (2002) study were measured on a seven point Likert scale. The Likert scale questions completed by the 297 participants contained queries pertaining to International Posture and Second Language Learning Motivation (L2 Learning Motivation). Confidence in L2 Communication and Willingness to Communicate (WTC) involved percentile related responses. These latent variables were made up of the following respective indicator variables: Intercultural Friendship Orientation, Interest in International Vocational Activities (IVA), Interest in Foreign Affairs (IFA), Intergroup Approach-Avoidance Tendency (AAT); Motivational Intensity (MI), Desire to Learn English (DLE); Communication Anxiety in English (CA), and Perceived Communication Competence in English (PC). In the Yashima (2002) study, test-retest procedures with 116 students of similar demographic background,

prior to the administration of the main study, confirmed the reliability of these newly developed constructs. Reliability was measured in terms of Cronbach's alpha scores. The focus of the current study is on three of these latent variables, International Posture, L2 Learning Motivation, and L2 Proficiency, and their respective indicator variables and question items, as used in Yashima's (2002) questionnaire. These three variables will now be explicated in detail.

2.5.06 Second Language Proficiency (L2 Proficiency)

In the Yashima (2002) study 'L2 Proficiency' was a measure of receptive scores in the standardized English proficiency test—Test of English for International Communication (TOEFL). The internationally recognized TOEFL (Test of English as a Foreign Language) is a test that “evaluates English proficiency for those pursuing academic studies” (ETS¹⁰, 2006a, ¶ 1). A more appropriate test for the Yashima (2002) model would have been the TOEIC (Test of English for International Communication), which “evaluates English proficiency for the global *workplace* [italics added]” (ETS, 2006a, ¶ 1). Therefore, the TOEIC test fits better with other measures in Yashima's (2002) proposed L2 communication model¹¹. For example, the International Posture construct is said to include “an interest in foreign or international affairs, willingness to go overseas to stay or *work* [italics added], [and], readiness to interact with intercultural partners” (p. 57). These components relate more to occupational dispositions than to scholarly pursuits.

2.5.07 International Posture

In Yashima's (2002) study, the assessment of International Posture was made up of the following four indicator variables: Intercultural Friendship Orientation, Interest in International/ Vocational Activities, Interest in Foreign Affairs, and Approach Avoidance Tendency. In actual fact Yashima (2002) originally

¹⁰ The Educational Testing Service (ETS) is the official provider of TOEIC, and TOEFL in Asia and throughout the world (see www.ets.org).

¹¹ Although four skill (two productive, two receptive) forms of assessment for TOEFL and TOEIC have in recent times, become available, they are not widely used in South Korea, nor are they used in the current investigation. There are several reasons for this, which could include a general lack of communicative and productive proficiency among South Korean students and an increased expense to the test taker for these newly developed forms of assessment.

proposed a fifth International Posture subscale named *Ethnocentrism*; however, the Cronbach's alpha for this item was 0.45, thus this indicator variable was dropped from the structural equation modeling of the study.

2.5.7.1 Part 1: Intercultural Friendship Orientation (IFO)

Yashima (2000) explains that an Intercultural Friendship Orientation “indicates broader interest in different cultures and willingness to interact with people (not necessarily Americans/ British), reflecting the role of English as lingua franca (different from Canadian contexts¹²)” (p. 127). The Cronbach's alpha for the International Friendship Orientation subscale was .85 (Yashima, 2002, p. 59). Respondents provided answers to the four questions on a Likert scale with options ranging from 1, *Yes, it applies to me perfectly*, to, 7, *No, it doesn't apply to me at all*. The questions pertaining to this indicator variable were synthesized from Yashima's (2000) *Intercultural Friendship Orientation* construct. A list of the questions that make up this indicator variable can be found in Appendix B.

2.5.7.2 Part 2: Interest in International/ Vocational Activities (IVA)

This construct was based on the work by Tanaka, Kohyama, and Fujiwara (1991) and Yashima's (1999, 2000) Interest in International/ Vocational Activities (IVA). Cronbach's alpha for the Interest in International Vocational Activities subscale was .73 (Yashima, 2002, p. 60). Six indicator variables were used to piece together how much EFL learners were aware of, and had aspirations for becoming involved in overseas activities. Participants responded on a seven point Likert scale for each of the six questions. Options ranged from 1, *Yes, it applies to me perfectly*, to, 7, *No, it doesn't apply to me at all*. A list of the questions that make up this indicator variable can be found in Appendix B.

2.5.7.3 Part 3: Interest in Foreign Affairs (IFA)

The latent variable of *Interest in Foreign Affairs* (IFA) was adapted from research conducted by Kitagawa and Minoura (1991). Cronbach's alpha score for Interest in Foreign Affairs was .67 (Yashima, 2002, p. 60). Responses to two questions indicated students' interest in international issues. Ratings were recorded on a seven point Likert scale with options ranging from 1, *Yes, it applies*

¹² French was often the target language assessed by Gardner and his associates in Canada.

to me perfectly, to, 7, No, it doesn't apply to me at all. A list of the questions that make up this indicator variable can be found in Appendix B.

2.5.7.4 Part 4: *Intergroup Approach/ Avoidance Tendency (AAT)*

Intergroup Approach-Avoidance Tendency (AAT) is an amalgamation of work conducted by Gudykunst (1991), Kim (1991), and Gouran and Nishida (1996). Cronbach's alpha score for Intergroup Approach Avoidance Tendency was .79 (Yashima, 2002, p. 60). Because the items in the studies presented above were described in abstract terms, "they were modified to describe more concrete situations, attitudes, and behaviors, in order to make it easier for the students to respond" (Yashima, 2002, p. 59). Seven questions were used to measure respondents' tendency to approach or avoid non-Japanese people in Japan. Again, participants responded on a seven point Likert scale with options ranging from 1, *Yes, it applies to me perfectly, to, 7, No, it doesn't apply to me at all.* A list of the questions that make up this indicator variable can be found in Appendix B.

2.5.08 *L2 Learning Motivation*

The L2 Learning Motivation latent variable in Yashima's study of Japanese EFL students is made up of two indicator variables: *Motivational Intensity* and *Desire to Learn English*. Cronbach's alpha score for MI was .88 and for DLE was .78 (Yashima, 2002, p. 60). The six items that form the Motivational Intensity construct and the six items that form the Desire to Learn English construct were taken from research by Gardner and Lambert (1972). Yashima (2002) adapted the original format of three multiple choice answers by asking respondents to answer the questions on a seven point Likert scale. Again, options ranged from 1, *Yes, it applies to me perfectly, to, 7, No, it doesn't apply to me at all.* A list of the questions that make up this indicator variable can be found in Appendix B.

2.5.09 *Data Analysis and Results*

Data was analyzed using structural equation modeling software, AMOS 4.0 (Yashima, 2002, p. 62). Figure 4 depicts the results of the model that Yashima tested in 2002. Each of the latent (or unobserved) variables (International Posture, L2 Learning Motivation, L2 Proficiency, L2 Communication Confidence) and indicator variables (IFO, IVA, IFA, AAT; MI,

DLE; LISN, GRAM, READ; CA, PC; WTC) are represented along with the relevant path coefficients.

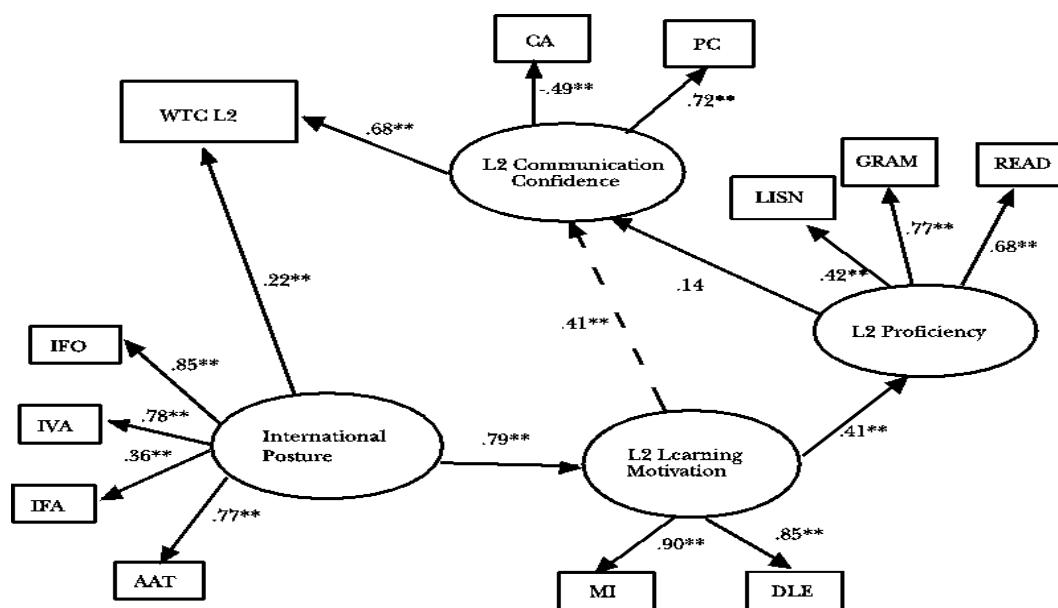


Figure 5. L2 Communication Model in the Japanese EFL Context.¹³¹⁴

Of relevance to this study the Yashima (2002) study confirms that students' International Posture, hypothesized as a general attitude toward the international community, influences English learning and communication among Japanese learners¹⁵ (pp. 62-63). Appendix C provides the Correlation Matrix and Goodness of Fit for the Yashima (2002) study. From these results Yashima (2002) posits that it is "necessary that one considers attitudes to prospective communication partners when communicating becomes an important objective in learning English" (p. 63). Yashima (2002) concludes that "International Posture influences motivation, which, in turn, predicts proficiency" (p. 63). This relationship is depicted by the paths from International Posture to L2 Learning Motivation and the path from L2

¹³ From "Willingness to Communicate in a Second Language: The Japanese EFL Context," by T. Yashima, 2002, *The Modern Language Journal*, 86(i), p. 61.

¹⁴ Two asterisks next to path values in Figure 5 denote significant paths being .2 or over. Also to be noted is that Communication Anxiety (CA) was not reverse scored, hence the regression weight from CA to L2 Communication Confidence was understandably negative. A discussion regarding reverse scoring is provided in 3.4.5.

¹⁵ Results of the Yashima (2002) study also provided to support the idea that proficiency affected confidence, which, in combination with motivation and attitude, directly affected a language learners Willingness to Communicate (WTC).

Learning Motivation to L2 Proficiency in Figure 5 above. Accordingly, Yashima (2002) suggested that “EFL lessons should be designed to enhance student interest in different cultures and international affairs and activities” (p. 63).

Recent research in the field of L2 motivational theory points to the emerging role of English as Lingua Franca and the consequent reinterpretation of motivational theory in EFL contexts (Coetzee-van Roy, 2006; Dornyei, 2005; Irie, 2003; Lamb, 2004). Yashima’s (2002) study provides a framework to examine the relationship between South Korean students’ International Posture, L2 Learning Motivation, and L2 Proficiency. Understanding how these contemporary motivational theories resonate with South Korean language learners’ levels of motivation and how this motivation affects proficiency in English is of crucial importance to SLA research, theory, and pedagogical development. How the results of this investigation in South Korea are similar to and different from the results of the Yashima (2002) investigation in Japan is also worthy of analysis.

2.5.10 Summary

This section provided an understanding of the Yashima (2002) investigation including its theoretical underpinnings, relevant measures, research methods, conclusions, and inherent weaknesses. The overall picture of the Yashima (2002) study provided in this section enables suggestions to be made for the adaptation of the study to the South Korean context. The potential for adaptation and further research in South Korea is now discussed.

2.6 Potential Areas for Further Research

2.6.1 Introduction

The purpose of the final part of the literature review is to identify areas which have scope for further research in the form of potential research questions. First attention will be drawn to the areas of the Yashima (2002) study that may warrant further research. And, from this, a rationale will be provided that provides justification for the primary and subsequent secondary research question of the current study.

2.6.2 Three Potential Areas for Further Research

Three potential areas for further research concern the group of participants and the assessment for proficiency that were in the Yashima (2002) study. The participants in the Yashima (2002) study were freshman of Japanese descent who majored in information science. The first area for future research would be to investigate freshman of non-Japanese descent with a different major, such as English education or English literature. The second area for further research concerns the type of test used to assess proficiency. As explained, the TOEFL test used to assess L2 Proficiency in the Yashima (2002) study, being primarily based on scholarly pursuits, did not fit with other measures used in the L2 Model tested in Japan. Therefore, another area for future research would be to use a more appropriate proficiency measure, such as the TOEIC examination which “evaluates English proficiency for the global workplace” (ETS, 2006, ¶ 1). The third potential area for research concerns the skill set used to measure proficiency. Comparisons could be made between the relationships among International Posture, L2 Learning Motivation, and L2 Proficiency (measured as reading only), and, the relationships among International Posture, L2 Learning Motivation and L2 Proficiency (measured as listening only).

2.7 Research Questions

2.7.1 Primary Research Question

Globalization and English as Lingua Franca have caused the agglomeration of traditional SLA motivational constructs. Yashima’s (2002) methodological framework assessed this contemporary motivational orientation and its relationship to L2 Motivation and Proficiency (among other constructs) for Japanese EFL tertiary students. Yashima’s (2002) investigation suggested that “International Posture influences motivation, which, in turn, predicts proficiency” (p. 63). Therefore the primary question in the current study asks whether this result would be achieved, with the application of Yashima’s (2002) methodological framework, in South Korea. This leads to the primary research question:

Is there a relationship between South Korean EFL students' International Posture, L2 Learning Motivation and TOEIC Proficiency?

2.7.2 Secondary Research Question

The secondary research question concerns an analysis of the primary research question in terms of different skill sets used in the measure of L2 Proficiency. Therefore, the secondary research question is as follows:

How does the relationship between South Korean EFL students' International Posture, L2 Learning Motivation, and L2 Proficiency (measured as Listening) compare to the relationship between South Korean EFL students' International Posture, L2 Learning Motivation, and L2 Proficiency (measured as Reading)?

It is important to point out that the current research project is not an attempt to duplicate the Yashima (2002) study but rather a refinement of that research tested in a different context.

2.8 Summary of Literature Review

The purpose of this literature review was to provide a summary of the current knowledge pertaining to learner motivation in Second Language Acquisition (SLA) research in South Korea. Section two describes the relevant world, Asian, and Korean ethno-linguistic history as it applies to language learning motivation today. Section three provides a general overview of the literature that leads to the current theory of motivation in SLA and discusses how globalization has led to a blending of motivational categories. Section four explicates Yashima's (2002) methodology and the International Posture attitudinal construct, and how these provide a relevant framework to measure more contemporary views of motivational orientations that incorporate English as Lingua Franca. Additionally, limitations were observed regarding the incompatibility of Yashima's (2002) proficiency measures to other constructs in the L2 Communication Model. Sections five and six consider the potential for further research questions and how the Yashima (2002) study could apply to current South Korean contexts.

The global expansion of English as Lingua Franca has caused a reinterpretation of language learner motivational theories. Yashima's (2002) International Posture construct provides us with a relevant measure for the way in which Korean language learners project themselves across previously conceived social and cultural borders. How this attitude, set against Korea's ethnolinguistic backdrop, relates to English language learning, motivation and proficiency is worthy of further research. As detailed the present study aims to answer a primary and a secondary research question. The following chapter provides details pertaining to the methodology and administration of the current study in order to complete this research objective.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Overview

The purpose of this investigation was to establish whether a significant relationship existed between South Korean EFL learners' International Posture, L2 Learning Motivation, and L2 Proficiency (measured by TOEIC test scores). The purpose of this chapter is to document and to provide an understanding of the methodological procedures that were followed in the current investigation in order to achieve that goal. To do this the second section of this chapter (3.2) provides a brief outline of the epistemological and methodological issues relevant to SLA research and theory construction. Relevant to the current investigation, this section also provides background to the use of Likert rating scales and questionnaires. The second section works as an introduction to the third and fourth sections, which provide further details of the methods adopted in the current investigation. Section three (3.3) provides information relating to the student participants in the current study and how participant response rates were maximized. Section four (3.4) details the five phases carried out in the investigation.

3.2 Epistemological and Methodological Issues

3.2.1 Epistemological and Methodological Assumptions

All research is based upon two distinct epistemological assumptions that concern the very fundamentals of knowledge. From the positivist (or rationalistic) perspective, knowledge is “hard, real and capable of being transmitted in tangible form” (Cohen, Manion, & Morrison, 2005, p. 6), whereas from the interpretive (or anti-positivist) perspective, knowledge is “of a softer or more subjective, spiritual or even transcendental kind, based on experience and insight of a unique and essentially personal nature” (Cohen et al., p. 6). Where researchers position themselves epistemologically will have a profound effect on the methodological approach adopted in research. A researcher who considers the social world as being soft, personal and created from subjective experience will likely adhere to qualitative methodologies. On the other hand, if a researcher subscribes to the positivist perspective, that the social world, or the world of SLA for that matter, is hard, external and objectively definable, they will tend toward adopting quantitative methodological approaches. Over many years, proponents of both

camps have been involved in ongoing debates as to what domain SLA research and theory construction should firmly put its roots in.

A study conducted by Henning (1986) helps to provide a historical and epistemological perspective to the field of SLA. Henning investigated two major journals: *TESOL Quarterly* and *Language Learning* from 1970 to 1985. His investigation revealed a major increase in the amount of quantitative articles over that period. In *TESOL Quarterly* there was an increase from 12% to 61%, and in *Language Learning*, there was an increase from 24% to 92%. Henning, a prominent SLA researcher of that time, viewed this as “a positive development—a kind of coming of age of a discipline” (p. 704). Most recently, Lazaraton (2005) found that, “in the journal, *Studies in Second Language Acquisition*... 90% of the articles from 1991 to 1997 were quantitatively based,” and that, “this number was 100% from 1998 to 2001” (p. 212). The rationalistic research paradigm has been dominant and continues to dominate SLA research and theory construction today. The conventional view that language acquisition is a mental process has resulted in the accumulation of a large body of research that has centred itself in the rationalistic paradigm. However, this large body of research, founded from quantitative methodological perspectives, has come under criticism. Tarone (1994) points out that “quantitative methods of research have probably been *overdominant* [italics added] in attempts to analyze learner language, as well as in suggesting implications of language analysis research for the ESL classroom” (p. 678). Tarone ascertains that “researchers typically agree, in theory, that both qualitative and quantitative methodologies are essential to the accurate description and analysis of learner language” (p. 676). Even though both quantitative and qualitative methodologies are considered equally important, the authority of empiricism continues to dominate mainstream SLA literature today. The current research project, although falling under the quantitative research umbrella, in no way attempts to undermine or downplay the important role that qualitative research plays in SLA research and theory construction. It should be noted that the author recognizes the advantages and disadvantages of both research types. The advantage of using a quantitative methodology in the current investigation was that it enabled the distribution of the survey to a large number of student participants in a relatively short period of time. Of relevance to this investigation, attention will now be drawn to the use of Likert rating scales and questionnaires

in research concerning L2 motivation.

3.2.2 Likert Rating Scales

3.2.2.1 Strength and Relevance of Likert Rating Scales

Likert scales are used exclusively to capture respondents' International Posture and L2 Learning Motivation in the current investigation. Cohen et al. (2005) suggest that the attraction of rating scales is that they "provide more opportunity than dichotomous questions for rendering data more sensitive and responsive to respondents. This makes rating scales particularly useful for tapping *attitudes, perceptions and opinions* [italics added] of respondents" (p. 255). In this investigation Likert scales are, therefore, well suited to task because questionnaire items of the survey are aimed at assessing specific *attitudes, perceptions and opinions*. Likert scales measure attitude in a quantitative way which produces data that lends itself to statistical analysis.

3.2.2.2 Five Point verses Seven Point Likert Scales

Likert questions are often used as five-, seven-, or nine-point scales. There are some advantages to using seven-point scales. Cohen et al. (2005) posit that "most of us would not wish to be called extremists; we often prefer to appear like each other in many respects" (p. 254). For rating scales this means that we might wish to avoid the two extreme poles at each end of the continuum of the rating scales. On a five-point scale this reduces the number of positions in the scales to a choice of three. This means that in fact very little choice is given to respondents. The strength of the current survey is that it utilizes a seven point Likert scale. Cohen et al. (2005) explain that,

To go beyond a seven point scale is to invite a degree of detail and precision which might not be appropriate for the item in question, particularly if the argument set out above is accepted, *visa-vis* that one respondent's scale point three might be another's scale point four. (p. 254)

In other words, there is no need to provide more than seven points as a seven point scale is effective enough in categorizing responses.

3.2.2.3 *Limitations of Likert Rating Scales*

One major limitation of Likert scales is that the scales themselves define participants' responses into categories predetermined by the researcher. Cohen et al. (2005) explaining that,

we [researchers] have no way of knowing if the respondent might have wished to add any other comments about the issue under investigation. It might have been the case that there was something far more pressing about the issue that the rating scale included but which was condemned to silence for want of a category. (p. 253)

In the current investigation pilot participants were provided with the opportunity to express their comments in the Comments Section at the conclusion of the pilot questionnaire. The section reads, "please feel free to withdraw your answers, make a complaint or comment about the administration of the survey or the questions presented in the questionnaire" (see Appendix B). Even though no such comments were made in the pilot questionnaire, this opportunity provided an important step in the refinement of the questions in the survey for the main study. One popular method used to extract Likert scale responses is through the use of questionnaires. The following section provides a review of the use of questionnaires in SLA research.

3.2.3 *Questionnaires and SLA Research*

In his discussion of questionnaires in research Mackey (2005) establishes that,

questionnaires allow researchers to gather information that learners are able to report about themselves, such as their *beliefs and motivation about learning* [italics added] or their reactions to learning and classroom instruction and activities, information that is typically not available from production data alone. (pp. 92-93)

Questionnaires are therefore highly applicable to research in SLA studies, especially in the field of motivation. Questionnaires have played a significant role in

SLA research concerned with motivation (see, for example, Noels et al., 1999) and are therefore highly relevant to the current investigation.

Now that an understanding of the epistemological and methodological foundations of the current investigation has been made, the specific procedures followed in the current investigation will be described. Information will be provided with regards to participant demographic, number of participants, techniques used for maximizing response rates, the inherent strengths and weaknesses of the study, and, the way in which test-retest reliability and methodological rigor were maintained. This information provides important background information to the five phases carried out in 2007.

3.3 Participants in the Current Investigation

3.3.1 Student Participant Numbers and Demographic

There are two studies in this investigation, a pilot study and a main study. The pilot study in this investigation utilized 15 student participants (6 male, 9 female), and the main study utilized 118 (57 male, 61 female). The students in both studies majored in English literature and were from the same private co-educational university in Daejeon City, South Chungcheong Province, South Korea. They were all aged between 18 and 22 years (Western age), with the exception of one adult student (in the main study) aged in his late 40s. All the student participants were of South Korean descent. Each of the participant's native language was Korean and they all learnt English as a foreign language. Additionally, none of the students had spent more than three months living in an English speaking country.

3.3.2 Sample Size for the Main Study

Fraenkel and Wallen (2003) suggest a minimum sample number of "50 for correlational [or relational] studies" (p. 124). However, it is generally accepted that higher sample sizes allow for a higher accuracy and wider generalization of results. Therefore, approximately 100 participants was the goal for this investigation. However, to reach this mark, the goal was a little higher. This was due to the following three factors: 1. As students were not obliged to complete the questionnaire they may have chosen not to take part in the survey; 2. Students who did complete the questionnaire may have chosen to withdraw their

contribution (an option available to students up to three months after submission); and, 3. Responses from students who had spent more than three months living in an English speaking country were exempt from the data analysis phase of the study. So, taking into consideration the potential for non-responses, withdrawals, and student ineligibility, questionnaires were distributed to a total of 118 students in the main investigation. This provided an 18 person leeway that helped ensure that a minimum of 100 valid respondents was met for the data analysis stage. However, upon analysis of the questionnaires, no one was considered ineligible. This left a total of 118 complete and eligible questionnaires ready for the data analysis stage of the investigation.

3.3.3 Maximizing Response Rates

Although participation was not compulsory it was encouraged. Encouragement was provided in several forms. First and foremost, verbal encouragement was provided in English and Korean at the start of the pilot and main studies. Denscombe (2003) points out that “busy people can ill afford the time” (p. 19). Therefore, it was made certain that student participants were not rushed for time when they filled out the questionnaires (a period of 12 minutes was considered ample from the results from the pilot study). Furthermore, both pilot and main studies were carried out at the start of each scheduled class lesson to ensure students were not in a hurry to leave the classroom. Another strategy aimed at ensuring a higher response rate was to ensure that all of the hosts of the investigation felt comfortable in the researcher’s presence. Denscombe suggests that “the researcher needs to avoid, as far as possible, presenting himself or herself in a way that will be perceived as threatening or unwholesome by the potential respondent” (p. 20). For these reasons special efforts were made by the researcher to present himself as “competent, trustworthy and accommodating” (Cohen et al., 2005, p. 55) in in-class interactions (and all interactions relating to the study). Lastly, Denscombe suggests that a questionnaire that has a good layout and is easy on the eye “minimises the possibility of errors arising through confusion about where answers should go”, and “encourages a more positive attitude toward filling it in” (p. 152). Questionnaires with missing data would further diminish the amount of data available for data analysis. For these reasons, efforts were made to enhance the attractiveness and user-friendliness of the questionnaire.

Therefore, maximal response rates were accomplished by providing verbal encouragement, ample time at the start of each scheduled lesson, and the professional presentation of the researcher and the questionnaire.

3.3.4 Strength and Weakness of the Student Sample

The current investigation is primarily based on a positivist epistemology, with a quantitative methodology. Cohen et al. (2005) establish that, “for positivists variables have to be isolated and controlled, and samples randomized” (p. 109). Stripping out contextual variables is fundamental to research of this type. With this in mind efforts were made to ensure the sample was as homogenous as possible. Student participants utilized in both the pilot and main study were all of South Korean descent, spoke English as a foreign language, were of similar age (with only one exception), and had spent less than three months in an English speaking country. As can be seen from above, many of the variables had been isolated and controlled. This was one of the strengths of the study. One major limitation of this study was that the student samples in this investigation were not randomly selected. Ideally, the participants, fitting with Cohen et al.’s criteria above, should have been randomly selected from a larger pool of participants (fitting the same criteria) from a larger pool of universities. However, the students in this investigation were selected by way of convenience. They were the most relevant and accessible group of students at the time. This is known as convenience sampling (Cohen et al., pp. 102-103). The sample in this case does not represent any group apart from itself, and, therefore, the study does not seek to make strong generalizations to the wider Korean tertiary population. Now that information relating to the student participants in this study has been provided, chapter four details the five phases carried out in the current investigation.

3.4 Five Phases of the Investigation and Methodological Rigor

3.4.1 Five Phases of the Investigation

The investigation was broken down into five phases: Establishment of Initial Relationship (3.4.2); Administration of Pilot Study (3.4.3); Administration of Main Study (3.4.4); Data Analysis, Discussion, and Conclusions (3.4.5); and Dissemination of Results (3.4.6). A brief outline of the procedures in each phase is now given prior to a more detailed description.

3.4.2 Phase One: Establishment of Initial Relationship with Hosts

3.4.2.1 Main Steps of Phase One

1. Presented a letter of guarantee to all host faculty and administrative staff involved in the investigation (see Appendix D).
2. Collected the signed documents and had a duplicate made available for faculty members to take away.
3. Established and documented which faculty members wanted the results of the study emailed to them.
4. Confirmed Schedule for pilot study.
5. Had the student questionnaire translated and back-translated for accuracy.

3.4.2.2 Explanation of Phase One

Phase One was primarily concerned with establishing a positive, well organised, and professional relationship with the hosts of the study. From the beginning, as discussed in the previous chapter, special efforts were made by the researcher to present himself as professional, competent, and trustworthy, not only while administering the questionnaire in class but also throughout all interactions of the entire research project. This created a positive relationship with the host administrators and teachers. One of the first considerations of the investigation was the initial amount of information given to host teachers. Aronson and Carlsmith (1969) note that it is important that the hosts and subjects involved in an investigation do not know too much about the specific hypotheses and objectives prior to the administration of the study. In this study information that may have affected the results of the investigation was initially withheld from student participants, faculty members, and administrative staff. It would have been pointless announcing the specific intentions of the current research project to all host parties and participants prior to the administration of the pilot study and main study. Doing so would have provided participants with an opportunity to calculate a response that may not have reflected their true opinion. On the other hand, it would have been detrimental to maintain “a total conspiracy of silence,” as this would have likely created sentiments of mistrust with all of those involved in the study at the university. Establishing middle ground involved providing hosts with reassurance. Cohen et al. (2005)

suggest that “such reassurance could take the form of a statement of conditions and guarantees given by the researcher(s)” (p. 55). The letter of guarantee (see Appendix D) provided information at a fairly general level, in addition to specific conditions and guarantees. The general statement reads, “The purpose of this research investigation is to investigate Korean university students’ motivations to learn English and how this correlates to their L2 proficiency”. The letter was presented to administrative staff and faculty teachers of the student participants in the pilot and main studies. Each of the documents were signed and collected by the researcher, and duplicate copies were made available to faculty members. Email addresses of staff who requested the results of the study were obtained from this note. The staff members who were interested in the results of the study were emailed a brief outline of the findings of the study in phase five of this investigation.

The original questions of the student questionnaire were provided by Yashima (2002) in English. In order to ensure that the student participants in the current study understood the question items in the questionnaire it was decided that the original questions should be translated into Korean. To ensure an accurate translation the Cover Letter and Student Questionnaire (see Appendix B) was translated from English to Korean (by one professional translation service) and then back-translated from Korean to English (by another professional translation service). Discrepancies were discussed with the help of these services and the final Korean translation took into consideration the need for the appropriate and natural use of the Korean language in the Korean context. The version of the questionnaire provided to the Korean students is provided in Appendix E.

Phase One also established and confirmed the time and venue for the in-class administration of the pilot study. Bell (2005) points out that “there are distinct advantages in being able to give questionnaires to respondents personally. You can explain the purpose of the study... [and] you are likely to get better cooperation if you can establish personal contact” (p. 148). For these reasons, it was decided that the questionnaires were to be administered by the researcher for both the pilot and main study. By focusing on personal presentation, effective communication, and planning, Phase One of this investigation provided the platform for the successful completion of the current research project.

3.4.3 Phase Two: Administration of Pilot Study

3.4.3.1 Main Steps of Phase Two

1. Conducted the pilot investigation with 15 participants one month prior to administration of main study.
2. Ascertained that the survey took approximately 12 minutes to complete.
3. Had pilot participants' comments translated into English.
4. Made no adjustments as the impression of pilot was positive.
5. Had the final copies of the questionnaire duplicated in preparation for the administration of the main study.
6. Planned dates with host teachers for the administration of the main study.

3.4.3.2 Explanation of Phase Two

The purpose of Phase Two was to trial, successfully complete, and learn from a pilot study in preparation for the main study. Cohen et al. (2005) establish that “a pilot has several functions, principally to increase the reliability, validity, and practicability of the questionnaire” (p. 260). More generally, the main function of the pilot study in this investigation was to check that all instructions and questions were clear and to establish how long participants took to complete the questionnaire. Finding out the approximate time taken to complete the pilot questionnaire assisted in the planning and administration of the main study.

As this was a small scale investigation, the pilot study involved 15 student participants. The administration of the pilot survey took place in early October, 2007, one month prior to the main study. This time period allowed for potential modifications to be made to the pilot draft prior to the administration of the main study in early November, 2007. With the cooperation of the Korean speaking English lecturer, the survey was conducted at the start of the class. This decision was made because the researcher thought that the students might have been in a rush to finish if they had attempted to complete the questionnaire near the end of the lesson. This approach was also used in the main study. The survey was administered beginning with a brief introduction given to the pilot participants

pertaining to the history of the researcher, and his aspirations for teaching and research in South Korea. Then, after distributing the pilot documents to students, instructions were given by the native Korean English teacher, as to what was expected of the pilot student participants. During the questionnaire students were told not to rush. Bell (2005) suggests that a pilot study “should be tried out on a group similar to the one that will form the population of your study” (147). The demographic of the students in the pilot almost mirrored those in the main study. However, because the entire freshman English literature population made up the subjects in the main study, the pilot participants were in their sophomore (or second year) of study, and were aged between 19 and 23.

Although the original survey had been piloted and used in the Japanese EFL context, it had not however been piloted in South Korea. Muijs (2004) recommends that researchers should “avoid items or wordings that may be unclear or offensive to different cultures” (p. 51). It may have been the case that South Korean respondents reacted negatively if they had believed an item to be biased, irritating or abstruse. However, translation of the remarks provided by participants in the Comments Section of the pilot questionnaire provided no such insight. No modifications were therefore made to the following draft of the questionnaire prior to its administration to participants in the main study. The final stage of Phase One involved the planning of dates for the main study with the teachers of the freshman students. The duplication of the final draft of the questionnaire in preparation for the administration of the main study was also undertaken. The administration of the pilot study in Phase Two established that all questionnaire items were clear and respectful. Phase Two also ascertained the date for the main study and the approximate time of 12 minutes that students would likely take to complete the questionnaire in the main study.

3.4.4 Phase Three: Administration of Main Study

3.4.4.1 Main Steps of Phase Three

1. Reconfirmed dates for main study and explained approximate time taken to complete the questionnaire.
2. Conducted five rolling surveys with five classes over a period of one week.

3. Provided students with an introduction in English and Korean.
4. Handed out questionnaires to each student and allowed appropriate time for completion.
5. Collected all completed questionnaires.
6. Collected students' TOEIC test scores from the assessment branch of the university.

3.4.4.2 Explanation of Phase Three

Phase Three was primarily concerned with the accurate and efficient collection of data. The first step was to confirm the time, date, and venue for the main study. This included letting the Korean teachers know the approximate time needed for students to complete the survey (12 minutes). Considering motivations are dynamic (Ellis, 1994, p. 76) and subject to change, the main survey was administered as close to the TOEIC test as possible. In this way the most accurate cross-sectional picture of respondents' International Posture, L2 Learning Motivation and L2 Proficiency was obtained. The main survey was administered to all five classes the week prior to the TOEIC exam. In each classroom, a brief introduction was provided to the student participants relating to the history of the researcher, and his aspirations for teaching and research in South Korea. The survey documents were then distributed to the students, and then, in conjunction with the information on the first page of the questionnaire (see Appendices B and E for English and Korean versions), instructions were given as to what was expected of participants by the Korean speaking English lecturer. Students were told to answer the questions honestly and carefully and not to rush. Upon completion student participants were asked to hand in their questionnaires. All questionnaires were categorized by teacher and placed into large folders and safely transported to the researcher's home where all participant responses were tallied and entered into the Main Microsoft (MS) Excel Spreadsheet (see Appendix F: Dummy Copy of MS Excel Spreadsheet Used in Data Analysis).

Students sat the TOEIC exam several days after they had completed the survey questionnaires. After the TOEIC tests were marked results were sent to the administrative branch of the university. The second part of this phase, therefore, was the collection of the 118 individual TOEIC test scores from the administrative branch. Students' test scores were then entered into the appropriate

row in the Main MS Excel Spreadsheet (see Appendix F). Phase three was administered successfully, and provided all the data necessary for the next phase of the South Korean research project, the analysis of data.

3.4.5 Phase Four: Data Analysis, Discussion and Conclusion

3.4.5.1 Main Steps of Phase Four

1. Assumed indicator variable reliability from the Yashima (2002) study.
2. Compiled all relevant data onto Microsoft Excel database.
3. Conducted joint probability of agreement procedure to ensure accuracy of compilation of data.
4. Established the results of the investigation, wrote discussion, provided practical implications and drew conclusions.
5. Presented completed thesis to the University of Waikato.

3.4.5.2 Explanation of Phase Four

In Phase Four, prior to the analysis of the data, considerations for the reliability of the indicator variables in the current investigation were made. In the Yashima (2002) study, for the purposes of assessing the test-retest reliability of the newly developed constructs, 116 students from the same university in Japan, who were not among the participants in the main study, responded to the same set of questions twice within a period of 5 weeks. Originally, Yashima (2002) proposed five indicator variables to make up the International Posture construct: Intercultural Friendship Orientation; Interest in International Vocation/ Activities; Interest in Foreign Affairs; Intergroup Approach Avoidance Tendency; and, Ethnocentrism. However, test-retest reliability for Ethnocentrism was 0.66, with a Cronbach Alpha of 0.45. Based on these figures it was judged that the question items for Ethnocentrism were “subject to scrutiny and modification, and therefore the Ethnocentrism variable was dropped from the structural equation modelling of the study” (p. 59). For this reason, it was decided that the Ethnocentric indicator variable would not be used in the current study. All other indicator variables that combined to form International Posture and L2 Learning Motivation constructs passed test-retest procedures in the Yashima (2002) study. The reliability of the indicator

variables in the current study is therefore established from the reliability test conducted in 2002 by Tomoko Yashima.

The first active step of this stage was to compile all the relevant information into a MS Excel spreadsheet (see Appendix F). It is important to note at this stage that five Likert scale response categories were reverse scored from the questionnaire. To explain why this was done the six questions from Part 2 of the questionnaire are shown below (see Appendix B, Part 2, IVA):

1. I would rather stay in my home country.
2. I want to live in a foreign country.
3. I want to work in an international organization.
4. I'm interested in volunteer activities in developing countries such as Youth International Development Assistance.
5. I don't think what's happening overseas has much to do with daily life.
6. I'd rather avoid the kind of work that sends me overseas frequently.

If a student participant were to select Likert-option-number-1 (*Yes, It applies to me perfectly*) for question 1, 5, or 6 above, this would represent no Interest in International or Vocational Activities. However, if a student participant were to select a Likert-option-number-1 (*Yes, It applies to me perfectly*) to question 2, 3, or 4 above, this would represent an Interest in International Vocational Activities. For these reasons all student responses to questions 1, 5, and 6 in Part 2 of the questionnaire were reverse scored (identical procedure explained below for participants' TOEIC scores). For the same reasons all student responses to questions 2 and 6 in Part 4 of the questionnaire were reverse scored. Each score was then tallied and averaged for each person in each of the six parts of the table (see Appendix F, last column on right, 1. Average). The true average scores from each subscale (IFO, IVA, AAT, IFA, MI, and DLE) for each student participant was then input into the AMOS 7 (Arbuckle, 1995) software package.

The reverse scoring procedure was also done on student participants' TOEIC (individual Reading and Listening scores) prior to the entire data set being analysis with AMOS 7. This is because low Likert responses (pertaining to International Posture and L2 Learning Motivation) from students were theorized

to correspond with higher TOEIC test scores. In order to provide for this positively assumed relationship each value concerning L2 Proficiency was reverse scored. To reverse score the TOEIC test scores the following formula was used:

$$\text{New variable} = ([\text{maximum score} + 1] - \text{old variable})$$

The maximum score possible in the TOEIC Reading component was 495. Therefore, *the maximum score plus one* amounts to 496. So, for example, if a student participant received a score of 400 in the TOEIC Reading component this student's *reverse score* would be calculated the following way:

$$\text{New variable (reverse score)} = [(495 + 1) - 400]$$

$$\text{New variable (reverse score)} = 96$$

Conversely, if a student participant received a score of 96 in the TOEIC Reading component this student's reverse score would be calculated the following way:

$$\text{New variable (reverse score)} = [(495 + 1) - 96]$$

$$\text{New variable (reverse score)} = -400 \text{ (input as 400)}$$

The data was then ready to be processed through each of the three models (each represented in Appendix G) with the use of AMOS Graphics version 7. Prior to finalising all of the data set for data analysis, accuracy in data entry procedures was checked. A colleague of the researcher (drawing from the same original surveys and raw TOEIC test score data) entered all the material into the same categories on another MS Excel spreadsheet. The data compilation was then compared for accuracy by using the *joint probability of agreement procedure*. For this procedure each column (see Table F1) containing numerical values was tallied and then divided by the amount of rows in that column. The resulting values for each column showed total uniformity and therefore the accuracy of the data input and spreadsheet was confirmed. The accuracy of the three Graphics models produced by AMOS 7 relating to the research questions was confirmed

with the assistance of a statistician (the construction of the three models using AMOS 7 Graphics is shown in Appendix G). Data were then analysed with the use of SPSS software analysis package AMOS 7. AMOS 7 was chosen because it “provides a more intuitive interface than plain SPSS for a certain family of problems. AMOS contains structural modelling software that you control with a click and drag interface” (Griffith, 2007, p. 310). Manipulations of proficiency scores (L2 Proficiency as a subset of reading and listening scores, reading scores only, and listening scores only) were easily undertaken with this program. Specifics relating to the use of this software package and the data analysis are explained in the next chapter, Results.

3.4.6 Phase Five: Dissemination of Results

In the last phase, Phase Five, teacher participants, student participants, and administrative staff (who requested that the results of the study be sent to them) were posted a brief outline of the results. Students received the results in written form via their teachers at the university.

3.4.7 Methodological Rigor

Throughout the five phases of the investigation precautions were followed while handling the participants’ personal information. This is because information’s “misuse, therefore, or disclosure at the wrong time or to the wrong client or organ, can result in the most unfortunate consequences for an individual, group, or institution” (Cohen et al., 2005, p. 70). Close adherence to procedures when distributing, collecting, and storing the data were followed in order to ensure the safekeeping and confidentiality of private information provided by the participants throughout the study. The procedures included:

1. After the collection of the participant survey responses and TOEIC scores all information was stored in a secure location.
2. Information pertaining to the links between specific respondent’s names, TOEIC scores, and survey responses and comments (whether in hard copy or soft copy format) were not referred to in any way or disclosed at any stage to any other party.

In order to establish further methodological rigor, questionnaires distributed in the pilot and main study were allocated serial numbers (100-0XX for the pilot study, and 200-0XX for the main study). Furthermore, each questionnaire required students to provide their name, student I.D. number, gender, teacher's name, and course code. The inclusion of serial numbers, and personal information was designed to enhance the organization and rigidity of the data collection and analysis processes. As a consequence, it was easy to track all student participants throughout the course of the investigation.

3.5 Summary of Research Methodology

The primary purpose of this investigation was to establish whether a positive relationship existed between South Korean EFL Learners' International Posture, their L2 Learning Motivation, and their L2 Proficiency. To provide an understanding of the methodological procedures carried out in the current investigation, section two of this chapter provided a brief outline of the epistemological and methodological issues relevant to SLA research. The second section provided background to the use of Likert scales and questionnaires in SLA studies. The second section worked as a prelude to the third and fourth sections, which gave further details relating to methods adopted in the current investigation. Section three provided information relating to the student participants in the current investigation, and, section four detailed the five phases carried out in the investigation in late 2007. Adherence to the methodological procedures described in this chapter ensured the successful administration of the main study and subsequent quality of data in preparation for data analysis. Details relating to the specific procedures followed for data analysis and the presentation of this data are given in the following chapter.

CHAPTER 4. RESULTS

4.1 Introduction

This Chapter, Results, concerns the analysis and presentation of data in the current study. The presentation of the data will provide the answers to the primary and secondary research questions presented in the previous chapter. The first part of this chapter (4.2) gives a short explanation of Structural Equation Modelling (SEM) and its ability to predict causal relationships between data. The third section, Introduction to the Three Models (4.3), provides the reader with an understanding of each of the three models to be presented and how they relate directly to the research questions in this investigation. The fourth section (4.4) presents the main model of this investigation pertaining to L2 Proficiency measured as the subset of Listening and Reading and answers the main research question,

Is there a relationship between South Korean EFL students' International Posture, L2 Learning Motivation and TOEIC Proficiency?

Sections five and six (4.5 and 4.6) present the secondary models pertaining to Proficiency measured as the subset of Listening and Reading respectively. Section seven (4.7) makes a comparison of the results between these models which answers the secondary research question,

How does the relationship between South Korean EFL students' International Posture, L2 Learning Motivation, and L2 Proficiency (measured as Listening) compare to the relationship between South Korean EFL students' International Posture, L2 Learning Motivation, and L2 Proficiency (measured as Reading)?

All of the data analysis in the current investigation was undertaken with the use of AMOS 7 software. All three models were constructed with use of AMOS 7 graphics.

4.2 Causal Relationships in Structural Equation Modelling

The current investigation adopts SEM (Structural Equation Modelling) to analyze the data collected in this study. Debates into the predictability of SEM (also known as path analysis), the theory upon which AMOS 7 is built, have been ongoing for decades (for an overview see Pearl, 2000). The founder of structural equation modelling, Wright (1923), in response to criticism pertaining to the inability of SEM to predict causal relations, explained that “prior knowledge of causal relations is assumed as prerequisite” (p. 240) in the theory of SEM. Statements relating to the relationship between International Posture, L2 Learning Motivation, and L2 Proficiency made in this thesis rest upon the assumption that the relationship between the three constructs is causal. These causal assumptions, by nature, cannot be verified by statistical tests. Their logic, however, comes from a general understanding that learner attitude affects behaviour and behaviour affects performance. It should be noted that the author does not insist that the assumption of the sequence of constructs (i.e. International Posture, L2 Learning Motivation, and then L2 Proficiency) in the proposed models (depicted in Figures 6, 7, and 8) depict an absolute truth. The author understands that no modelling software, in itself, can prove causality. The author merely states the plausibility of such assumptions, and explicates their ramifications. The author does not discourage the reader from interpreting the claims made in this thesis *cum grano salis*, however, the author does urge the reader to consider the credibility of such causal relations with common sense, alongside the fact that all of the data in the current study, the data in the Yashima (2000) study, and the data in the Yashima (2002) study are consistent with a model in which attitude (or motivational orientations) predicts L2 motivation, and L2 motivation predicts L2 proficiency.

4.3 Introduction to the Three Models

1. The first model (Figure 6) tested the relationship between South Korean EFL students’ International Posture, L2 Learning Motivation and L2 Proficiency (measured as a latent variable from the subset of TOEIC Listening and Reading scores).

2. The second model (Figure 7) tested the relationship between South Korean EFL students' International Posture, L2 Learning Motivation and L2 Proficiency (measured as a single indicator variable from TOEIC Listening scores).

3. The third model (Figure 8) tested the relationship between South Korean EFL students' International Posture, L2 Learning Motivation and L2 Proficiency (measured as a single indicator variable from TOEIC Reading scores).

The first model was designed to answer the primary research question. The second and third models were designed to answer the secondary research question. Three correlation matrixes depicting the implied correlations between each of the indicator variables are presented in Appendix H. It is important to note that only Figures 7 and 8 can be directly compared as these models have the same number of indicator variables. Yashima (2002) suggests that path values less than .20 are insignificant. Additionally, Cohen (1988) posits that path values less than .30 are weak. Therefore, path values in the current investigation ranging from .20 to less than .30 are considered significant but weak. Cohen also posits that path values ranging from .30 to less than .50 are moderate and path values .50 and above are strong. Following this logic it is proposed that values ranging from .7 to 1.0 are very strong.

4.4 Motivational Model in the Korean EFL Context (Subset of Listening and Reading)

All the paths depicted in Figure 6 were significant, with the strongest path between International Posture and L2 Learning Motivation. This model shows a good fit to the data; the *Chi-Square Goodness of Fit Index* was 17.26 at 18 degrees of freedom, which was not significant. In this situation a non-significant finding is indicative of goodness of fit. Other key goodness of fit measures provided by the outputs in the AMOS 7 program indicate a very good fit: Probability level (P) = 0.51, *Goodness of Fit Index* (GFI) = 0.96, *Adjusted Goodness of Fit Index* (AGFI) = 0.92, *Root Mean Square Error of Approximation* (RMSEA) = 0.00¹⁶.

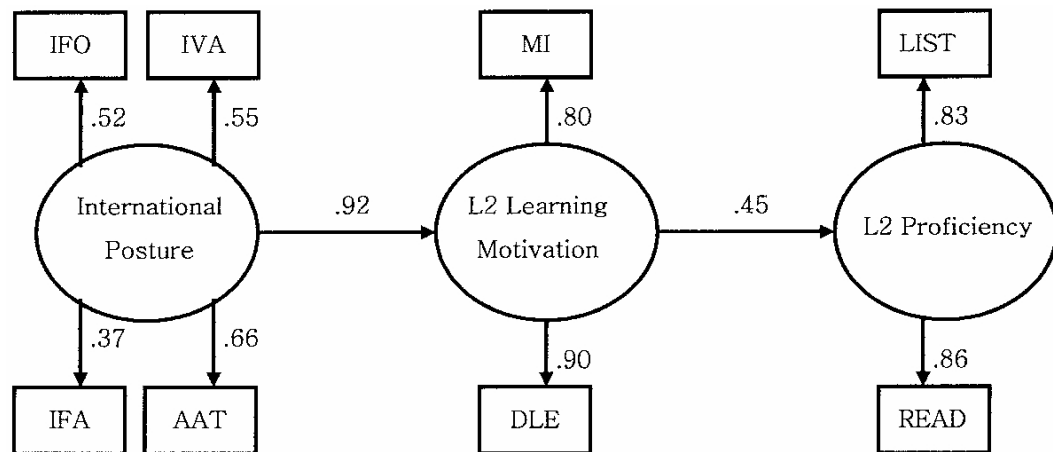


Figure 6. L2 Motivational Model in the Korean EFL Context: Proficiency as a Subset of Listening and Reading (Model 1).

Also in Figure 6 the path values from the latent variable International Posture to its four surrounding indicator variables (IFO, IVA, IFA, and AAT) were all significant. The path value from International Posture to Intercultural Friendship Orientation was strong at .52. The path value from International Posture to Interest in International Vocational Activities was strong at .55. The path value from International Posture to Interest in Foreign Affairs was moderate at .37, and the path value from International Posture to Intergroup Approach Avoidance

¹⁶ According to Tanaka (1987) and Toyoda (1992), a GFI of 0.9 or larger indicates that the model fits the data well. Browne & Cudeck (1993) states that an RMSEA of 0.05 or less means the model's fitness to the data is considered good, whereas a value of 0.1 or larger means the data's fit to the model is poor.

Tendency was strong at .66. In Figure 6 the value from the latent variable International Posture to the latent variable L2 Learning Motivation was very strong with a value of .92. In Figure 6 the path value from the latent variable L2 Learning Motivation to its indicator variables MI and DLE were also very strong. These values were .80 for MI, and .90 for DLE. The path between the latent variable L2 Learning Motivation and the latent variable L2 Proficiency was moderately correlated with a value of .45 in Figure 6. The path values between the latent variable L2 Proficiency and its indicator variables Listening and Reading were very strong at .83 and .86 respectively.

4.5 L2 Motivational Model in the Korean EFL Context: Listening

All the paths depicted in the second model, Figure 7, were significant, with the strongest path between International Posture and L2 Learning Motivation. This model shows a good fit to the data; the chi-square goodness of fit index was 15.50 at 13 degrees of freedom, which was not significant. In this situation a non-significant finding is indicative of goodness of fit. Other key goodness of fit measures provided by the outputs in the AMOS 7 program indicate a very good fit: Probability level (P) = 0.28, Goodness of Fit Index (GFI) = 0.90, Adjusted Goodness of Fit Index (AGFI) = 0.91, Root Mean Square Error of Approximation (RMSEA) = 0.04.

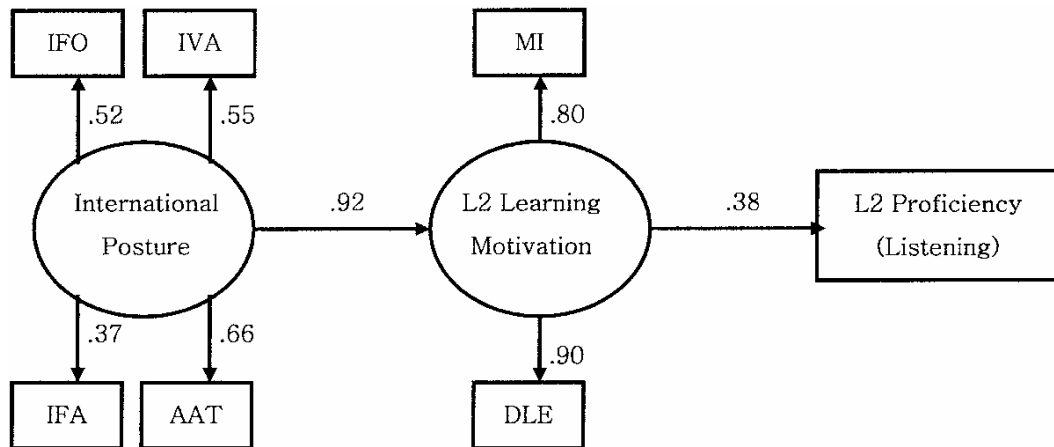


Figure 7. L2 Motivational Model in the Korean EFL Context: Proficiency as Single Indicator Variable Listening (Model 2).

4.6 L2 Motivational Model in the Korean EFL Context: Reading

All the paths depicted in Figure 8 were significant, with the strongest path between International Posture and L2 Learning Motivation. This model shows a good fit to the data; the chi-square goodness of fit index was 11.58 at 13 degrees of freedom, which was not significant. In this situation a non-significant finding is indicative of goodness of fit. Other key goodness of fit measures provided by the outputs in the AMOS 7 program indicate a very good fit: Probability Level (P) = 0.56, Goodness of Fit Index (GFI) = 0.97, Adjusted Goodness of Fit Index (AGFI) = 0.94, Root Mean Square Error of Approximation (RMSEA) = 0.00. See Appendix H for the correlation matrix of the three tables.

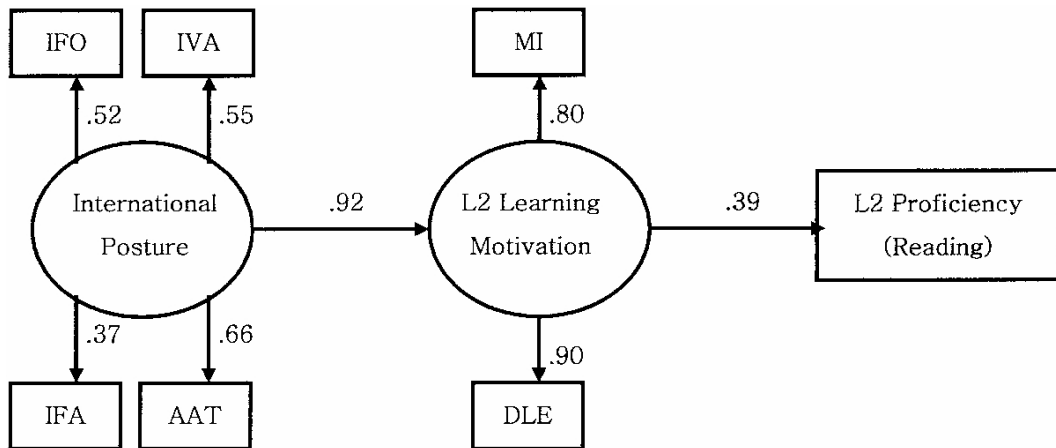


Figure 8. L2 Motivational Model in the Korean EFL Context: Proficiency as Single Indicator Variable Reading (Model 3).

4.7 Comparison of Results between Figure 7 and Figure 8

The results of the analysis showed an insignificant difference between the relationship between South Korean EFL students' International Posture, L2 Learning Motivation, and L2 Proficiency (measured as Listening) compared to the relationship between South Korean EFL students' International Posture, L2 Learning Motivation, and L2 Proficiency (measured as Reading). The path analysis value from L2 Learning Motivation to L2 Proficiency (measured as reading) was .39, whereas, the path analysis value from L2 Learning Motivation to L2 Proficiency (measured as listening) was .38. This shows that high L2 Learning Motivation has a very similar effect on the listening and reading ability of the South Korean tertiary EFL students. In Figure 7 and Figure 8 the path values from latent variable International Posture to the four surrounding indicator variables (IFO, IVA, IFA, and AAT) were the same: The path values from International Posture to Intercultural Friendship Orientation were strong at .52. The path values from International Posture to Interest in International and Vocational Activities were strong at .55. The path values from International Posture to Interest in Foreign Affairs were moderate at .37, and the path values from International Posture to Intergroup Approach Avoidance Tendency were strong at .66. Likewise in Figure 7 and Figure 8 the path values from latent variable International Posture to the latent variable L2 Learning Motivation was the same very strong relationship of .92. In Figure 7 and Figure 8 the path values from the latent variable L2 Learning Motivation to the indicator variables MI and DLE were also the same. These values on both Figure 7 and Figure 8 were very strong: .80 for MI and .90 for DLE. The path between the latent variable L2 Learning Motivation and the indicator variable L2 Proficiency (Listening) was moderately correlated with a value of .38, whereas the path between the latent variable L2 Learning Motivation and the indicator variable L2 Proficiency (Reading) was moderately correlated with a value of .39.

4.8 Summary of Results

4.8.1 Primary Research Question

Path analysis revealed a significant relationship between students International Posture, L2 Learning Motivation and L2 Proficiency (measured as a subset of TOEIC Reading and Listening scores).

4.8.2 Secondary Research Question

Path analysis revealed only a slight difference in model fit between the model that reflected L2 Proficiency as the single indicator variable, Listening, and the model that reflected L2 Proficiency as the single indicator variable, Reading.

CHAPTER 5. DISCUSSION AND CONCLUSIONS

5.1. Introduction

This chapter provides an examination of how the findings in the current investigation relate to the information presented in the literature review. After this, the Introduction (5.1), the second section of this chapter starts with a Review of Findings in the Current Investigation (5.2). Thereafter, the third section (5.3) makes a Comparison of Current Findings to the Literature Review, namely, Findings in Support of Previous Models (5.3.2); L2 Motivation in SLA (5.3.3); and, Ethnolinguistic Change (5.3.4). The fourth section (5.4) provides some Implications for EFL Teaching in Korea and the fifth section (5.5) looks at Potential Areas for Further Research. The last section (5.6), Summary of Conclusion, brings a close to the chapter and the thesis.

5.2 Review of the Findings in the Current Investigation

5.2.1 Review of Findings—Model 1

Data analysis of Model 1 (Figure 6) revealed that the path coefficient between International Posture and L2 Learning Motivation was very strong and the most significant of all paths in the model. This shows that the Korean tertiary EFL students in the present study who possessed an open attitude towards the international community were more motivated in their pursuits to acquire English than those who possessed a less open attitude to the international community. The path coefficient from L2 learning Motivation to L2 Proficiency in Model 1, where Proficiency was defined as sub-sectional scores of the standardized TOEIC examination was moderately correlated. This suggests that the Korean students who were more motivated and devoted more time and energy to their pursuit to acquire English achieved a higher level of proficiency than the less motivated Korean students.

5.2.2 Review of Findings—Models 2 and 3

L2 Proficiency as measured by TOEIC listening and reading scores combined was examined in Model 1 (Figure 6). However, L2 Proficiency was measured as the single indicator variable (Listening) in Model 2 (Figure 7), and, L2 Proficiency was measured as the single indicator variable (Reading) in Model 3 (Figure 8). Because both Models 2 and 3 had the same number of variables they

can be directly compared. Data analysis of Models 2 and 3 revealed the same significant path values detailed above in Model 1 between International Posture and L2 Learning Motivation. Additionally, data analysis of Models 2 and 3 revealed very similar paths between L2 Learning Motivation and L2 Proficiency. A comparison of Models 2 and 3 confirmed that there was no significant difference in model fit when L2 Proficiency was measured as Listening as opposed to Reading. This suggests that International Posture and L2 Learning Motivation have a similar effect on Korean EFL students' reading ability and listening ability.

5.2.3 Overall Result

The current study shows that like in the study of Japanese tertiary EFL students (Yashima, 2002) International Posture was an important factor in the motivation of Korean tertiary EFL students. Korean students, like their Japanese counterparts, who had a more open International Posture were more motivated and performed at a higher levels of English as a foreign language. The current study also revealed that, unlike their Japanese counterparts, South Korean EFL students' L2 Learning Motivation correlated relatively equally to listening and reading proficiency.

5.3 Comparison of Current Findings to the Literature Review

5.3.1 Introduction

This section is broken up into three main parts. After this, the introduction, the second part analyzes the results of this current investigation with regards to three previously conceived motivationally concerned models: the Socio-Educational Model, the Path Analysis Model in Japan, and the L2 Communication Model in Japan. This part suggests that several aspects of these models be reconceptualised. This part also makes some comparisons between the results of the Yashima (2002) investigation and the results in the current investigation. The third part then considers the results of the current investigation in terms of defining motivation, attitude, and motivational orientation in EFL contexts. Thereafter, the fourth part discusses the results of the study in terms of South Korea's ethno-linguistic context and concludes that a movement away

from exclusionary traditions plays an important role in understanding motivation and performance in South Korea.

5.3.2 Findings in Support of Previous Models

5.3.2.1 Introduction

The results of the current investigation are now discussed with respect to the Socio-Educational Model of L2 Acquisition, the Path Analysis Model in Japan, and the L2 Communication Model in Japan.

5.3.2.2 The Socio-Educational Model of L2 Acquisition

Part of the Socio-Educational Model (see Figure 2) of L2 acquisition (Gardner, 1985) proposes that two fundamental attitudes, integrativeness and attitude towards the learning situation, contribute to the learner's degree of L2 learning motivation, and thus, as a consequence influence language learners' linguistic outcome. Therefore, the basic components of the Socio-Educational Model were replicated in the current study. In the current investigation the International Posture construct (a concept concerned with integrativeness and learner attitude) correlated to L2 learning motivation and L2 Learning Motivation correlated to L2 Proficiency (or linguistic outcome). However, in the current study, Korean EFL learner conception of integrativeness and attitude toward the learning situation was not projected to members of an ethnically or regionally definable L2 speaker community, as previously conceived in the Socio-Educational Model. Rather, the attitude captured by the latent variable International Posture reflected South Korean EFL learners' openness to various forms of intercultural communication and friendship, and an interest in international vocation and affairs. Therefore, the results of the current investigation provide support to the Socio-Educational Model but suggest that the Socio-Educational Model's conception of integrativeness and attitude be redefined to be inclusive of the role of English as Lingua Franca in EFL contexts.

5.3.2.3 The Path Analysis Model from Japan

In Yashima's (2000) investigation of Japanese tertiary EFL students the Intercultural Friendship Orientation construct takes into account the emerging role of English as Lingua Franca. The Intercultural Friendship Orientation construct was considered similar to the integrative orientation but different in the

sense that it reflected that the target language community was not clearly specified. The results of the model tested in the Yashima (2000) study (see Figure 3) revealed a significant but moderate relationship between Intercultural Friendship Orientation and L2 Motivation¹⁷ (.41), and a significant but moderate relationship between Instrumental Orientation and L2 Learning Motivation (.46). The Yashima (2000) model implies that language learner motivation is best predicted by using distinct integrative and instrumentally related orientations (Gardner, 1985, 1988a, 1988b; Gardner & Lambert, 1959, 1972; Gardner & Smythe, 1975). However, the results of the current investigation revealed a significant and *very strong* relationship between International Posture and L2 Motivation (.92). Therefore, the results of the current investigation support Yashima's findings (2000) that integrative and instrumental orientations predict L2 Learning Motivation. However, the very strong path between the International Posture and L2 Learning Motivation and L2 Proficiency in the current investigation suggests that L2 Learning Motivation can be conceived as an agglomeration of integrative and instrumental orientations. This is in line with the body of research that suggests the agglomeration of these previously conceived integrative and instrumental motivational orientations to learning English in EFL contexts (Kimura et al., 2001; Yashima, 2000, 2002; Irie, 2003; Lamb, 2004; Dornyei, 2005; Coetzee Van Rooy, 2006). Perhaps Lamb (2004) most eloquently depicts the grounds for this shift among EFL learners:

We have seen that integrative and instrumental orientations are difficult to distinguish as separate concepts. Meeting with Westerners, using computers, understanding pop songs, studying and traveling abroad, pursuing a desirable career—all these aspirations are associated with each other and with English as an integral part of the globalization processes that are transforming their society and will profoundly affect their own lives. (p. 13)

The strong path between the International Posture construct (a construct that synthesizes both integrative and instrumental motivational orientations) and the degree of L2 Learning Motivation, and, the moderate path between L2 Learning

¹⁷ L2 learning Motivation, referred to simply *Motivation* by Yashima 2002, was assessed in exactly the same way by Yashima (2000), Yashima (2002) and by the investigator in the current investigation.

Motivation and L2 Proficiency in the current investigation provides support to the emerging body of research that suggests that integrative and instrumental motivational orientations in EFL contexts are becoming increasingly difficult to distinguish (Kimura et al., 2001; Yashima, 2000, 2002; Irie, 2003; Lamb, 2004; Dornyei, 2005; Coetzee Van Rooy, 2006).

5.3.2.4 The L2 Communication Model in Japan

Yashima's (2002) study of Japanese EFL tertiary students revealed a positive relationship between International Posture, L2 Learning Motivation and L2 Proficiency as measured by the results of the Japanese students' TOEFL test scores. The current investigation also revealed a positive relationship between International Posture, L2 Learning Motivation, and L2 Proficiency, but in this study L2 Proficiency was measured by the results of the Korean students' TOEIC scores. The TOEFL test concerns proficiency for academic activities, whereas the TOEIC test concerns proficiency for the global workplace. Therefore, South Korean students' International Posture and L2 Learning Motivation can be seen as positively influencing "English proficiency for the global workplace" (ETS, 2006, ¶ 1), whereas Japanese students' International Posture and L2 Motivation can be seen as positively influencing "English proficiency for those pursuing academic activities" (ETS, 2006a, ¶ 1). Although different, both TOEIC and TOEFL tests concern English proficiency. In this case it can be concluded that both Japanese and South Korean tertiary EFL students' International Posture and L2 Learning Motivation are significantly related to and might play important roles in predicting proficiency in English. Obviously, assumptions concerning the effect of International Posture and L2 Learning Motivation on particular types of English proficiency cannot be transferred between the two countries. More research concerning how International Posture and L2 Learning Motivation affects different forms of L2 proficiency is needed to draw more defining conclusions in this area.

5.3.2.5 Similarities Regarding International Posture Scales

In Yashima's (2002) investigation each of the paths from the subscales (the indicator variables, IFO, IVA, IFA, and AAT) to the latent International Posture variable was significant. Similarly, in the current investigation, each of the paths from the subscales (listed above) to the latent variable was significant. Therefore,

the current investigation supports the findings presented in the Yashima (2002) study that, each of the subscales plays an important role in predicting L2 learner Motivation and Proficiency. Additionally, if we compare the relative strength of each of each of the four paths in the Yashima (2002) study to the relative strength of each of the four paths in the current study we find more similarities. The weakest path from the latent International Posture construct in the Yashima (2002) study is Interest in Foreign Affairs with a path value of .36. Likewise, the weakest path from the latent International Posture construct in the current study is also Interest in Foreign Affairs with a path value of .37. Although moderately significant, the paths from Interest in Foreign Affairs to International Posture in both models are the weakest amongst all four paths from International Posture. This suggests that the Interest in Foreign Affairs construct is the least relevant of the four subscales in its association with L2 Learning Motivation and L2 Proficiency among Japanese and South Korean learners. As established in Chapter 3, Methodology, both the Yashima (2002) investigation and the current study used the following two questions to ascertain students' Interest in Foreign Affairs (IFA):

1. I often read and watch news about foreign countries.
2. I often talk about situations and events in foreign countries with my family and friends.

Results from both studies concur that students' interest in foreign news, situations, and events, while significant, was not as relevant to understanding motivations as International Friendship Orientation, Interest in International Affairs and Vocational Activities (IVA), and Intergroup Approach Avoidance Tendency (AAT) among Japanese and South Korean EFL students. This may have been to do with the fact that students in both studies were freshman. Studies by Craig and Bennett (1997) revealed that younger generations are comparatively "indifferent to public affairs, unlikely to vote or to take part in other kinds of political activities, and generally uninformed about government and politics" (p. 39). However, more research into the role that student age plays in understanding the relationship between Intercultural Friendship Orientation and L2 Learning Motivation is needed to confirm such speculation.

5.3.2.6 Differences Regarding International Posture Scales

Differences can also be found by examining the paths emanating from the International Posture construct in both studies. In Yashima's (2002) study of Japanese EFL tertiary students the subscale with the strongest relationship to International Posture (and by association L2 Learning Motivation) was Intercultural Friendship Orientation. The questions in the Intercultural Friendship Orientation scale related to reasons for studying English such as providing opportunities to meet with different people, get to know and participate with people of various cultures, and make friends with foreigners (see Appendix C). It could therefore be said that friendship with people of different cultures is especially important in understanding the motivations of Japanese EFL learners. However, in the current investigation of South Korean EFL tertiary students, the most strongly correlated subscale to International Posture (and by association L2 Learning Motivation and L2 Proficiency) was Intergroup Approach Avoidance Tendency (AAT). Thus Intergroup Approach Avoidance Tendency, encompassing a general feeling of comfort in interactions with foreigners, was the most relevant subscale to understanding the motivations of South Korean EFL students, whereas, Intercultural Friendship Orientation plays a more defining role in Japanese EFL students' motivation. The reason that Intergroup Approach Avoidance Tendency plays a defining role in South Korea may have something to do with the strong influence of Confucianism in South Korean society. Confucianism, although also part of Japanese culture or social structure, is not as influential as it is in the Korean context (Kim, 2007, pp. 46-47). As discussed in the Chapter 2, the insider effect, where clear lines are drawn between in- and out-groups, tends to make South Koreans keep their distance from foreign cultures and interactions with foreigners. As a result, when Koreans are provided with the opportunity to interact with foreigners they often shy away at the expense of learning English. The defining role that Intergroup Approach Avoidance Tendency plays in the Korean EFL context suggests that the Korean students who make a shift from this insider perspective make more progress in acquiring English.

5.3.2.7 Differences Regarding Motivation, and Speaking and Listening

As the current study in South Korea is a close replication of the Yashima (2002) study in Japan it is possible to compare some of the indirect paths (see

correlation matrixes in Appendices C and H) of the indicator variables found in Yashima's (2002) study of Japanese tertiary EFL students with the correlations presented in the current study. In Yashima's (2002) study Motivational Intensity (MI) had a distinctly stronger relationship with Reading scores (.24) than it did to Listening scores (.18). Likewise, in the Yashima (2002) study, Desire to Learn English (DLE) had a distinctly stronger relationship with Reading scores (.20) than it did to Listening scores (.12) (p. 65). In the current study Motivational Intensity (MI) had only a fractionally stronger correlation to Reading scores (.31) than it did to Listening scores (.30). Likewise, in the current study, Desire to Learn English (DLE) had only a fractionally stronger correlation to Reading scores (.35) than it did to Listening scores (.34). The results in the current investigation suggest that listening proficiency is more important to the highly motivated South Korean EFL students than to the highly motivated Japanese EFL students. The different results in the two countries may also be explained by Korea's stronger ties to Confucianism (see Kim, 2007, pp. 46-47). Yu (1984) explains that in traditional Korean language classroom "providing background knowledge, explaining passages and contexts, giving answers to controversial questions, [and] lecturing on the subject" (p. 36) are seen as the most important ways for teachers to pass on knowledge. Students' listening ability, therefore, plays a crucial part in this process. The experience of South Korean EFL learners may therefore explain the reasons behind the stronger correlation between motivation and listening proficiency among South Korean EFL learners.

In the current study Korean EFL student motivation (measured in terms of individual indicator variables, MI and DLE) correlated relatively equally to listening proficiency and reading proficiency (unlike the results in Japan). These results are in line with the findings of another study that reveals that listening and reading play an equally important role in the South Korean EFL experience. Lee (2005) conducted an investigation involving 101 Korean EFL university students concerning the types of English they were exposed to outside of class. The study found that "students spent a significant amount of time viewing English programs on TV/radio or movies/videos, listening to English language songs [two categories that may also involve the reading of subtitles and lyrics], and reading

newspaper/magazine[s]¹⁸” (p. 10). Lee’s study reveals that Korean EFL students spend a significant amount of time in both listening and reading activities. The results of the current investigation reveal that Korean EFL students’ motivation and time spent devoted to learning English reflects equally in their ability to listen and read in English. From the results of the Lee study and the results of the current investigation, it can be concluded that motivation for and exposure to listening and reading (or receptive skills) both play a major part in Korean EFL students’ English experience.

5.3.2.8 Summary

A comparison of the results of this study with previous findings in the field suggest that motivation for and exposure to English listening and reading both play very important roles in the Korean English language learner experience. The conclusions in this section suggest that South Korean EFL students’ shift toward the tendency to approach (rather than avoid) interaction with people of different cultures is especially important to understanding their motivations for learning English.

5.3.3. L2 Motivation in SLA

5.3.3.1 Introduction

This part of section 5.3, L2 Motivation in SLA (5.3.3), considers the results of the current investigation in terms of defining motivation, attitude, and motivational orientation in EFL contexts. This part focuses on The Importance of Motivation in EFL Teaching and Learning (5.3.3.2), Redefining Motivation (5.3.3.3), Relevance of Motivational Intensity and Desire to Learn English (5.3.3.4), and Motivation in EFL and World English as Distinct from SLA (5.3.3.5). Each of these four main topics is now discussed in turn.

5.3.3.2 The Importance of Motivation in Teaching Learning

Numerous studies point to the importance of motivation in language teaching and learning (Crookes & Schmidt, 1991; Dornyei, 1994; Gardner, 1985; Oxford & Shearin, 1996). In the current study the degree of motivation that Korean EFL learners possessed for acquiring English was measured by the L2 Learning

¹⁸ The results of the Lee (2005) investigation also revealed that the participants of that study had a “very low exposure to or use of English in general and speaking and writing in particular” (p. 10).

Motivation construct. This construct was moderately correlated to L2 Proficiency in all three models (Figure 6, where L2 Proficiency was measured as the subset of TOEIC listening and reading scores; Figure 7, where L2 Proficiency was measured as the single indicator variable, Listening; and, Figure 8, where L2 Proficiency was measured as the single indicator variable, Reading). The path coefficients in each case (with Proficiency measured as a subset of Listening and Reading, Listening only, and Reading only) were .45, .38, and .39 respectively. Each of these relationships was considered moderately significant. The results of the current investigation are in support of a large body of research that points to the important role motivation plays in teaching and learning foreign and additional languages (Crookes & Schmidt, 1991; Dornyei, 1994; Gardner, 1985; Oxford & Shearin, 1996). Moreover, and specific to EFL contexts, the main findings of the investigation support other research that points to the important role that L2 Learning Motivation plays in acquiring listening and reading skills in English (Gardner et al., 2004; Csizer & Dornyei, 2005; Yashima, 2000, 2002).

5.3.3.3 Redefining Motivation

As explained in Chapter 2, from a broad perspective, motivation has been traditionally difficult to define (Scovel, 2001) and has usually been conceived as a combination of a complex group of variables or “a cluster of factors that energize behaviour and give it direction” (Hilgard et al. 1979, p. 281). In this investigation the International Posture construct, first theorized and defined by Yashima (2002) was shown to be a key construct involved in understanding EFL learning of tertiary South Korean students. In the current investigation the International Posture construct, like the broad definition given above, also encompasses an array of variables: Korean EFL learner Intercultural Friendship Orientation; Interest in Foreign Affairs; Intergroup Approach Avoidance Tendency; and Interest in International and Vocational Activities. All of these variables were related to the degree of motivation that Korean EFL students exhibited for learning English. The results of this investigation, therefore, support the idea that theories concerning EFL motivation are best understood from a complex and multifactorial perspective.

5.3.3.4 Relevance of Motivational Intensity and Desire to Learn English

In the current investigation the Motivational Intensity (MI) construct and the Desire to Learn English (DLE) construct were adapted by Yashima (2000, 2002) from research by Gardner and Lambert (1972). The six question items for MI and the six for DLE, both utilizing 7 point Likert scales, combined as subsets for the latent variable L2 Learning Motivation. In the current investigation the L2 Learning Motivational construct was significantly related to International Posture and L2 Proficiency in each of the three models (see Figures 6, 7, and 8). The importance of the L2 Learning Motivation construct in the current study not only gives support to findings in previous studies in the Japanese EFL context (Yashima, 2000; Yashima, 2002) but it also maintains the relevance of the work by Gardner (1972) showing that MI and DLE are relevant to understanding and measuring the degree of motivation in EFL contexts. A more detailed understanding of the questions relating to MI and DLE can be found in Appendix C, Part 5 and 6 respectively.

5.3.3.5 Motivation in EFL and World English as Distinct from SLA

As discussed in Chapter 2, the many ambiguous findings in motivational research in SLA have made it difficult for researchers to reconcile motivational theories in the field (Warden & Lin, 2000; Gardner et al., 2004; Csizer & Dornyei; 2005). However, when findings from contexts where English is taught as a world language (which includes EFL contexts) are focused on more consistency is found. The strong relationships revealed between International Posture, L2 Learning Motivation, and L2 Proficiency in the present study and the overall good model-fit of each of the three models (Figures 6, 7, and 8) supports a growing body of research that calls for the need to conceive EFL as part of a distinct World English learning area as opposed to being understood under the SLA umbrella (Kimura et al., 2001; Yashima, 2000, 2002; Irie, 2003; Lamb; 2004; Dornyei, 2005; Coetzee Van Rooy, 2006). As discussed in chapter 2, by focusing on contexts where English is taught as a foreign or world language, researchers have been able to make more consistent findings in the area of EFL motivational theory.

Dornyei (2005), in his extensive summary of motivational theory development from its Gardnerian conception to today's most recent understandings, perhaps best sums up the reason for this trend:

It seems that 'World English learning' is becoming a prominent and distinct subarea in human education, and due to the all-encompassing relevance of World English in a globalized world, the success of this process will partly be a function of the language aspect of the individual's global identity. (p. 118)

In the current investigation the International Posture construct captures Korean EFL students' approximation to the *global identity* mentioned by Dornyei (2005) above. The overall findings in this study support the link between English language learners' *global identity* and *success*, and the need to conceive EFL as a part of a *World English learning subarea*, a subarea concerned with English as the target language as distinct from that of the SLA domain.

5.3.3.6 Summary

Relating the results of the current study to the present understanding of motivational theory suggests that: 1. EFL motivation can be predicted by the agglomeration of instrumental and integrative attitudes; 2. EFL motivation can be successfully measured by MI and DLE; and, most importantly, 3. The South Korean EFL context, and other EFL contexts, should be considered as part of a distinct World English learning area in education.

5.3.4 Ethnolinguistic Change

5.3.4.1 Introduction

This section discusses the findings of the study in relation to the South Korean ethno-linguistic context. Considering the fact that Intergroup Approach Avoidance Tendency was the most defining factor in determining motivation and proficiency in English the section concludes that a shift from the insider perspective (a South Korean tradition that causes exclusion of foreigners) is the key to understanding EFL motivation in South Korea.

5.3.4.2 A Shift from Tradition among Proficient English Users

Collins (2005) points out that after the successful hosting of the Olympic Games in 1988 the South Korean government associated English with cultural and economic globalization (p. 424). Declarations of this type by the Korean government were perhaps the first indication that a shift in understanding of EFL domain was taking place in South Korea. The central construct to the current investigation, International Posture, incorporates each of the three inextricably connected facets recognised 20 years ago by the South Korean government: English, multiculturalism and globalization. The present study helps to provide EFL researchers and educators with an insight into the role that these three features play in the South Korean tertiary EFL context.

As noted in Chapter 2, English is perceived by South Koreans as being culturally and ideologically opposed to traditional Korean culture. To the Korean EFL student the perception of English is marred by historical perspectives of English, a strong stance on Korean nationalism, and the perception of English as being diametrically opposed to local conservative and Confucian values. Furthermore, Korean culture, clearly defining in- and out-groups, makes it difficult for young Korean EFL students to interact in a meaningful way with foreigners in English. So in addition to English representing ideals in conflict with local values, Korean culture does little to provide space for Korean students to engage in meaningful interactions in English. The results of this study suggest that the Korean students who possessed a more positive attitude toward the international community, and especially those who felt comfortable with interactions with foreigners (despite ideological and cultural conflicts) were more strongly motivated to learn English and therefore more proficient in the English language. The findings in this section suggest that Korean EFL learner openness and propensity to approach interactions with foreigners and make the most of business and cultural exchanges (despite conflicts) is fundamental to understanding Korean L2 motivation and performance.

5.3.5 Summary

The findings in this study support the idea that language learning motivation is best understood from a broad perspective of being influenced by an array of variables, and that motivation plays an important role in teaching and learning

language. The study suggests that attitude (or motivational orientation) is best understood through an agglomeration of instrumental motivational orientations and that this should be incorporated into The Socio-Educational Model (Gardner, 1985) and The Path Analysis Model in Japan (Yashima, 2000). The study also suggests that the degree of L2 motivation can be successfully measured in terms of MI and DLE. Furthermore, the study found that motivation for, and exposure to, listening and reading in English play an important role in Korean EFL learners' English language experience. The analysis of the results of this study with respect to the South Korean ethnolinguistic context suggest that a movement away from traditional exclusionary traditions and social practices towards the tendency to approach interactions with people of different cultures is especially important in understanding student motivation and performance in English in South Korea.

5.4 Implications for EFL Teaching

5.4.1 Introduction

Although implications for teaching are tangential to the focus of this study it is in the opinion of the author that any piece of educationally related research should provide some suggestions aimed to improve or enhance learning. For these reasons this section has been included. Research conducted in this investigation reveals that a positive International Posture results in improved second language motivation and proficiency. More specifically, South Korean university students with a more open attitude toward the international community were more motivated and therefore more likely to succeed in the EFL context. Therefore, the findings in this study suggest that EFL teaching professionals need to create teaching programmes to help develop a positive International Posture among EFL students. This section provides suggestions for a language program that promotes a positive International Posture with particular emphasis on providing opportunities for Korean EFL learners to effectively approach cultural interaction with foreigners. Suggestions pertaining to pedagogy, course content, and teaching methodology are made.

5.4.2 Considerations for Pedagogy

One way in which South Korean EFL programmes might address the need to enhance International Posture among South Korean students is by making full use of technology. Opp-Beckman and Kiefer (2004) make use of the internet to provide EFL language professionals with ideas for implementing authentic cultural experiences into the EFL classroom aimed at enhancing students' International Posture. Opp-Beckman and Kiefer's programme details how language professionals might use online discussion boards that "span continents and cultures with relative ease" (p. 225), with a key communicative goal aimed to "develop a positive attitude toward the target language and culture (p. 237). In fact a similar programme using discussion boards was facilitated between Hannam University¹⁹ in South Korea and a university in Japan by Jung, Min, Suzuki, Yoshihara, and Watanabe (2004). In this e-learning environment Korean and Japanese students became "involved in lively discussion on the topics of local and global issues" (p. 1) and one of the positive outcomes of the course was that "student participants became aware of English as a medium for global communication" (p. 9). Online discussion boards that facilitate interaction with people from different countries would therefore seem appropriate to creating a positive International Posture among South Korean EFL students enhancing their motivation for and success in English.

5.4.3 Considerations for Content

It might also be important for EFL language teachers to consider content when attempting to enhance students' International Posture. Yim (2003) points out that,

Even cultural contents that are represented in the English textbooks of Korea are mainly the United States, thereafter, learning English in Korea under the wave of globalizing forces leads not so much to 'international understanding' in the true sense of cosmopolitan pluralism or critical multiculturalism, but rather to a certain degree, cultural homogenization. (p. 71)

¹⁹ The study by Jung et al. (2004) was part of an online e-learning environment for students majoring in English literature from Hannam University and a university in Japan. Freshman university students majoring in English literature from Hannam University were used as participants in the current investigation.

The results of the current investigation suggest that a positive International Posture plays an important role in Korean EFL student motivation and performance. Therefore, there is a clear necessity for Korean EFL course books to reflect cosmopolitanism and multiculturalism as opposed to American (or Anglocentric) content and ideals. Multiculturalism may also involve a focus on local cultures. In this domain Nault (2006) suggests a book by Matire (2005) entitled *Small Group Discussion Topics for Korean Students*. Such a focus on local cultures may be advantageous to enhancing Korean EFL students' International Posture. Kramersch (1993) claims that learning culture can only be pursued when there is development in the understanding of one's own culture. Therefore, providing course materials with a focus on local and global cultures might be an effective for EFL professionals to enhance Korean EFL students positive International Posture and thus contribute to their motivation and success in acquiring English.

5.4.4 Appropriate Teaching Methodology

5.4.4.1 An Eclectic Approach

Considering the findings in this study, Korean EFL professionals might benefit by considering strategies to enhance their students' openness and interest in international cultures. As for finding the most appropriate teaching approach for such an enterprise Daska (2000) posits that,

The methodology for such an enterprise is already in place in the language classroom: communicative language teaching [CLT] not only uses the learner's own environment and experiences as a starting point, it also employs role play and changes in perspective as a means to initiate meaningful communication in the target language. Cultural learning, of course, is facilitated by such role changes. (p. 249)

However, many of the central ideas of CLT conflict with traditional Korean values (these conflicts are discussed in depth by Hu, 2002). Therefore, a review of how to effectively appropriate CLT to traditional Korean contexts may well be in order (for such a discussion see Sun, 2004; Tang & Absalom, 1998). Implementing cultural learning for the purposes of enhancing EFL students'

attitude towards the international community can also be part of more traditional approaches to language learning. For these purposes Sercu (1998) provides some useful techniques concerning grammar and Dłaska (2000) provides an array of ideas relating to linguistic register, vocabulary and description.

5.4.4.2 Motivational Strategies

The findings of this study suggest that an open International Posture is positively associated with Korean EFL learner motivation. Up until this point in this section discussion has centred on the potential for teachers to enhance Korean EFL students' International Posture by making considerations for curriculum, content, and teaching methodology. However, sole focus on enhancing International Posture in the Korean EFL language classroom would be myopic, to say the least. A plethora of theories and pedagogical suggestions exist designed to enhance language learner motivation. Dornyei (2005) consolidates many of the ideas presented in this large body of literature into four categories: 1. Creating the basic motivational conditions; 2. Generating initial motivation; 3. Maintaining and protecting motivation, and, 4. Encouraging positive retrospective self-evaluation (p. 112). Under these four motivational categories motivational strategies are discussed relating to: appropriate teacher behaviour; generating appropriate goals; making learning stimulating; and, increasing learner satisfaction. A review of the fundamentals should not be overlooked when attempting to successfully motivate Korean EFL students.

5.4.5 Summary

To enhance Korean EFL students' International Posture, L2 Learning Motivation, and L2 Proficiency EFL professionals should consider utilizing: online discussion boards; appropriate local and global course materials; a locally appropriate eclectic approach to teaching EFL; and the array of strategies that have been suggested to increase learner motivation. The effect of such language programmes in their ability to enhance EFL learner International Posture in longitudinal studies could be an important area of research as it is only at the classroom level that effective changes can take place. The potential for further research such as this are discussed in the next section of this chapter.

5.5 Potential Areas for Further Research

5.5.1 Introduction

The purpose of section five is to discuss four potential areas for further research: The need to explore the contribution of two further components, L2 Communication Confidence and Willingness to Communicate (5.5.2); the need to ensure the Test-Retest Reliability of Newly Developed constructs (5.5.3); the need for Productive Assessment of Proficiency (5.5.4); and, the need to explore the International Posture, L2 Learning Motivation, and L2 Proficiency of a Different Participant Sample (5.5.5). Each of these potential areas for further research will now be discussed in sequence.

5.5.2 L2 Communication Confidence and WTF

In the original Yashima (2002) study WTC and L2 Communication Confidence (see chapter 2) were variables proposed in the L2 Communication Model that was tested in Japan (see Figure 3 and Figure 4). The current study did not assess these variables as an assessment of the entire model was considered beyond the scope of the current investigation. Therefore, future research could examine all five variables. However, it should be noted that the Heuristic Model of Variables Influencing WTC (MacIntyre, Clement, Dornyei, & Noels, 1998), a model on which the principles of L2 Communication Confidence and WTC constructs are based, has come under criticism for its inability to account for Confucian cultures (Wen & Clement, 2003). Considerations may therefore have to be made before attempting to incorporate all five variables into an L2 Communication Model in another EFL or World English context.

5.5.3 Test-Retest Reliability of Newly Developed Constructs

In the current investigation the questionnaire items that made up the International Posture construct were not tested for reliability. Their reliability was assumed from the successful Chronbach's analysis in the Yashima (2002) investigation. Therefore, if a more thorough investigation was to take place, test-retest procedures would need to be undertaken to ensure the reliability of the constructs in the new context.

5.5.4 Productive Assessment of Proficiency

The current investigation assessed L2 proficiency in terms of the receptive skills of reading and listening in TOEIC. Yashima (2002) also conducted her investigation with a similar focus on receptive skills by assessing listening, grammar/vocabulary, and reading in TOEFL. However, an assessment of four skills (listening, reading, speaking, and writing) would provide a more well-rounded understanding of the relationship between International Posture, L2 Learning Motivation and L2 Proficiency. In the case that all forms of assessment were available the following forms of L2 proficiency could have also been compared: productive proficiency (measured as the subset of speaking and writing); receptive proficiency (measured as a subset of listening and reading); oral communicative proficiency (measured as the subset of speaking and listening); and, written communicative proficiency (measured as a subset of writing and reading). The recent movement of established testing agencies to include productive assessment provides a new potential area of research for EFL language professionals in Korea and around the world.

5.5.5 Student Participant Sample

Another factor that needs to be considered is that of student demographic. In the current study freshman (or first year) English students with a major in English literature were utilized as they were the most convenient and relevant sample accessible to the author. They were the most relevant because the student demographic utilized in the current investigation was the closest match available to the demographic of the participants in the Yashima (2002) study. In future research more students of different demographic could be utilized to verify the applicability of the findings to wider contexts. As most EFL students study English as an additional language as a minor, rather than as a major, it would be highly relevant to study students with non-English majors from first, second, third, fourth, and postgraduate levels of tertiary education. Korean EFL students in primary (elementary), middle, and high school (secondary) settings could also be included in a longitudinal study. Lee (2001), in a longitudinal study that tracked the motivation of tertiary Korean EFL students over time, revealed that EFL students' motivation for learning English was revitalized when they were provided with the opportunity to study or work overseas. Therefore, it is likely that motivation does change with age (and level of education). It would therefore

be beneficial for researchers to consider that the relationship between the major constructs in the current model alters according to the age and maturity level of the participants. Kang (1999), in a study involving Korean high school EFL students, revealed that “females reported more positive views about the target language, culture, or community than males did” (p. 1). Therefore, gender may also be a factor that could be tested with respect to the constructs in the current model.

5.5.6 Summary

Given the current world status of English as Lingua Franca, the domain of EFL motivational theory has made, and will continue to make, advancements as its own subject area. The potential for further research in this area could involve an expansion of the constructs tested in the current study, test-retest verification to ensure the reliability of new constructs, utilizing new forms of productive assessment, and examining the motivations of other groups of Korean EFL learners. Also, the use of longitudinal research of an ethnographic nature that traces Korean learners over time in their natural context should not be overlooked. Lamb (2004) provides some ideas as to specific research methods that might be considered applicable to new research in the areas described:

Open-ended questionnaire responses and conversations with learners, specifically focusing on their personal goals and role-models may help to clarify the nature of the identification process involved in motivation to learn English, and tell us whether they vary within and between countries. The very personal nature of the topic means that indirect elicitation devices such as simulations or role-play may be needed. (p. 15)

Studies that look into the effect of classroom pedagogy and teaching methods on International Posture should also be considered. The model presented in the current investigation represented a single cross-section of one particular stage of learning. Future research could consider how attitude towards the international community or International Posture are created and change over a given period of time of linguistic development. Therefore, the relationship between attitudes, motivation and proficiency could be examined over an extended period of time.

Longitudinal as well as qualitative studies are needed to verify and clarify the findings presented in this study.

5.6 Summary of Conclusion

The main goal of this study was to examine language learning motivation among South Korean tertiary EFL students. To begin with, this thesis provided an understanding of the current dominant status of English in the world and then tracked the role of English in South Korea to its current status today. It was proposed that, regardless of past historical stigma, English and globalization have played defining roles in South Korea's rapid industrialization and current era of economic prosperity. Despite large investment by the South Korean government and its citizens in English education, South Korean English performance and communicative proficiency in English is comparatively poor. The reasons for this can be attributed to Korea's strong stance on nationalism, the ways in which Traditional beliefs affect English acquisition, the poor linguistic fluency of the English education sector, and, the linguistic inadequacies English brings to South Korean culture and society. However, recent analysis of the media in South Korea reveals that English is used by South Korean youth as a means to resist Korea's long standing conservative and Confucian values and associate themselves with a more liberal and progressive set of ideals. The conflict between liberalist and conformist values can be perceived as a direct result of Korean youths' simultaneous exposure to local and global dialogues. In the current study the specific aim was to examine if the International Posture construct, previously identified by Yashima (2002) in the Japanese tertiary EFL context, related to L2 Learning Motivation and L2 Proficiency in South Korea. In the current investigation 118 South Korean tertiary-level EFL students completed a questionnaire containing 21 question items using 7-point Likert scales. The participants' TOEIC score were also collated and AMOS 7 package was used to determine the regression weights between the variables and the model fit of three separate models. Results showed that Korean EFL learners' perception of and identification with an internationally related dialogue (conceptualized as International Posture) affects their level of motivation and proficiency in English as a foreign language. These and further findings are now summarized below.

In the Discussion and Conclusion chapter I mentioned that models concerning EFL attitudes, motivation, and performance need to take into consideration the role of English as Lingua Franca with the target language community becoming less and less country specific. I also pointed out that the findings in the current investigation support the idea that EFL motivational orientations are best understood by the agglomeration of integrative and instrumental motivational orientations. By comparing the results of the current investigation to the results in the Yashima (2002) investigation I examined some important similarities and differences in the way that International Posture relates to L2 Learning Motivation and L2 Performance. First of all Interest in International Affairs was the least relevant concept to understanding L2 Learning Motivation in both the Japanese and South Korean studies. Therefore, interest in foreign news and situations were not as significant to understanding Japanese and Korean EFL motivations as were Intercultural Friendship Orientation, Interest in International and Vocational Activities, and Intergroup Approach Avoidance Tendency. It was suggested that younger generations' apathy in this area might be a reason behind why Interest in Foreign Affairs was less relevant to understanding EFL student motivation in both countries. As for differences, the most relevant subscale to understanding L2 Learning Motivation in the Yashima (2002) study was Intercultural Friendship Orientation, whereas the most relevant subscale to understanding L2 Learning Motivation in the current investigation of South Korean students was the Intergroup Approach Avoidance Tendency construct. This means that the Korean EFL students who make efforts to approach (rather than avoid) interactions with foreigners are the most motivated in their pursuit of English. It was suggested that the insider effect, whereby clear lines are drawn between in- and out-groups, might be an important factor to consider in understanding this difference between South Korean and Japanese EFL contexts. Differences between the Yashima (2002) study and the current study were also noted with regards to EFL students' Motivational Intensity and Desire to Learn English, and, their speaking and listening proficiency sub-scores. In Japan EFL students' Motivational Intensity and Desire to Learn English correlated more to reading proficiency than it did to listening proficiency, whereas in South Korea students' Motivational Intensity and Desire to Learn English correlated relatively equally to reading proficiency and listening proficiency. The reasons for the relative importance of listening in South Korea may also be related to Korea's traditional Confucian heritage,

whereby listening in language classrooms is considered highly important. Other studies supported the idea that both listening and reading play a major part in the Korean EFL students' English experience.

The main findings in the investigation support the overall importance of motivation in EFL teaching and learning, and the idea that EFL student motivation is best understood from a complex and multifactorial perspective. The L2 Learning Motivational construct played a defining role in each of the three models (Models 1, 2, and 3) as it related to both International Posture and L2 Proficiency. This maintains the relevance of its subsets, Motivational Intensity and Desire to Learn English, to measuring EFL language learner motivation. The findings in this study are in line with the growing body of research that calls to conceive EFL contexts as part of a distinct World English learning area as opposed to being understood under the Second Language Acquisition (SLA) umbrella. Therefore, future research in EFL contexts should take this trend into consideration.

The main results of this thesis suggest that EFL students' ability to set aside traditional practices of exclusion in order to approach interaction with foreigners plays an important role in EFL learner motivation and performance in South Korea. Therefore, in order to enhance Korean EFL students' open attitude towards, motivation for, and performance in English I suggest that EFL professionals consider the use of online discussion boards, providing Korean EFL learners with an authentic opportunity to interact with foreigners. In order to most appropriately provide for such a space it was suggested that English teaching professionals consider the use of appropriate local and global course materials, eclectic approaches to teaching EFL, and the need to consider an array of strategies that EFL professionals can use to increase EFL learner motivation.

In the final part of the discussion chapter I discussed the potential for further research. Such further research could involve an expansion of the constructs tested in the current study, test-retest verification procedures to ensure reliability of the constructs in the new environment, utilizing new forms of productive assessment, and examining the motivations of other groups of Korean EFL

learners. It was proposed that the use of longitudinal studies of an ethnographic nature might play an important role to exploring this subject area further.

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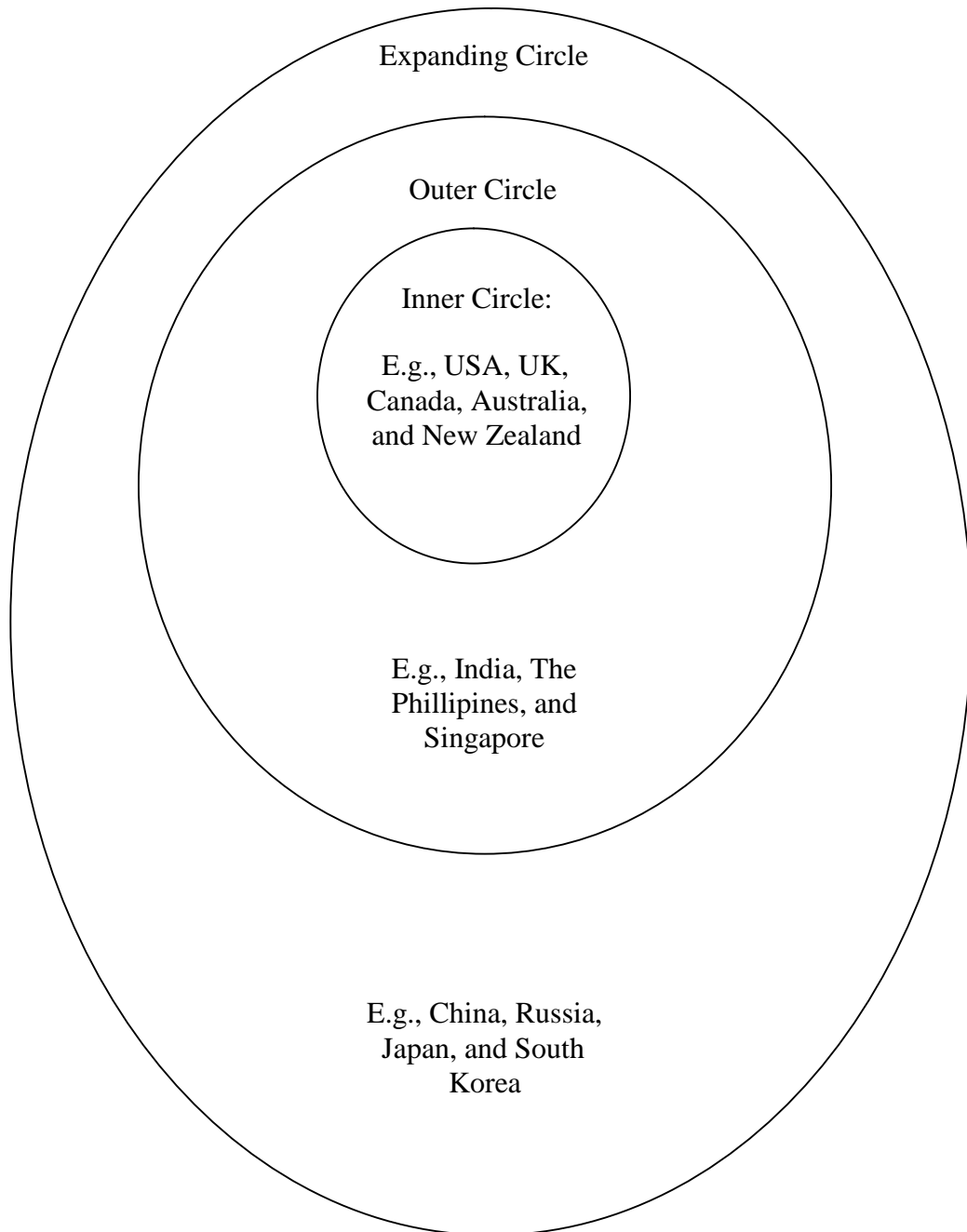
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APPENDIXES

Appendix A

Figure A1. Kachru's (1992) Concentric Circle Model



Note. From "The Concentric Circle Model," by B. Kachru, 1992, *The other tongue: English across cultures*, p. 356.

Appendix B

Cover Letter and Student Questionnaire in English

Dear Respondent,

My name is Matthew Courtney and I am carrying out a piece of research into the attitudes and motivations of English majors in South Korea. I have lived in Korea for over three years and currently lecture at Hongik University.

Participation in this questionnaire is in no way compulsory, however, your views are highly valued. You have every right to withdraw your contribution after completing and returning this questionnaire. But, I kindly ask you to do so before the following date, (*approximately 2 months after submission of questionnaire*). If you have any comments, questions, concerns or complaints, feel free to voice them in the section provided on the last page of the questionnaire. If you require any further assistance please email hannamsurvey@hotmail.com or phone 010-7214-6388 where a Korean speaking associate will do their best to assist you.

Please check the box if you would like the results of the study posted to you.

Be assured that the responses you provide in this survey will in no way affect your academic grades or careers. **No individual responding to this questionnaire will be identified.** However, the overall data collected (including data pertaining to your TOEIC score) will be presented in thesis form and possibly journal articles, conferences and seminars. For this I kindly request your consent by signature below²⁰:

²⁰ *Note 1.* Only Part 1, Question 1, includes the 7 point Likert scale for participants to respond.

Refer to the Questionnaire in Korean in Appendix E for the original format.

Note 2. The original document was provided in English by Yashima (2002). It was then translated to Korean, and then back-translated to English to ensure accuracy.

Name:

Student ID:

Teacher's name:

English class course code:

Date of birth:

Gender: Male Female

How long have you spent in an English speaking country?

Total years___ months___

Consent given: 2007 year/ 08 month/ _____ day

Sign:

Thank you for your assistance

Matthew Courtney

Part 1
As a reason to study English

IFO

1. It will allow me to meet and converse with more and varied people.

1	2	3	4	5	6	7
Yes,						No,
It applies to me						it doesn't apply to
perfectly						me at all

2. It will allow me to get to know various cultures and peoples.
3. I will be able to participate more freely in the activities of other cultural groups.
4. I'd like to make friends with foreigners.

Part 2

IVA

1. I would rather stay in my home country²¹.
2. I want to live in a foreign country.
3. I want to work in an international organization²².
4. I'm interested in volunteer activities in developing countries such as Youth International Development Assistance
5. I don't think what's happening overseas has much to do with my daily life.
6. I'd rather avoid the kind of work that sends me overseas frequently.

Part 3:

IFA

1. I often read and watch news about foreign countries.
2. I often talk about situations and events in foreign countries with my family and/or friends.

²¹ Given the topic in question for that subscale (IVA) pertains to an interest in international activities rather than inter-regional activities the original word 'hometown' was replaced with 'home country'.

²² The original Yashima (2002) questionnaire used the question "I want to work in an international organization such as the United Nations" (p. 66). However, Knight and Masciulli (2000) point out that scholars, professionals, and many people of "the general public often claim that the United Nations... is like other international and regional intergovernmental organizations—primarily an arena and echo chamber for the contests of major powers" (p. 233). Given this, reference to the United Nations was excluded from the current investigation.

Part 4**AAT**

1. I want to make friends with international students studying in Korea²³.
2. I try to avoid talking with foreigners if I can.
3. I would talk to an international student if there is one at school.
4. I wouldn't mind sharing an apartment or room with an international student.
5. I want to participate in a volunteer activity to help foreigners living in the neighboring community.
6. I would feel somewhat uncomfortable if a foreigner moved in next door.
7. I would help a foreigner who is in trouble communicating in a restaurant or at a station.

Part 5**MI**

1. Compared to my classmates I study English relatively hard
2. I often think about the words and ideas which I learn about in my English classes
3. If English was not taught at school, I would study English on my own.
4. I think I spend fairly long hours studying English.
5. I really try to learn English.
6. After I graduate from college, I will continue to study English and try to improve.

Part 6**DLE**

1. When I have assignments to do in English I try to do them immediately.
2. I read English newspapers or magazines outside my English coursework.
3. During English classes I'm absorbed in what is taught and concentrate on my studies.
4. I would like the number of English classes at school increased.
5. I believe absolutely English should be taught at school.
6. I find studying English more interesting than other subjects.

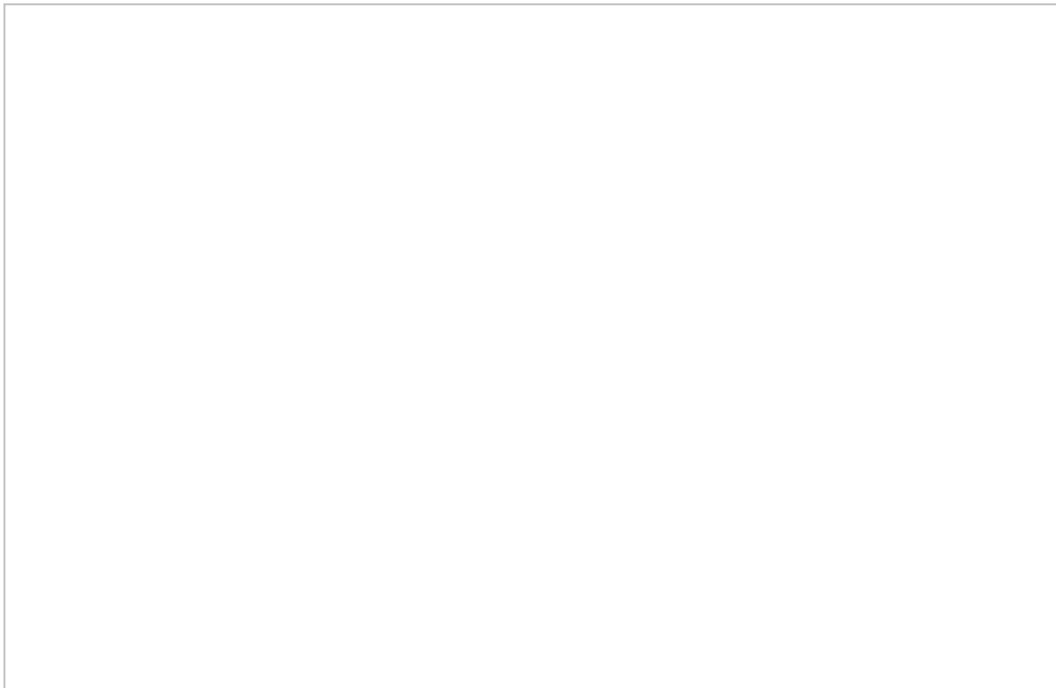
²³Original Survey by Yashima (2002) used the word *Japan*.

Comments Section:

Please feel free to withdraw your answers, make a complaint or comment about the administration of the survey or the questions presented in the questionnaire:

Your answers are important so please check you haven't missed a question.

Thank you for your time.

A large, empty rectangular box with a thin black border, intended for the user to provide comments or feedback.

Appendix C

Table C1. Yashima's (2002) Correlation Matrix and Goodness of Fit

Indicator Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. Willingness to Communicate in L2 (WTC)	1.0											
2. Communication Anxiety in L2 (CA)	-.39	1.0										
3. Perceived Communication Competence in L2 (CC)	.56	-.32	1.0									
4. L2 Proficiency: Listening (LIST)	.16	-.19	.16	1.0								
5. L2 Proficiency: Grammar/Vocabulary (GRAM)	.13	-.10	.17	.31	1.0							
6. L2 Proficiency: Reading (READ)	.19	-.13	.21	.28	.52	1.0						
7. Motivational Intensity (MI)	.41	-.31	.29	.18	.32	.24	1.0					
8. Desire to Learn L2 (DLE)	.41	-.23	.27	.12	.28	.20	.77	1.0				
9. Intercultural Friendship Orientation (IFO)	.41	-.19	.22	.13	.20	.07	.60	.61	1.0			
10. Interest in International Vocation/ Activities (IVA)	.37	-.23	.20	.13	.16	.14	.57	.49	.65	1.0		
11. Interest in Foreign Affairs (IFA)	.24	-.12	.13	.11	.11	.08	.24	.27	.31	.32	1.0	
12. Intergroup Approach-Avoidance Tendency (AAT)	.40	-.28	.22	.07	.16	.10	.54	.50	.65	.61	.24	1.0

Note. Chi Square Goodness of Fit Index (at 49 degrees of freedom) = 62.63, therefore not significant; GFI = 0.97; RMSEA ~ 0.031. From "Willingness to Communicate in a Second Language," by T. Yashima, 2002, *The Modern Language Journal*, 86(i), p. 61.

Appendix D

Letter of Guarantee to Host Administrative Staff and Faculty Members

Wednesday, 5 September 2007

Dear Sir /Madam,

My name is Matthew Courtney. I am conducting research in order to complete a master's degree in education from The University of Waikato in New Zealand. The purpose of the research project is to investigate freshman's motivations to learn English and how this correlates to their L2 proficiency. All students involved in the study will major in English literature. Student's L2 proficiency will be measured according to their results in the TOEIC exam in November this year. Students' attitudes will be measured by an in class questionnaire. Below is an example of a typical item used in the questionnaire where students select their answers on rating scales:

As a reason to study English:

1. It will allow me to meet and converse with more and varied people.

1	2	3	4	5	6	7
Yes, it applies to me perfectly			No, it doesn't apply to me at all			

The following is a list of conditions and guarantees for the research project:

1. All participants in this investigation will remain anonymous.
2. All data and information relevant to this investigation will be treated with the strictest confidentiality.
3. Student participants will have the opportunity to withdraw survey contributions when the research project is in draft form.
4. Student participants and host faculty members will be emailed a summary of the main findings of this investigation (upon request).

5. The research is to be assessed by the University of Waikato, New Zealand, for examination purposes only. Publication in journal articles, conference proceedings and seminars may occur after this time.

Please check the box if you would like the results of this study emailed to you.

Yes, please send me a brief outline of the results of the study.

Name: _____

Email: _____

I am working in conjunction with administrative staff in the Department of Language and Literature. I kindly ask for your cooperation this semester. Thank you for your time,

Sincerely,

Matthew Courtney

Ph: 010 7214 6388

Matty_courtney@hotmail.com

Appendix E

Cover Letter and Student Questionnaire in Korean

친애하는 설문 응답자 분들께

안녕하십니까? 제 이름은 매튜 코트니 라고 하며, 저는 한국에서 영어를 전공하는 동기와 태도에 관련된 연구를 하고 있습니다. 저는 한국에서 3년 넘게 거주하고 있으며 현재 홍익대학교에서 강의를 하고 있습니다.

이 설문지에 응하시는 것은 강제적 의무가 아니지만, 작성해 주신 모든 분들의 관점은 저에게 매우 유용할 것입니다. 모든 참여자분들은 이 설문지를 작성 후 제출하셨더라도 본인의 설문지를 돌려 받을 수 있는 권리가 있습니다. 하지만, 만약 그렇게 하실 의향이 있다면 12월 11일 전에 해주시길 부탁드립니다. 만약 저에게 하고 싶은 말, 질문, 격려 혹은 불만 사항이 있다면, 망설이지 마시고 설문지 마지막 장에 제공된 빈 칸에 적어 주시기 바랍니다. 제 도움이 필요하실 경우에는 이메일 (hannamsurvey@hotmail.com) 혹은 전화 (010 7214 6388)를 통해 연락해 주시면 한국어가능자의 도움을 받을 수 있을 겁니다.

만약 향후 작성된 제 연구 결과를 우편으로 받아보시고 싶으시면 박스에 체크해주시오.

참여자 분들이 이 설문지에 작성하신 응답들은 무슨 일이 있어도 본인들의 학교 성적 혹은 경력에 아무 영향을 끼치지 않는다는 것을 명심해주시오. **이 설문지에 참여하신 각각의 개인적 응답들은 명시되지 않을 것입니다.** 하지만, 마지막에 수집된 자료들은 (참여자 분들의 첨부된 토의점수 자료를 포함한) 에세이 형식으로, 저널 기사들로, 회의나 세미나들에 이용될 것입니다. 이 모든 사용 승낙을 해 주신다는 뜻으로 아래의 서명을 해주시길 요청합니다.

성명:

학번:

선생님 이름:

학수번호:

생년월일: _____년 _____월 _____일

성: 남

영어권국가에서의 체류기간: 총 _____년 _____개월

동의한 날짜 (_____년도 _____월 _____일)

서명:

설문조사에 응답해 주셔서 감사드립니다.

Matthew Courtney

본인에게 가장 적합하다고 생각되는 번호에 원을 그리세요.

파트 1

IFO

영어를 공부하는 이유에 대해서

1. 나로 하여금 더욱 다양한 사람들과의 만남과 의사소통을 가능하게 해 줄 것이다.

1	2	3	4	5	6	7
그렇다,						아니다,
나에게 정확하게						나에게 전혀
해당된다.						해당되지 않는다.

2. 나로 하여금 다양한 문화와 사람들을 접할 수 있게끔 도와 줄 것이다.

1	2	3	4	5	6	7
그렇다,						아니다,
나에게 정확하게						나에게 전혀
해당된다.						해당되지 않는다.

3. 다른 문화 집단의 활동에 좀 더 자유롭게 참여하는 것을 가능하게 할 것이다.

1	2	3	4	5	6	7
그렇다,						아니다,
나에게 정확하게						나에게 전혀
해당된다.						해당되지 않는다.

4. 외국인 친구들을 사귀고 싶다.

1	2	3	4	5	6	7
그렇다,						아니다,
나에게 정확하게						나에게 전혀
해당된다.						해당되지 않는다.

1. 나는 본국에서 계속 살고 싶은 편이다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게 해당된다.			나에게 전혀 해당되지 않는다.			

2. 나는 외국에서 살고 싶다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게 해당된다.			나에게 전혀 해당되지 않는다.			

3. 나는 국제기구에서 일하고 싶다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게 해당된다.			나에게 전혀 해당되지 않는다.			

4. 나는 청소년 국제 개발 원조에 참여하는 것과 같은 개발 도상국에서 자원봉사 활동을 하는 것에 관심이 있다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게 해당된다.			나에게 전혀 해당되지 않는다.			

5. 나는 해외에서 일어나는 일들이 내 일상생활과 아무런 관련이 없다고 생각한다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게 해당된다.			나에게 전혀 해당되지 않는다.			

6. 나는 자주 해외로 나가야 하는 직업을 가지고 싶지 않다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게 해당된다.			나에게 전혀 해당되지 않는다.			

1. 나는 외국에 관련된 뉴스를 자주 읽고 시청한다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

2. 나는 가족이나 친구들과 함께 외국에서 일어나는 일들이나 상황에 대해서 자주 대화 하는 편이다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

1. 나는 한국에서 공부하고 있는 외국인 학생들과 사귀고 싶다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

2. 나는 가능하다면 외국인들과 이야기 하는 것을 피하려고 노력한다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

3. 만약 학교에 외국인 학생이 있다면, 가서 이야기 할 것이다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

4. 나는 외국인 학생들과 방 혹은 아파트에 같이 사는 것을 개의치 않는다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

5. 나는 이웃에 살고있는 외국인들을 돕는 자원봉사 활동에 참여하고 싶다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

6. 나는 우리 이웃에 외국인이 이사 온다면 다소 불편할 것이다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

7. 나는 역이나 식당에서 의사소통을 하는데 있어 어려움을 겪고 있는 외국인을 도와줄 것이다.

1	2	3	4	5	6	7
그렇다,			아니다,			
나에게 정확하게			나에게 전혀			
해당된다.			해당되지 않는다.			

1. 내 학우들과 비교해보면, 나는 비교적 영어 공부를 열심히 한다고 생각한다.

1	2	3	4	5	6	7
그렇다, 나에게 정확하게 해당된다.					아니다, 나에게 전혀 해당되지 않는다.	

2. 영어 수업시간에 배운 단어들과 생각들에 대해 종종 생각하곤 한다.

1	2	3	4	5	6	7
그렇다, 나에게 정확하게 해당된다.					아니다, 나에게 전혀 해당되지 않는다.	

3. 만약 학교에서 영어를 가르치지 않는다고 가정하면, 나는 혼자서라도 독학할 것이다.

1	2	3	4	5	6	7
그렇다, 나에게 정확하게 해당된다.					아니다, 나에게 전혀 해당되지 않는다.	

4. 나는 영어를 공부하는데 대체로 긴 시간을 할애한다고 생각한다.

1	2	3	4	5	6	7
그렇다, 나에게 정확하게 해당된다.					아니다, 나에게 전혀 해당되지 않는다.	

5. 나는 영어를 배우려고 정말 노력한다.

1	2	3	4	5	6	7
그렇다, 나에게 정확하게 해당된다.					아니다, 나에게 전혀 해당되지 않는다.	

6. 대학 졸업 후, 영어를 지속적으로 공부하며, 실력을 향상시키려 노력할 것이다

1	2	3	4	5	6	7
그렇다, 나에게 정확하게 해당된다.					아니다, 나에게 전혀 해당되지 않는다.	

1. 영어로 된 과제물이 있을 때, 나는 즉시 처리하려고 노력한다.

1	2	3	4	5	6	7
그렇다,					아니다,	
나에게 정확하게					나에게 전혀	
해당된다.					해당되지 않는다.	

2. 영어 강의시간 외도 영어 실문이나 잡지를 읽는다.

1	2	3	4	5	6	7
그렇다,					아니다,	
나에게 정확하게					나에게 전혀	
해당된다.					해당되지 않는다.	

3. 영어 강의시간 중에 배우는 것들을 모두 터득하고 수업내용에 집중한다.

1	2	3	4	5	6	7
그렇다,					아니다,	
나에게 정확하게					나에게 전혀	
해당된다.					해당되지 않는다.	

4. 학교의 영어 강좌의 수가 더 많아지길 원한다.

1	2	3	4	5	6	7
그렇다,					아니다,	
나에게 정확하게					나에게 전혀	
해당된다.					해당되지 않는다.	

5. 나는 당연히 학교에서 영어를 가르쳐야 한다고 생각한다.

1	2	3	4	5	6	7
그렇다,					아니다,	
나에게 정확하게					나에게 전혀	
해당된다.					해당되지 않는다.	

6. 나는 다른 어떠한 과목보다 영어 공부하는 것이 더욱 흥미롭다고 생각한다.

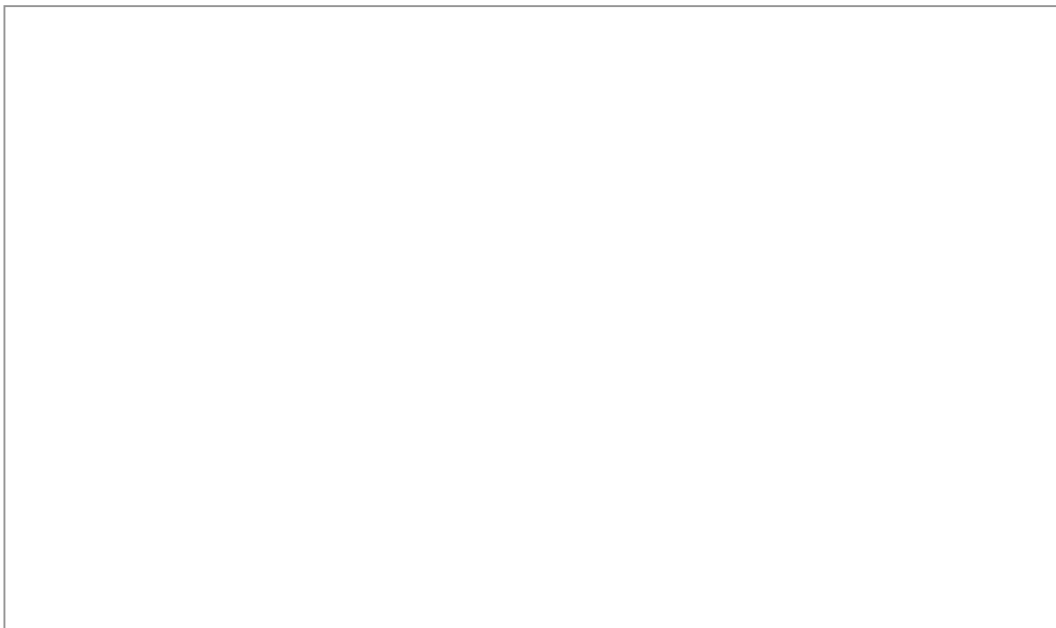
1	2	3	4	5	6	7
그렇다,					아니다,	
나에게 정확하게					나에게 전혀	
해당된다.					해당되지 않는다.	

파트 7

건의 사항

본인의 응답을 취소하고 싶으시거나, 이 설문지 안에 명시된 질문들 혹은 설문의 처리 방식에 대해 하시고 싶은 말씀이나 불만이 있으시면 주저하지 마시고 말씀해 주시기 바랍니다. 참여자 분들께서 해주신 응답들은 저에게 매우 중요합니다. 그러므로, 혹시라도 누락된 질문이 있는지 다시 한번 확인해 주십시오.

바쁘신 와중에 시간 내주셔서 매우 감사합니다.



Appendix F

Table F1. Dummy Copy of MS Excel Spreadsheet Used in Data Analysis

#	Name	M/F	I.D. No.	Teacher	Course code	Birthday	Document No.	Likert Responses to Part 1 in Student Questionnaire				
								1.1	1.2	1.3	1.4	1. Average
1.	Minsoo Kim	M	9853434	Lee	200-386	12/03/87	200-001	6	7	6	7	6
2.	Suyeong Lee	F	9828282	Kim	200-387	11/05/88	200-002	5	6	6	5	5.5

Note: Only Part 1 of the six parts concerning student data is shown in Appendix E above. The column for the students' TOEIC subset scores are also not shown.

AMOS 7 Graphics Construction of Three Models

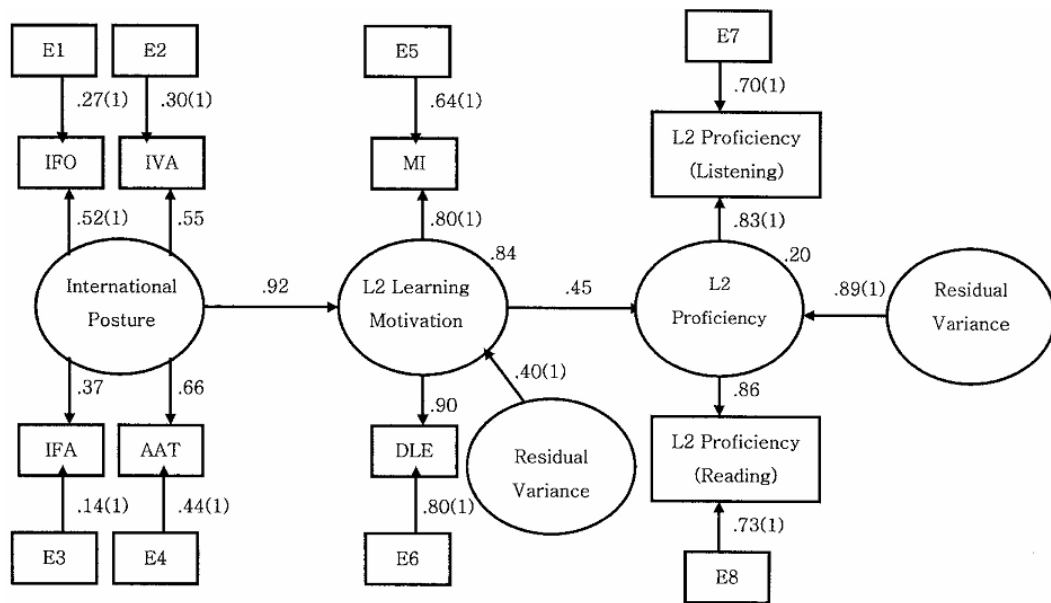


Figure G1. AMOS Graphics Construction for Model 1 (Figure 6).

Note 1. (1) represents the paths weighted at one in the original construction prior to analysis. This procedure is done in all three models to saturate the model.

Note 2. In Figure G1 above the value .84 means that International Posture accounts for 84% of the variance in L2 Learning Motivation. Likewise, the value .20 means that L2 Learning Motivation accounts for 20% of the variance in L2 Proficiency. This conception can be applied to the models depicted in Figures G2 and G3.

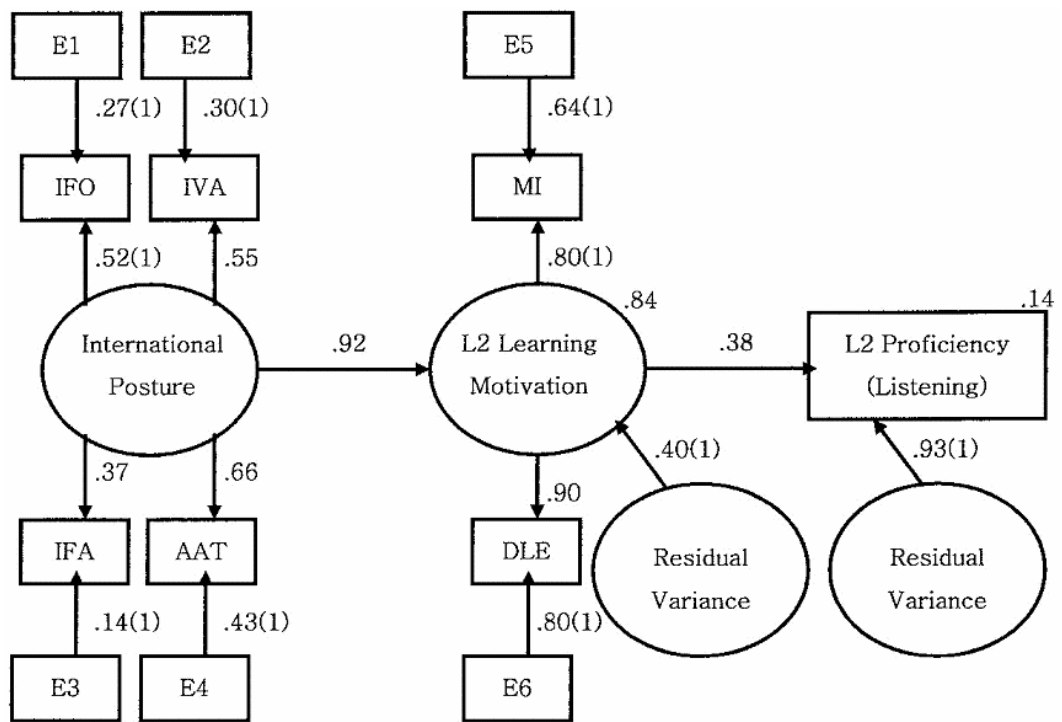


Figure G2. AMOS Graphics Construction for Model 2 (Figure 7).

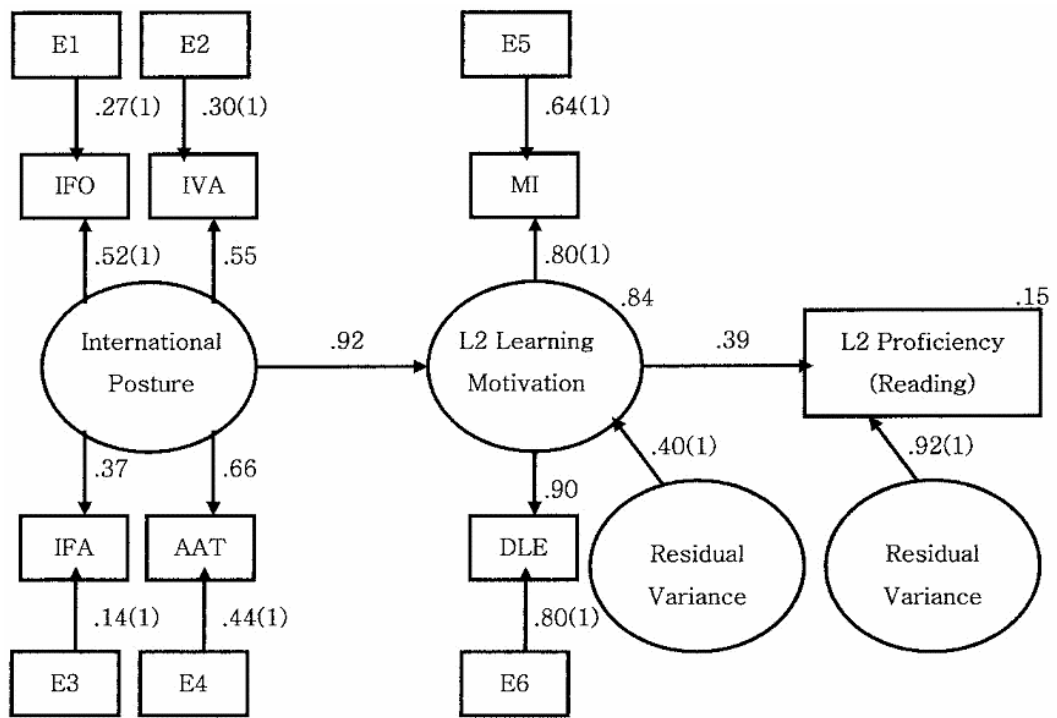


Figure G3. AMOS Graphics Construction for Model 3 (Figure 8).

Appendix H

Correlation Matrixes of the Three Tables

Table H1. Correlation Matrix for Proficiency as a Subset of Listening and Reading in Korea

Indicator Variable	1	2	3	4	5	6	7	8
1. Intercultural Friendship Orientation (IFO)	1.0							
2. Interest in International Vocation/ Activities (IVA)	.284	1.0						
3. Interest in Foreign Affairs (IFA)	.193	.204	1.0					
4. Intergroup Approach-Avoidance Tendency (AAT)	.343	.361	.246	1.0				
5. Motivational Intensity (MI)	.381	.401	.273	.484	1.0			
6. Desire to Learn L2 (DLE)	.427	.450	.306	.542	.719	1.0		
7. Proficiency: Reading (READ)	.184	.194	.132	.234	.310	.348	1.0	
8. Proficiency: Listening (LIST)	.180	.189	.129	.228	.302	.339	.714	1.0

Table H2. Correlation Matrix for Proficiency Measured as Listening Only

Indicator Variable	1	2	3	4	5	6	7
1. Intercultural Friendship Orientation (IFO)	1.0						
2. Interest in International Vocation/ Activities (IVA)	.248	1.0					
3. Interest in Foreign Affairs (IFA)	.193	.204	1.0				
4. Intergroup Approach-Avoidance Tendency (AAT)	.343	.361	.246	1.0			
5. Motivational Intensity (MI)	.381	.401	.273	.484	1.0		
6. Desire to Learn L2 (DLE)	.427	.450	.306	.542	.719	1.0	
7. Proficiency: Listening (LIST)	.180	.189	.129	.228	.302	.339	1.0

Table H3. Correlation Matrix for Proficiency Measured as Reading Only

Indicator Variable	1	2	3	4	5	6	7
1. Intercultural Friendship Orientation (IFO)	1.0						
2. Interest in International Vocation/ Activities (IVA)	.248	1.0					
3. Interest in Foreign Affairs (IFA)	.193	.204	1.0				
4. Intergroup Approach-Avoidance Tendency (AAT)	.343	.361	.246	1.0			
5. Motivational Intensity (MI)	.381	.401	.273	.484	1.0		
6. Desire to Learn L2 (DLE)	.427	.450	.306	.542	.719	1.0	
7. Proficiency: Reading (READ)	.184	.194	.132	.234	.310	.348	1.0