An Investigation into What Motivates Korean Students to Learn English and the Effects of L2 Learning Experience on Motivation

Author: Matthew Leahy

University of Sunderland

British Council ELT Master's Dissertation Awards: Commendation

An Investigation into What Motivates Korean Students to Learn English and the Effects of L2 Learning Experience on Motivation

MA TESOL

University of Sunderland

TABLE OF CONTENTS

CHAPTER I

CHAPTER II

CHAPTER III

CHAPTER V

CHAPTER VI

LIST OF TABLES

ABSTRACT

This study investigates what motivates South Korean students on an extra-curricular program to learn English, with a focus on the L2 Motivational Self System, and the effect of the L2 Learning Experience on motivation. The study investigated the specific motivating factors for students and whether higher grade students are more motivated than lower grade students. The study also investigated whether placement in a higher or lower grade class increases or decreases the motivation of students. To investigate these issues a mixed method approach was used and data was collected through the use of a twenty-seven point Likert scale questionnaire and semi-structured interviews. The results of the findings show that for students the Ought-to Self of the L2 Motivational Self System was the most important motivational aspect and that parental influence was the biggest reason for learning English. Future Jobs and university placement were also key reasons for students learning English and featured heavily within the qualitative data collected from students. The study also found that students in the higher grade class were more motivated to learn English than the lower grade students. Interview data concluded that higher grade students had a clearer focus on long-term goals and reasons for learning English compared with the lower grade students. The final part of the results indicated that placement in higher and lower grade level classes did have an effect on students' motivation, with higher grade students showing greater motivation for being placed in a higher grade. The results build upon previous research by Dörnyei (2009) on the L2 Motivational Self System and expand the research on the impact of the L2 Learning Experience on motivation. The findings show the need for further research into the L2 Learning Experience and the impact of high and low grade classes on the motivation of English language learners.

CHAPTER I: INTRODUCTION

This study investigates the factors that motivate South Korean students to acquire a second language (L2) and the role the L2 learning experience plays in the motivation of students, with particular focus on whether students' motivation increases or decreases due to placement in a higher or lower grade English class.

1.1. BACKGROUND TO THE PROBLEM

Motivation has long been a question of considerable importance within second language acquisition and numerous academics have continually sought to expand upon the significant research already present within this area. In recent years there has been an increased interest in reforming previous motivational research and an introduction of theories surrounding the L2 Motivational Self System (Dörnyei, 2009). One of the key aspects of the L2 motivational Self System is the L2 Learning Experience to which learners are exposed. The competitive nature of English within South Korea, along with the structure of English language learning in the South Korean education system, plays a vital role with regards to the motivation of students in an educational setting (Park, 2009). The theory of the L2 motivational Self System provides a valuable framework for South Korean students, not only in relation to the learning experience but also with regard to an individual's concept of self. With regard to South Korean students there are complexities surrounding motivation and the formation of L2 selves that requires a deeper understanding.

1.2. STATEMENT OF THE PROBLEM

The objectives of this study are to build upon recent research that has been undertaken surrounding the L2 Motivational Self System and to develop the research further by looking in greater detail at the L2 Learning Experience, which is one of the underlying areas of the L2

Motivational Self System that has yet to be significantly expanded upon. Previous studies have yet to consider the L2 Learning Experience and have instead been focused on validating the initial research proposing the use of an L2 Motivational Self System. Few studies have investigated the impact of the language learning environment on students' motivation, particularly the effect of high or low grade classes. Although some research has been carried out on the L2 Motivational Self System in South Korea, there has been a lack of mixed method research conducted which this study aims to address. The history of English language learning in South Korea provides an interesting insight into the motivational factors surrounding second language acquisition and has yet to be fully investigated.

1.3. SIGNIFICANCE OF THE RESEARCH

This study seeks to examine the L2 motivational Self System from the context of South Korean learners of English, specifically in a middle school environment. Therefore, the study provides valuable data regarding what motivates South Korean students to acquire English as a second language and whether the language learning environment that students are placed in has a positive or negative effect on students' motivation to learn English. The South Korean context is a significant context to gather further data on the L2 Motivational Self System because of the requirements and pressure placed on students to learn English within the South Korean education system (Kim, 2009). There are several areas to which this study makes a significant contribution. Initially, the research adds to the growing research already present from authors such as Dörnyei and Ushioda (2009), surrounding the L2 Motivational Self System, and also begins to fill the gap in the literature regarding the L2 Learning Experience. Understanding the link between students' L2 Learning Experience and students' motivation will help teachers and education planners consider the impact that learning experiences can have on student motivation and subsequently on second language acquisition. The study offers an important insight for teachers directly engaged with the students who have

conducted the research. The research allows teachers on the course to directly assess whether students' motivation to learn English is affected by the course structure of higher and lower grade classes. The research therefore has wider implications for the South Korean educational context, specifically students within the public school learning environment.

1.4. RESEARCH QUESTIONS

The research questions for the study were as follows:

1. What factors motivate South Korean students to acquire a second language?
2. Are South Korean students in a higher grade class on an English Program more motivated than students in a lower grade class? If yes, why?
3. To what extent do students have increased/decreased motivation because they are placed in a higher/lower grade class?

The questions aimed to cover the three aspects of previous research on the L2 Motivational Self System, with an emphasis on the L2 Learning Experience and the effects of high and low grade classes on students' motivation.

1.5. RESEARCH HYPOTHESIS

This research presents the hypothesis that the South Korean students enrolled on an English course in a higher grade class have increased motivation to learn English because they are in a higher grade class, and students in a lower grade class have decreased motivation to learn English because they are in a lower grade class. Therefore the null hypotheses are that:

1. There is no relationship between placement in a higher grade class and increased motivation of students.
2. There is no relationship between placement in a lower grade class and decreased motivation of students.

1.6. RESEARCH DESIGN

The methodological approach taken in this study is a mixed methodology. Both qualitative and quantitative methods were used for this investigation. Mixed methodology was used to enable the study to gain a more complete understanding of the complex motivational aspects of second language acquisition and data obtained quantitatively was complemented with the collection of more detailed qualitative data. The data collection tools used in the study involved the following:

- Questionnaire: A 27-item questionnaire was used with Likert Scale questioning techniques.
- Semi-structured interview: Interviews were conducted with six students, three from a high grade class and three from a low grade class, to gain a greater insight into the factors affecting students' motivation.

1.7. THEORETICAL FRAMEWORK

A considerable amount of literature has been published to date on the role of motivation in second language acquisition. The first introduction of motivation as a factor in the acquisition of second language came in the form of the socio-educational model. The socio-educational model provides the first references towards integrativeness and variables such as individual differences, the learner and the context (Gardner 2010). Scholars have since developed Gardner's research, including an increasing number of variables related to motivational factors in second language acquisition. Cognitive theories have developed, including the social constructivist model, and a framework containing internal and external factors has emerged (Dörnyei and Ushioda, 2013). The framework contains factors explored within this research such as learning environment and language learning context. The variables

researched in this study focus mainly on the learning environment and student motivation in high and low grade classrooms.

Dörnyei (2005) introduced the L2 Motivational Self System, building upon the socio-educational model, containing three key aspects in relation to motivation. The Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. Theory presented by Dörnyei (2005) provides a better fit within the context of South Korea than the initial socio-educational model, which was constructed in the bilingual context of Canada. This study aims to build upon research from Dörnyei (2005) and consider the L2 Learning Experience in greater detail.

1.8. LIMITATIONS AND SCOPE

The study is based upon the L2 Motivational Self System but it is unable to encompass the entire scope of this area. Focus on the L2 learning experience concentrates primarily on motivation of students within high and low grade classroom environments. A narrow focus on students enrolled on an English middle school program is beneficial in providing detailed research within the context of the program, but a broader consensus is not guaranteed to be achieved.

Due to practical constraints the study is unable to develop a detailed amount of qualitative data. Increasing the number of interviews conducted in the study would have provided a greater analysis and a more detailed insight into specific factors effecting students' motivation in high and low grade classes. However, a longitudinal study measuring students' motivation from the beginning of placement in a high or low grade class could provide more information on how motivation has affected grades and participation levels, both attendance and in-class participation.

CHAPTER II: LITERATURE REVIEW

The purpose of this chapter is to review the literature on motivation in regards to second language acquisition. The focus of this chapter surrounds current developments in motivational research, the L2 Motivational Self System, and how developments relate to the South Korean language learning environment and in particular the research context discussed in this study. Part of this chapter also focuses on the L2 Learning Experience.

2.1. OVERVIEW OF MOTIVATION RESEARCH

In the case of L2 motivation, there have been a number of different theories and periods of development throughout the past sixty years. L2 motivation research has been classified into three phases by Dörnyei (2005):

1. The social psychological period.

2. The cognitive-situated period.

3. The process oriented period.

2.1.2. The Social Psychological Period

The social psychological period emerged in the 1950s and was a significant introduction to the research on motivation and second language acquisition, which continued through the 1990s (Dörnyei and Ushioda, 2011). Scholars such as Clement (1980), who introduced the concept of linguistic self-confidence, and Schumann (1978), who developed an acculturation theory, were notable contributors to research surrounding social psychology during this period. However, Gardner (1985) laid the foundations within L2 motivation research during this period when he developed the socio-educational model. Gardner (1985) stated that L2 motivation consisted of the effort, desire and attitudes towards learning the language.

Alongside the effort, desire and attitude to learn a second language, Gardner (1959) developed two key aspects of motivation in relation to the goals of the learner, integrative motivation and instrumental motivation. The terms integrative and instrumental motivation have initiated numerous studies to date and still have relevance within second language acquisition theories (Dörnyei and Ushioda, 2011). Integrative motivation was described by Gardner and Lambert (1959: 271) as "the willingness to be like members of the language community". Learners with strong integrative motivation showed a desire to communicate with members of the language community and wanting to become part of the group, whereas instrumental motivation described the need to succeed in the L2 for practical reasons, such as employment (Dörnyei and Ushioda, 2011). Studies carried out by Gardner (1985) showed that integrative motivation was highly significant in determining positive results in second language acquisition.

Gardner's model showed high levels of significance for integrative motivation within the context of a multi-cultural society in Canada, but scholars such as Schmidt et al. (1999) have suggested that integrative motivation is not a suitable fit for many of the different language learning contexts throughout the world. Dörnyei (1990) also put forward that instrumental motivation plays a much greater role in language learning contexts where the learners do not have direct access to the speakers of the language. The basis of a shift from integrativeness to the L2 Motivational Self System is an extremely important aspect in this study and is discussed in greater detail in later sections.

2.1.3 The Cognitive-Situated Period

Scholars throughout the 1990s, such as Crookes and Schmidt (1991), sought to bring social psychological research forward by integrating cognitive theories and a greater focus on a more context based approach, enabling the theories to be transferred into different learning

situations. A key aspect of the cognitive-situated phase was the detailed expansion of

individual variables originating from the theories related to cognitive psychology (Dörnyei

and Ushioda, 2011). The expansion of cognitive theories saw the introduction of important

theoretical frameworks of L2 motivation, which contain variables relevant in recent research

such as Ryan (2009), Islam et al. (2013), and Taguchi et al. (2009). Dörnyei (1994) built

upon research undertaken by Crookes and Schmidt (1991) to develop a framework based

upon language level, learner level and learning situation. Table 2.1 shows the three aspects of

the framework expanded upon, with the learning situation containing additional motivational

components. The learning situation places greater emphasis on a situated approach towards

L2 motivation.

Table 2.1: Dörnyei's Framework of L2 Motivation

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
LEARNING SITUATION LEVEL Course-Specific Motivational	Interest Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback
Group-Specific Motivational Components	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Dörnyei (1994)

Williams and Burden (1997) introduced a social constructivist model in the 1990s, with a

specific focus on contextual situations, which included a detailed framework of the internal

and external factors significant in L2 motivation. Table 2.2 below shows the framework

developed by Williams and Burden (1997).

Table 2.2 Williams and Burden's Framework of Motivation

Internal Factors	External Factors
Intrinsic interest of activity • arousal of curiosity • optimal degree of challenge	Significant others • parents • teachers • peers
Perceived value of activity • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity	The nature of interaction with significant others • mediated learning experiences • the nature and amount of feedback • rewards
Sense of agency • locus of causality • locus of control RE process and outcomes • ability to set appropriate goals	• the nature and amount of appropriate praise • punishments, sanctions
Mastery • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy	The learning environment • comfort • resources • time of day, week, year • size of class and school • class and school ethos
Self-concept • realistic awareness of personal • strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern learned helplessness	The broader context • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitudes
Attitudes language learning in general • to the target language • to the target language community and culture	
Other affective states • confidence • anxiety, fear	
Developmental age and stage	
Gender	

The internal and external factors presented by Williams and Burden (1997) are relevant in this study, with particular relevance to L2 motivation in a Korean educational context. External factors such as parents, the learning environment, societal expectations and norms, and the local education system are key variables in South Korea, particularly in a public school environment (Park, 2009).

Theories including self-determination and learner autonomy are key components of the cognitive period and have been continually developed in current research areas (Dörnyei and Ushioda, 2011).

Self-determination theory developed a classroom situated approach to L2 motivation, focusing on intrinsic and extrinsic motivation. Intrinsic and extrinsic motivations are present throughout the theoretical frameworks of cognitive research and recent developments in L2 motivation are looking to build upon aspects of self-determination theory (Boo et al, 2015).

The cognitive period of motivational research also witnessed a growing link between motivation and learner autonomy. Dickinson (1995: 173) highlighted that "It has been shown that there is substantial evidence from cognitive-motivational studies that learning success and enhanced motivation is conditional on learners taking responsibility for their own learning…"

Learner autonomy is an important aspect of L2 motivation within the Korean public school context, due to the nature of the learning experience that students are exposed to, and is an area that is present within current perspectives in motivation research (Boo et al, 2015).

However, limitations in the cognitive situated period led to the need for L2 motivation research to factor in the fluctuations and dynamic nature of motivation that occurs within

learners over time. The process oriented period developed to address this imbalance in L2 motivation research.

2.1.4. The Process-Oriented Period

The process-oriented period has been one in which scholars have sought to analyse L2 motivation over a specific period to assess the dynamic changes that are present, whether it be at task level or over a sustained period such as the length of a language course (Dörnyei, 2005). Previous research including Dörnyei (2005), Taguchi et al. (2009), and Papi (2010) had shown a preference for gathering large amounts of quantitative data, with a sparsity of qualitative data, in order to provide clear information on a large scale (Dörnyei and Ushioda, 2011). This study aims to follow current perspectives in data gathering and obtains qualitative data alongside quantitative data to provide a more dynamic approach to L2 motivation research.

Scholars such as Ushioda (1996), along with Williams and Burden (1997), identified the need to distinguish between a learners' initial motivation and the ongoing motivation during the learning process. Dörnyei and Otto (1998) introduced a detailed model featuring two distinct aspects: the action sequence and motivational influences. The aspects were broken down further into three phases:

- Preactional phase: The preactional phase is associated with goals and intentions, along with attitudes towards the L2 and speakers (Dörnyei and Ushioda, 2011).
- Actional phase: The actional phase concerns motivation during the actual learning process. During the actional phase the learning environment is a key factor at this stage (Dörnyei and Ushioda, 2011).
- Post-actional phase: The post-actional phase involves the processes occurring after the period of learning or process has completed (Dörnyei and Ushioda, 2011).

Although Dörnyei and Otto's model developed the dynamic factors associated with L2 motivation, the model was still limited in its approach to certain language learning contexts and presented a narrow focus in defining the learning process in the actional phase (Dörnyei, 2005). Despite the highlighted limitations, the process-oriented period laid the foundations for current perspectives in L2 motivation research.

2.1.5. Current Perspectives in L2 Motivation Research

Current perspectives in L2 motivation research centre on socio-dynamic theories that contain a more situated and contextual view of L2 motivation (Dörnyei and Ushioda, 2011). The rise of English as a global language has further enhanced the need to establish the role of motivation in second language acquisition, particularly within the South Korean context, due to the multitude of variables present in students' L2 motivation (Kim and Kim, 2011).

The socio-dynamic theories introduced in recent years have been: the person-in-context relational view introduced by Ushioda (2009), and the L2 Motivational Self System and motivation from a complex dynamics system perspective, both proposed by Dörnyei (2009). The focus of this study is the L2 Motivational Self System, which is discussed in the section that follows, and how Dörnyei's theory relates to the South Korean L2 motivation context.

2.2. DEVELOPMENTS IN L2 SELF

Dörnyei (2005) sought to reform the concept of L2 motivation and develop a more relevant concept of integrative and instrumental motivation (Dörnyei and Ushioda, 2011).

2.2.1. Integrativeness to L2 Motivational Self

Research conducted by Gardner (1985) produced the concept of integrativeness, which became one of the most popular and fundamental concepts of L2 motivation (Dörnyei, 2005).

Gardner (2001: 5) suggested that integrativeness was "…a genuine interest in learning the second language in order to come closer to the other language community." Dörnyei (2005), amongst other scholars (e.g. Coetzee-Van Rooy 2006; Lamb 2004; Yashima 2000), highlighted the limitations of Gardner's concept within certain language learning environments and looked to expand the theory to ensure relevance is maintained in learning environments where there is no necessary link between learners and the L2 community. The South Korean public school learning environment is an example of such an environment, where students generally do not possess a desire to learn English to achieve a sense of closeness towards the English language community (Park, 2009). The history and impact of English language acquisition in relation to the South Korean context is discussed later this chapter.

2.2.2. The L2 Motivational Self System

The L2 Motivational Self System developed from a large-scale longitudinal survey conducted in Hungary and postulated that integrative motivation should come in the form of students looking at their own internal self-concepts rather than an external source (Dörnyei and Ushioda, 2009). From this research, Dörnyei (2005) introduced the theory surrounding the L2 Motivational Self System. The theory centred around three distinct aspects of L2 motivation, the *Ideal L2 Self*, the *Ought-to L2 Self,* and the *L2 Learning Experience*:

- *Ideal L2 Self*: Dörnyei (2005: 105) specified that "If the person we would like to become speaks an L2, the Ideal L2 Self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves."

- *Ought-to L2 Self*: Dörnyei (2005: 105) stated that Ought-to L2 Self refers to"…the attributes that one believes one *ought to* possess (i.e., various duties, obligations, or responsibilities) in order to *avoid* possible negative outcomes."

- *L2 Learning Experience*: Dörnyei (2005: 106) added that the L2 Learning Experience "…concerns situation-specific motives related to the immediate learning environment and experience."

The L2 Motivational Self System focuses on learners' vision of themselves, along with the position learners believe should be achieved in relation to external factors, with examples such as parents or examination failure (Dörnyei and Ushioda, 2011). The importance of the environment where students are taught has also been accounted for with a separate focus on the L2 Learning Experience, which is an aspect that this study explores further (Dörnyei and Ushioda, 2011). Since the introduction of Dörnyei's (2005) theory, several scholars and researchers have sought to validate the L2 Motivational Self System.

2.2.3. Validation of the L2 Motivational Self System

In order to validate the L2 Motivational Self System there have been a number of studies in recent years focusing on data collection from a range of different language learning environments (Dörnyei, 2010a). Scholars including Lamb (2012), Magid (2012), Henry (2009), Busse (2013), Ryan (2009), Islam et al. (2013), Taguchi et al. (2009), Kormos et al. (2011) and Papi et al. (2010) have validated the L2 Motivational Self System in a range of learning environments throughout the world.

Taguchi et al. (2009) investigated the L2 Motivational Self System in Japanese, Chinese and Iranian learning environments. Firstly, Taguchi et al. (2009) confirmed that the model presented by Dörnyei (2005) was not specific to the Hungarian learning context and was transferable to other foreign language learning contexts. Secondly, Taguchi et al. (2009)

also validated the underlying basis of Dörnyei's (2005) model that there was a positive correlation between integrativeness and the Ideal L2 Self. Finally, the results confirmed that instrumentality, presented in previous research by Gardner (1985), can be separated into two categories: one relating to Ideal L2 Self and one relating to Ought-to L2 Self (Dörnyei, 2010a). However, one limitation from Taguchi et al. (2009) was the lack of stratified random sampling within the three contexts.

Ryan (2009) also confirmed that the model can be transferred and generalised to a local context of language learning, and that the Ideal L2 Self can be viewed as equivalent to integrativeness. Ryan (2009) also found that across the sub-groups within the study, the Ideal L2 Self was a more accurate measurement tool.

Islam et al. (2013) concurred with Dörnyei's (2005) assessment that the distinct stages in the L2 Motivational Self System are independent of one another and contribute individually towards different aspects of L2 motivation. Islam et al. (2013) also highlighted an important finding from Taguchi et al. (2009) regarding the Ought-to L2 Self. Taguchi et al. (2009) showed that the Ought-to Self was a significant factor in L2 motivation. Islam et al (2013) suggest that the Ought-to Self has more significance in an Asian language learning context. This study investigates further the aspect of the Ought-to Self within another Asian learning context and the next section looks into the aspects of the South Korean context, in which this study is situated.

2.3. ENGLISH IN SOUTH KOREA

The role of English language learning in South Korea is an important factor in considering the dynamics of South Korean students' L2 motivation.

2.3.1. Overview

The current dominance of English language learning in South Korea today stems from several occurrences including: government policy, social and economic development, and the rise of communicative methods of teaching (Park, 2009). In the 1990s the South Korean government introduced two policies that were fundamental in the rise of English fever that swept across the country (Park, 2009). Firstly, the South Korean government introduced an English listening section to the university entrance examinations, which are instrumental for students' placement in reputable universities (Park, 2009). Secondly, the South Korean government made English a compulsory subject on the curriculum in 1995, adding to the frenzy already beginning to develop surrounding the subject (Park, 2009).

The rise of English language learning in South Korea led to an increased clamour for extra-curricular lessons in private academies, called *Hagwons* (Seth, 2002). Parents in South Korea paid staggering amounts to place their sons and daughters into *Hagwons,* with children as young as pre-school age being entered (Cho, 2006). Another example of the desire from South Korean parents to help their children gain an advantage in English is the practice of sending children abroad for a study year (Choi, 2005). Choi (2005: 25) discusses the "…wild geese fathers…" who remain in South Korea to work while the mother takes the child oversees to study abroad and enhance English language skills.

The influence of the rise of English, including the fever surrounding the necessity to learn English, has produced a strong influence on the Ought-to Self that Taguchi et.al (2009) discussed in regards to L2 motivation in the Asian context. This study examines the Ought-to Self and the motivational factors experienced by South Korean middle school students in greater detail.

2.3.2. Research into the L2 Motivation Self System in Korea

There have been a number of studies in the South Korean context, with scholars Kim (2012) and Kim and Kim (2011, 2012, 2014) providing various works focusing on the L2 Motivational Self System. Kim (2012) validated Dörnyei's (2005) model through a quantitative investigation of nearly three thousand public school students. Kim (2012) highlighted that Dörnyei's (2005) L2 Motivational Self System was a more accurate predictor than Gardner's (1985) socio-educational model in terms of Ideal L2 Self and Ought-to Self. Kim and Kim (2012) further validated Dörnyei (2005) with a separate study in 2012, which provided the same conclusion from a different context within South Korea.

Studies, such as Kim (2012), have provided a wealth of quantitative data in relation to L2 Motivational Self System but have not provided sufficient qualitative data to support the research. Kim (2009) addressed qualitative data in a study on the dynamics of L2 learning motivation, this research however was on a much smaller scale and based on South Korean learners in Toronto, Canada. This study addresses the need for a mixed method approach towards data collection, which is limited within research regarding the L2 Motivational Self System in the Korean public school environment. This study also focuses on the L2 Learning Experience, particularly the learning environment created by the learner situation, in which group dynamics has an important role to play. The final section of this chapter looks at the influence of group dynamics.

2.4. GROUP DYNAMICS

One of the main focuses of this study is whether students experience increased motivation by being placed in a higher grade class or decreased motivation by being placed in a lower grade class. Therefore, looking at the group environment and dynamics of the classroom, along with how it affects motivation, is an important consideration. L2 motivation is often centred

on the individual, even though group dynamics has an important role to play and can be a powerful bearing on motivational levels (Dörnyei and Murphey, 2003).

Dörnyei and Murphey (2003) highlight the significance of groups within the educational environment, as groups can have both positive and negative impacts on learning outcomes. Groups and group dynamics contain key aspects including: formation, development, the learning environment, teacher role, and group characteristics (Dörnyei and Murphey, 2003).

Chang (2014) also highlights the importance of cohesion within the learning group and a positive attitude towards learning. In both studies, the significance of group norms has been discussed and how expected behavioural standards can influence the motivation of other learners in the group. Chang (2014) discusses the importance of the teacher in creating a positive teaching environment, which is increasingly relevant in low grade classrooms where students may feel a sense of demotivation. This study investigates the L2 Learning Experience and develops previous research into group dynamics when taking into account the learning environment created by group dynamics.

However, Dörnyei and Murphey (2003) draw attention to the issue of a large number of variables within the classroom environment and how this presents challenges in determining the complex dynamics of an L2 learning environment.

In this chapter there has been a detailed review of the relevant literature related to motivation research, with an emphasis on the L2 Motivational Self System and in particular the L2 Learning Experience. The next chapter describes the procedures and methods used in this investigation.

CHAPTER III: METHOD

The purpose of this chapter is to detail the methods used in the study, including the methods of data analysis conducted. This chapter is divided into three sections: research questions, methodology and rationale, and research design.

3.1. RESEARCH QUESTIONS

The research questions for the study were as follows:

1. What factors motivate South Korean students to acquire a second language?

2. Are South Korean students in a higher grade class on an English Program more motivated than students in a lower grade class? If yes, why?

3. To what extent do students have increased/decreased motivation because they are placed in a higher/lower grade class?

The questions aimed to cover the three aspects of previous research on the L2 Motivational Self System, with an emphasis on the L2 Learning Experience and the effects of high and low grade classes on students' motivation. Therefore the chosen methodology was used to enable the research questions to be answered as accurately and descriptively as possible.

3.2. MIXED METHOD RESEARCH

It was decided that the best method to adopt for this investigation was a mixed method approach. Data was collected quantitatively, through the use of questionnaires, and qualitatively through the use of interviews. Quantitative data was the main source of data collected, with qualitative data providing supplementary data to enhance the research.

3.2.1. Rationale

Mixed method research studies can be carried out to provide a greater understanding of a set of data and to enhance the clarity of acquired data (Dörnyei and Ushioda, 2011). Combining research methods can enable a greater understanding of the research being carried out and can also be used to confirm one set of data with another set of data (Sandelowski, 2003). Dörnyei and Ushioda (2011) suggest that there are two fundamental reasons for using mixed research methods: to obtain a complete understanding of the problem being assessed with the ability to look at the problem from different perspectives and to validate the results obtained by combining data gathered from different methods. Dörnyei and Ushioda (2011) believe that for L2 motivation research the latter goal of combing data, Triangulation, is the preferred reason for conducting research through a mixed method approach. This study uses the mixed method approach in order to confirm the findings of the quantitative data against the qualitative data. A mixed method approach is an effective and relevant way of achieving a comparison of two sets of varying data.

Mixed methods research can be conducted in a number of different ways, depending on the goals of the research project (Dörnyei and Ushioda, 2011). This study uses a questionnaire followed by an interview. This allows the quantitative data to be expanded upon and gain deeper insight into the questions asked of students. However, one limitation of this study is that, due to time constraints and access to students, the questionnaires and interviews must be obtained over a short time frame. This means that it is not possible to interpret the quantitative data and develop a more detailed follow up interview discussing the results from the data.

3.3. RESEARCH DESIGN

This section gives a detailed description of the design of the study and the data collection tools used. The background of the study, including the participants and the context in which the study was carried out are detailed below.

3.3.1. Context

The study was carried out on South Korean middle school students attending a public school extra-curricular program in Gyeongsangbuk-Do, South Korea. The program consists of four classes each Saturday morning over the entire school year, run by the Regional Office of Education, and linked to the public school teaching students receive during their normal school week. One hundred students are eligible to enrol in the Gifted Program and there are no restrictions on the number of years a student can participate. The program is a Gifted English Program that is ultimately designed for students with a more advanced level of English in the region and students must pass an interview process to advance onto the program. In reality there is a noticeable difference in the English ability of students entered in the program, with a number of lower level students also attending. The classes are therefore separated by level, based on students' scores on the entrance examinations and interviews. There are two higher grade classes and two lower grade classes. The separation of the classes in this manner enables this study to have a specific focus on the impact of higher and lower grade classes on students' motivation. The data gained from both quantitative and qualitative methods can therefore be analysed effectively with regards to how students' motivation levels in both grade levels compare. Students are also aware about being placed in separate grade levels due to the structure of the class and program, along with familiarisation of other students in the region and their English ability. The Gifted English Program is voluntary and the course is provided for free to students. However, the course does contain a number of

valuable incentives to encourage students' participation. The main incentive is that students can receive points on their record that will stay with them throughout the students' school years and can benefit towards future university applications. The program is delivered through the use of several native English teachers working alongside South Korean English teachers. Native teachers will lead the class with South Korean teachers assisting. The students in the program are middle school students at grade two and three and students are 16 years old.

Due to absences during the time of data collection, ninety students participated in the study and were given a questionnaire (Appendix 1). Ninety students were chosen to enable data to be collected effectively and accurately, whilst also ensuring that statistical significance can be obtained from the results (Dörnyei, 2010b). The questionnaire was translated into Korean (Appendix 2), ensuring greater clarity and to minimise any anomalies that may occur due to misunderstanding (Dörnyei, 2010b). To ensure the validity of the translation, steps were taken to make the questionnaire as accurate as possible (Dörnyei, 2010b). After the initial translation by a South Korean English teacher the questionnaire was sent to two separate teachers with fluency in English. Modifications were suggested at this stage and further group discussions resulted in the final translated questionnaire being produced. At the beginning of the questionnaire students were given information in Korean detailing the reasons for the study and that the study was not related to the Gifted Program feedback. Students were also informed verbally that the questionnaire was completely confidential and would not be used for Gifted Program purposes. Outlining confidentiality and the details of the study is a vital step to ensure more accurate results are obtained, given the nature of the questions asked in the study (Dörnyei, 2010b). Students had to be made to feel at ease about answering the questions in a completely honest manner.

After the questionnaire process six students were selected at random to participate in the interviews. Six students were chosen as this number would allow enough qualitative data to be produced and to be able to form an accurate analysis (Cohen et al, 2011). The selection of students was random to ensure that each member of the population had a chance of being interviewed and avoiding any bias in selecting interviewees (Dörnyei, 2010b). However, for the purposes of the research three students were chosen from a higher grade class and three students chosen from a lower grade class in order to be able to conduct group analysis. Simple random sampling was undertaken were members of the population were assigned numbers and SPSS v.23 was used to generate three random numbers for each grade level (Cohen et al, 2011).

Students were selected for the survey based on their age and position in the South Korean education system. Middle school students are in the position of having been exposed, throughout their elementary and early middle school experience, to the previous five to ten years of South Korean government policy regarding English. Middle school students also have the prospect of university choices to think about and how necessary English will be for those choices. The ninety participants are also enrolled on a voluntary extra-curricular course and more relevant data is able to be produced in contrast to surveying students participating in mandatory English classes. Greater insight can be gained into the factors why students are joining the program in addition to their motives and motivation for continuing with English studies.

3.3.2. Questionnaires

The questionnaire (Appendix 1) used was based on previous models occurring in recent research in the L2 Motivational Self System. The questionnaire used a Likert Scale system that has become a standard measuring tool within L2 motivation research (Dörnyei and

Ushioda, 2011). This method enabled the data obtained to be in numerical form and then easily analysed through statistical methods and programs. Statements were selected from a range of sources including Dörnyei, Z. (2005), Islam et al. (2013), and Taguchi et al. (2009). The variables selected for the questionnaire were chosen to provide most relevance to the South Korean context and additional elements were added to provide detailed data for the specific research focus of this study. The variables consisted of: Criterion (Intended Learning Effort), Ideal L2 Self, Ought-to L2 Self, Instrumentality (Promotion), Instrumentality (Prevention), and L2 Learning Experience.

Criterion measures provided a key aspect detailing the intended learning effort of students and therefore their motivation levels to learn English. Criterion was measured through statements including, 'I am working hard at English' and 'I think I'm doing my best to learn English'. These were used to assess how the student views their perceived effort and motivation to learn English.

The *Ideal L2 Self*, an important measurement within this study, assessed how students viewed their ideal selves in relation to their language learning. Statements had to be adapted to ensure relevance with South Korean middle school students, including 'I can imagine myself living abroad and having a conversation in English' and 'I can imagine myself speaking English as if I were a native speaker of English'.

The *Ought-to L2 Self*, another key variable within this study, measured the attributes students believed were necessary to have. This aspect of L2 self is an important measure within South Korea as there are a number of contributory factors relating to students' beliefs on what attributes, and why, they should hold. Statements included 'My parents encourage me to study English', an important factor in learning English within South Korea.

Instrumentality was separated into two aspects: promotion and prevention. Promotion included the statement 'The things I want to do in the future require me to use English', which is an essential aspect in finding out whether students are learning English for future use. Prevention analyses students' other reasons for continuing English including whether they agree with the statement 'I have to study English because I don't want to get a poor score on English proficiency tests in the future (TOEIC, IELTS, etc.)'.

The final aspect was relevant to the aims of this study and involved the *L2 Learning Experience*. This variable aimed to determine whether grade level was relevant to L2 motivation and also focused on the learning group. Statements included 'If I was placed in a higher grade class I would try harder'.

The questionnaire had to be conducted within a limited time period so it was decided that there would be 27 items within the questionnaire. This also ensured that the questionnaire was not too long, with students potentially becoming bored and putting less thought into answering statements. The questionnaire was translated into Korean (Appendix 2), which was a vital step in ensuring students fully comprehended the statements (Dörnyei, 2010b). The questionnaires were confidential but the data from each of the higher and lower grade classes were kept separately to allow data analysis to be conducted. After the questionnaires were completed, the interview process began.

3.3.3. Interviews

Upon completion of the questionnaire phase, the interview process was conducted. Six students were selected at random, three students were randomly selected from a higher grade class and three students selected randomly from a lower grade class using random sampling methods. The interview (Appendix 3) was conducted in a semi-structured manner. This method was chosen due to the time constraints and the need to obtain succinct answers to

relevant questions. The semi-structured interview enabled the interview to stay on topic but also allow students to express themselves (Cohen et al, 2011). The interviews were conducted with a South Korean teacher and were conducted in the Korean language (Appendix 4). The reason for conducting the interviews in Korean was due to the level of English of some of the participants and it allowed students to express their answers much more clearly in their own language. Interviews were recorded, transcribed and translated with the South Korean teacher to ensure continuity of the data. The recordings and translations were checked through the same procedures used during the questionnaire formulation. Upon completion of the transcription and translation, the data was analysed as detailed in the following chapter.

3.4. DATA ANALYSIS

What follows is a description of how the data, quantitative and qualitative, was analysed and the methods used. Obtaining both quantitative and qualitative data meant that the data produced from each method could be triangulated to provide a clearer understanding the overall representation of the research.

3.4.1. Quantitative Data

The quantitative data was analysed using Statistical Package for Social Science (SPSS) version 23.0. A range of different methods of analysis were used for the different research objectives in the study. This would provide the study with a more expansive analysis of the data and contribute to a more balanced study.

The first analysis undertaken on the quantitative research data was to find out the internal reliability of the individual motivational aspects. In order to establish the internal reliability of each of the data sets, the Cronbach's alpha indexes were produced. Descriptive statistics were then calculated to establish an overall pattern for the data and to provide

detailed information for the first research question relating to the motivating factors for South Korean students. Descriptive data collected included nominal percentage data and measures of central tendency including the median and mode. The range of the data and standard deviation were also calculated.

In addition to descriptive analysis, correlation techniques were used to assess the relationship between motivational variables in the study. Doing this allowed the analysis of any connections arising between variables. Correlations on and above 0.6 shows a positive correlation, with 0.3 to 0.5 showing a meaningful connection between the variables (Dornyei and Ushioda, 2011).

A t-test was used to compare two sets of data obtained from higher grade class students and lower grade class students relating to the Criterion variable. The t-test data obtained enabled the hypothesis generated in the study to be tested. The final analysis of quantitative data was descriptive statistical analysis comparing the two grades, with a specific focus on the L2 Learning Experience variable data.

3.4.2 Qualitative Data

After the interview data was transcribed and translated, the information gathered was analysed using a deductive approach (Kvale and Brinkmann, 2009). This allowed the research to have a clear and simple focus of grouping the data to look for clear similarities and differences. The process, highlighted by Kvale and Brinkmann (2009), followed three key steps:

1. Coding
2. Categorising codes- themes
3. Labelling categories

With a focus on the research questions, in particular the aspects of *L2 Learning Experience*, coding was applied to the relevant and interesting aspects of the data across the six interviews. Following the generation of codes, it was necessary to categorise the most important codes. The categorized codes were then put into themes consistently occurring throughout the data. The final process was to label the themes generated, along with describing how the themes connected together and how the themes were relevant to the research questions. This connection of themes and relevance provided the core of results from the interview data. The interview transcripts for the three higher grade students (Appendix 5, Appendix 6, and Appendix 7) and the transcripts for the lower grade students (Appendix 8, Appendix 9 and Appendix 10) are provided, due to the submission of recordings being restricted under school regulations within the study.

3.5. LIMITATIONS

Although efforts were made to ensure that the data obtained was reliable and as accurate as possible, there were certain limitations that occurred within the methodology of this study. The small size of the dataset meant that it was difficult to find significant relationships within the data. A larger sample size would have made the data gathered more significant and for greater conclusions to be drawn. The sample size was unable to be increased due to restrictions on access to further students. Another source of uncertainty was the method used to collect and analyse interview data. The interviews were conducted and recorded in Korean and interpreted through the use of a South Korean teacher. This left the students' interview answers subject to a different interpretation, along with problems with translation and actual meaning. Measures were taken, described in the questionnaire and interview sections, aiming to ensure greater accuracy but further resources such as a team based translation approach (translators, reviewers and adjudicators) would have ensured a higher degree of confidence in the translations (Dörnyei, 2010b).

CHAPTER IV: RESULTS

This chapter is divided into two main sections, both of which present the results obtained from the data collection process. The first section details the quantitative results obtained from the questionnaire data and the second section analyses the qualitative data obtained from the interview process.

4.1. QUANTITATIVE DATA

4.1.1. Reliability Analysis

The first set of analyses was a reliability analysis shown in Table 4.1. The Cronbach alpha values obtained for five out of the six scales are above 0.6 and are considered acceptable (Pallant, 2007). The L2 Learning Experience variable had a lower Cronbach alpha value but the results from the variable set were still used due to the relevancy towards the research questions.

Table 4.1
Reliability and Comparative Analysis: Motivational Variables

Variable scale	No of items	Cronbach Alpha Value	Mean	Standard Deviation
Criterion	6	.818	4.72	1.23
Ideal L2 Self	4	.794	4.56	1.29
Ought-to L2 Self	4	.746	4.81	1.34
Instrumentality(Promotion)	3	.653	4.51	1.46
Instrumentality(Prevention)	3	.802	4.61	1.44
L2 Learning Experience	5	.492	3.92	1.81

Table 4.1 also shows high mean values for the variable sets, particularly the measures of Ought-to Self and Criterion.

4.1.2. Descriptive Statistics

Simple statistical analysis was then used to assess the percentage values for each of the Likert

Scale variable sets and to calculate the median and interquartile range of the variable sets.

The percentage values showing the extent students agreed or disagreed with the statements in

each set is detailed below.

4.1.2.1. Variable Set Percentage Values

Table 4.2 below presents the results of the Criterion variables, which included questions one

to six from the Criterion questionnaire section. The data in Table 4.2 shows a high percentage

of students in agreement, with over 30% of students choosing strongly agree for questions

one to four and question six.

Table 4.2
Summary of Percentage Values: Criterion Questionnaire Items

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Q1	6.7	5.7	6.7	15.6	31.1	34.4
Q2	0	0	7.8	20	41.1	31.1
Q3	0	1.1	8.9	22.2	35.6	32.2
Q4	3.3	2.2	5.6	17.8	35.6	35.6
Q5	6.7	4.4	17.8	26.7	25.6	18.9
Q6	0	0	16.7	20	25.6	37.8

Table 4.3 below summarises the percentage values obtained for the Ideal L2 Self variables,

which included questions seven to ten on the questionnaire. Again the data shows higher

percentage values in the agreement columns, with over 50% of students in strong agreement

with question ten. Question nine is the only variable in the Ideal L2 Self set that shows a

higher level of disagreement from students. Over 45% of students disagree with the statement in question nine.

Table 4.3
Summary of Percentage Values: Ideal L2 Self Questionnaire Items

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Q7	1.1	5.6	11.1	26.7	33.3	22.2
Q8	0	1.1	7.8	22.2	40	28.9
Q9	7.8	10	27.8	31.1	14.4	8.9
Q10	2.2	5.6	0	11.1	26.7	54.4

Table 4.4 below presents the percentage values obtained for the Ought to L2 Self variables, which included questions eleven to fourteen. From this data it can be seen that in question ten over 97% of students agree with the statement, with nearly 58% of students in strong agreement. Interestingly, question fourteen continues the general trend of agreement but students do show levels of disagreement with 30% indicating this variable not as strong as others in this set.

Table 4.4
Summary of Percentage Values: Ought-to L2 Self Questionnaire Items

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Q11	1.1	0	1.1	7.8	32.2	57.8
Q12	3.3	2.2	4.4	18.9	32.2	38.9
Q13	5.6	1.1	11.1	17.8	28.9	35.6
Q14	10	2.2	17.8	22.2	25.6	22.2

Table 4.5 below summarises the percentage values obtained for the Instrumentality (Promotion) variables, which included questions fifteen, sixteen and eighteen. What is apparent from this table is that students are in agreement with both questions fifteen (over 90%) and question eighteen (over 74%).

Table 4.5
Summary of Percentage Values: Instrumentality (Promotion) Questionnaire Items

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Q15	0	4.4	3.3	15.6	27.8	48.9
Q16	7.8	8.9	23.3	13.3	21.1	25.6
Q18	5.6	6.7	13.3	25.6	22.2	26.7

Table 4.6 below presents the percentage values obtained for the Instrumentality (Prevention) variables, which included questions seventeen, nineteen and twenty. Again Table 4.5 shows students in agreement with the statements, in particular strong agreement with question seventeen. However, 30% of students did show disagreement to a greater extent in question twenty.

Table 4.6
Summary of Percentage Values: Instrumentality (Prevention) Questionnaire Items

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Q17	0	0	6.7	21.1	25.6	46.7
Q19	5.6	6.7	11.1	21.1	24.4	31.1
Q20	10	6.7	13.3	22.2	14.4	33.3

Table 4.7 below summarises the percentage values obtained for the final variable set, the L2 Learning Experience, which included questions twenty-one and questions twenty-four to twenty-six. In this table the data collected shows a range of values due to the nature of the

questions asked. Interesting data emerges from this table and shows high levels of

disagreement, over 65%, for questions twenty-five and twenty-seven, whereas question

twenty-six shows over 84% of students are in agreement.

Table 4.7
Summary of Percentage Values: L2 Learning Experience Questionnaire Items

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Q21	2.2	2.2	5.6	20	23.3	46.7
Q24	3.3	2.2	10	23.3	24.4	36.7
Q25	38.9	16.7	16.7	13.3	6.7	7.8
Q26	5.6	3.3	6.7	20	28.9	35.6
Q27	41.1	12.2	12.2	17.8	7.8	8.9

4.1.2.2. Median and Interquartile Range Values

The next analysis on each of the variable sets was to calculate the median and interquartile

range values. Table 4.8 provides the results obtained from this analysis. The data shows high

median scores of five for the first five variable sets and a slightly lower value of four in the

L2 Learning Experience set.

Table 4.8
Median and Interquartile Range Values

Variable Scale	Median	Interquartile Range
Criterion	5	2
Ideal L2 Self	5	2
Ought-to L2 Self	5	2
Instrumentality(Promotion)	5	2
Instrumentality(Prevention)	5	2
L2 Learning Experience	4	4

4.1.3. Correlation Analysis

The correlation of the different variable sets was undertaken to analyse connections and assess how strong the connection was between the variable sets. Table 4.9 shows the Pearson's Correlation Analysis and the significance values.

Table 4.9
Pearson's Correlation Analysis

Variable Scale	1	2	3	4	5	6
1. Criterion		$.532^{**}$	$.209^{*}$	$.255^{*}$	$.229^{*}$	$.551^{**}$
		.000	.048	.015	.030	.000
2. Ideal L2 Self	$.532^{**}$		.146	.182	.192	$.480^{**}$
	.000		.168	.085	.070	.000
3. Ought-to L2 Self	$.209^{*}$	.146		$.550^{**}$	$.542^{**}$	$.376^{**}$
	.048	.168		.000	.000	.000
4. Instrumentality	$.255^{*}$	.182	$.550^{**}$		$.531^{**}$	$.341^{**}$
(Promotion)	.015	.085	.000		.000	.001
5. Instrumentality	$.229^{*}$	.192	$.542^{**}$	$.531^{**}$		$.308^{**}$
(Prevention)	.030	.070	.000	.000		.003
6. L2 Learning	$.551^{**}$	$.480^{**}$	$.376^{**}$	$.341^{**}$	$.308^{**}$	
Experience	.000	.000	.000	.001	.003	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The results of the correlational analysis show that the greatest connection is between the L2 Learning Experience and the Criterion variable sets. There is also strong correlation between Instrumentality (Promotion) and Ought-to L2 Self, Instrumentality (Prevention) and Ought-to L2 Self, Criterion and Ideal L2 Self, and Instrumentality (Promotion) and Instrumentality (Prevention).

4.1.4. T-Test Analysis

To distinguish the relationship between the two grades, high and low, a t-test analysis was

used to look at whether there was a significant difference between the grades using the

variables in the Criterion set. Table 4.10 presents the data gathered from using the t-test

statistical analysis. The t-values obtained in question two and question three show, when

looking also at the significance values, that there is a difference between the two sets of data.

Table 4.10
High and Low Grade Independent T-Test Analysis: Criterion Variables

| Variable | T | Sig. (2-tailed) | Mean | | Mean |
			High	Low	Difference
Q1	1.571	.120	4.38	4.87	.489
Q2	-2.630	**.010**	5.2	4.71	-.489
Q3	-2.613	**.011**	5.16	4.62	-.533
Q4	-1.213	.228	5.02	4.71	-.311
Q5	-.525	.601	4.24	5.02	-.156
Q6	-.757	.451	4.93	4.76	-.178

4.1.5. Criterion Comparison between Grades

The final statistical analysis on the data concerned a comparison of the separate descriptive

statistics for both grade levels, using the L2 Learning Experience and Criterion variables.

Table 4.11 presents a comparison of the percentage values between the two grades in

response to each of the questions in the Criterion variable set. Overall, the table shows that

higher grade students agree, or strongly agree, more than lower grade students for questions

in the Criterion variable set.

Table 4.11
Grade Comparison: Criterion Percentage Values

	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree	
	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low
Q1	11.1	2.2	6.7	4.4	4.4	8.9	20	11.1	26.7	35.6	31.1	37.8
Q2	0	0	0	0	4.4	11.1	11.1	28.9	44.4	37.8	40	22.2
Q3	0	0	0	2.2	6.7	11.1	11.1	33.3	42.2	28.9	40	24.4
Q4	4.4	2.2	0	4.4	6.7	4.4	15.6	20	24.4	46.7	48.9	22.2
Q5	6.7	6.7	4.4	4.4	24.4	11.1	15.6	37.8	20	31.1	28.9	8.9

4.1.6. L2 Learning Experience Comparison between Grades

Table 4.12 presents a comparison of the percentage values between the two grades in response to each of the questions in the L2 Learning Experience variable set. Questions twenty-one and twenty-two show similarities between the grades but shows slightly stronger levels of agreement from higher grade students. Question twenty-three shows similarities between the grades but noticeably higher levels of stronger agreement from higher grade students compared to lower grade students. The interesting data from Table 4.12 comes from questions twenty-four to twenty-seven. In each of these questions, students from the lower grade class show more disagreement than higher grade students. Question twenty-four highlights that over 93% of high grade students agree with the statement compared to just over 75% of lower grade students in agreement. Question twenty-six shows that students in the higher grade class agree over 25% more strongly with the statement compared to the lower grade students. Question twenty-seven is interesting with regards to higher grade students as they agree with this statement over 20% more than the lower grade students.

Table 4.12
Grade Comparison: L2 Learning Experience Percentage Values

	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree	
	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low
Q21	4.4	0	2.2	2.2	2.2	8.9	17.8	22.2	22.2	24.4	51.1	42.2
Q22	6.7	4.4	4.4	8.9	6.7	15.6	24.4	20	28.9	28.9	28.9	22.2
Q23	4.4	0	0	4.4	2.2	6.7	20	35.6	31.1	24.4	42.2	28.9
Q24	4.4	2.2	0	4.4	2.2	17.8	28.9	17.8	17.8	31.1	46.7	26.7
Q25	33.3	44.4	8.9	24.4	17.8	15.6	15.6	11.1	11.1	2.2	13.3	2.2
Q26	6.7	4.4	0	6.7	2.2	11.1	13.3	26.7	28.9	28.9	48.9	22.2
Q27	37.8	44.4	11.1	13.3	6.7	17.8	20	15.6	6.7	8.9	17.8	0

The final piece of comparative data between the grades presented the mean, standard deviation and mode values. The data in these tables shows higher mean values for each of the questions in the variable set and higher mode values for questions twenty-three, twenty-four and twenty-six for high grade students.

Table 4.13
High Grade L2 Learning Experience Descriptive Statistics

	Mean	Standard Deviation	Mode
Q21	5.04	1.313	6
Q22	4.51	1.440	5
Q23	5	1.206	6
Q24	4.96	1.261	6
Q25	3.02	1.815	1
Q26	5.04	1.348	6
Q27	3	1.942	1

Table 4.14
Low Grade L2 Learning Experience Descriptive Statistics

	Mean	Standard Deviation	Mode
Q21	4.96	1.107	6
Q22	4.27	1.437	5
Q23	4.67	1.108	4
Q24	4.51	1.308	5
Q25	2.09	1.276	1
Q26	4.36	1.368	5
Q27	2.31	1.411	1

The following section describes the qualitative data obtained from the interview process.

4.2. QUALITATIVE DATA

Following the interviews and the coding process a number of issues were identified throughout the qualitative data. The themes identified are broken down into the interview questions and discussed in the tables shown below.

4.2.1. Reasons for Learning English

When discussing the reasons for learning English, seven themes emerged from the data. Table 4.15 presents the themes generated by both high and low grade students. The theme occurring between both grade levels was related to the need to study English for future jobs.

Table 4.15
ESL Motivation Interview Question: Students' Reasons for Learning English

Comment	Higher Grade	Lower Grade
Speak English		-ability to speak English
English ability		-be good at English -improve English ability
Future job	-find future job -want English to be useful for future job	-related to my dream -more choice for future jobs
Enjoyment	-sometimes fun to learn	
University placement	-help me go to University -important to go to University -relevant to future major	
Culture	-important in Korea	
Study length	-been studying English for a long time	

4.2.2. Long-Term Goals for Learning English

From the interview data relating to students' long-term goals for learning English, five themes came up from the interviews. Table 4.16 shows the themes concerning students' long-term English goals. Future job was a recurrent theme from the previous question and students also showed a desire to communicate using English without problems.

Table 4.16
ESL Motivation Interview Question: Students' Long-Term Goals for Learning English

Comment	Higher Grade	Lower Grade
Improve skills		-to improve English skills
No long term goal		-don't have a long term goal
Communication		-to speak with native speakers well
Future Job	-helpful for future job -a level of English to teach in future -dream job	
Using abroad	-to have no problem communicating abroad	

4.2.3. L2 Learning Experience: Class Atmosphere

The next section of the interview contained questions relating specifically towards the L2 Learning Experience. The first question surrounded students' opinions on the atmosphere in their respective classes. Table 4.17 presents the themes from the data and the differences between opinions of high and low grade students. The higher grade was positive for all three students, while the lower grade was generally positive bar one student.

Table 4.17

L2 Learning Experience Interview Question: Students' Opinions on Class Atmosphere

Comment	Higher Grade	Lower Grade
Students get along		-students get along well
Messy atmosphere		-lower grade class atmosphere is a mess
Good participation	-good students and participate a lot	-good because everyone participates
Student talk time	-classmates have chance to speak their own opinions	
Advanced level	-like the atmosphere in class because it's advanced	

4.2.4. Higher Grade Class Placement

The next question from the interview sought to gain insights into students' motivation if they were placed in a higher grade class. Table 4.18 identified five themes from the interview data shown below.

Table 4.18

L2 Learning Experience Interview Question: Students' Motivation if Placed in a Higher Grade Class

Comment	Higher Grade	Lower Grade
Study harder		-Important, gives more motivation to study harder
Correct level	-Higher level is important as it's good to learn if correct level	-Not important, good to be at your level
Same teaching		-Teachers teach the same
Class attitude	-learn good attitudes from good students	
Arrogant	-Important as higher students would be arrogant in lower grade	

4.2.5. Motivational Impact of Class Grade Placement

The final interview question was designed to establish how students' motivation levels were affected by the class grade level in which they participate. Table 4.19 below presents the themes from both high and low grade students that emerged from this question. An interesting insight from student 2 was obtained as the student had been placed in both grade classes and was therefore able to assess the impact of both.

Table 4.19

L2 Learning Experience Interview Question: Motivational Impact of Class Grade Placement

Student	Higher Grade	Lower Grade
Student 1	-helpful -class level, students and atmosphere are better than lower grade -more motivation	-no
Student 2	-experienced both levels (started in lower grade) -pride	-less motivation
Student 3	-yes more motivated -challenged by other classmates more -study more to become better than other students	-quality of both classes are the same so I don't think so

In summary, the results in this chapter provide important insights and the next chapter moves on to discuss in greater detail the findings obtained.

CHAPTER V: DISCUSSION

The previous chapter presented the results obtained from data collection and statistical analysis, therefore it is now necessary to explain and discuss those results in greater detail. The discussion focuses on each of the research questions, including the hypothesis, and connecting the quantitative data with the qualitative data to give a clearer overall assessment. The research questions and hypothesis are presented below.

5.1. RESEARCH QUESTIONS AND HYPOTHESIS

The research aimed to look at the motivating factors of South Korean students on an English Program and the effect of L2 Learning Experience on the motivation of high and low grade students. The research questions for the study were as follows:

1. What factors motivate South Korean students to acquire a second language?

2. Are South Korean students in a higher grade class on an English Program more motivated than students in a lower grade class? If yes, why?

3. To what extent do students have increased/decreased motivation because they are placed in a higher/lower grade class?

The hypothesis for the research was that the South Korean students enrolled on an English course in a higher grade class have increased motivation to learn English because they are in a higher grade class, and students in a lower grade class have decreased motivation to learn English because they are in a lower grade class.

The research questions were assessed using both the quantitative and qualitative data collected, and the sections that follow discuss the research questions separately.

5.2. FIRST RESEARCH QUESTION

What factors motivate South Korean students to acquire a second language?

5.2.1. Descriptive Data

The first research question assesses the factors that motivate South Korean students on the English Program to learn English. The results of the comparative analysis (see Table 4.1) and median values (see Table 4.8) show relatively high mean values and high median values for the Ideal L2 Self, Ought-to L2 Self, Instrumentality (Promotion) and Instrumentality (Prevention). The results show in Table 4.1 that the highest mean is the Ought-to L2 Self variable set, which indicates that one of the most important reasons why students learn English is because of expectations created externally to meet certain language learning criteria. These results are highlighted in Table 4.4 when looking at students' percentage values of agreement with questions relating to the Ought-to L2 Self variable. The statement in question eleven, regarding parental encouragement to learn English, receives the highest percentage in the questionnaire of students (57.8%) in strong agreement. These results are consistent with data obtained in Kim and Kim (2012) where results also confirm the significant parental influence present in the Asian educational environment. Question twelve, concerning expectation due to people around the student, and question thirteen, regarding the negative impact of not studying English, also show high percentages of agreement from students. These results are in agreement with previous studies from Kim and Kim (2012) and Park (2009). Park (2009) showed that the fever surrounding English language learning was having an impact on the reasons and motivation for students to learn. Park's (2009) study corroborates with this study in that there are external influences and cultural expectations influencing students' motivation to learn English.

Other variable sets that showed high agreement percentage values for particular statements included Ideal L2 Self, Instrumentality (Promotion) and (Prevention). Question ten, focusing on requirement to use English for future things, corroborates with question fifteen, regarding future job, and question seventeen, concerning university. The questions all produce strong agreement over 46% and less than 8% of disagreement for each statement. The results show that the importance and motivation for studying English is heavily influenced by factors related to future job and attaining entry into university. The results are in agreement with previous studies and research, such as Kim (2012) and Kim and Kim (2014). However, this study focuses on middle school students enrolled on an extra-curricular program compared with Kim (2012) who compared elementary and middle school students in a public school setting. The data provides more detailed analysis on the reasons South Korean students are motivated to study English in an extra-curricular environment.

5.2.2. Correlation Analysis

The correlation analysis (see Table 4.9) shows strong relationships between certain sets of variables. The results in Table 4.9 show a strong relationship between Ought-to L2 Self and Instrumentality (Promotion) which indicates that the higher Ought-to L2 Self a student has, the greater promotional instrumentality they have. The results also show a strong relationship, although marginally lower than Instrumentality (Promotion), between Ought-to L2 Self and Instrumentality (Prevention). These results are consistent with the results obtained in previous studies from Kim (2012) and Taguchi et al. (2009). The correlations also support Dörnyei's (2009) findings surrounding the strong relationship between these variables.

Table 4.9 also shows that Ideal L2 Self has a strong relationship with the Criterion variables and produces similarly consistent figures with the results from the Taguchi et al. (2009) study.

Another important finding was the significance of the Ought-to L2 Self which compares with the Taguchi et al. (2009) study of Asian learning contexts, and its higher significance within those environments.

5.2.3. Interview Data

The quantitative results obtained are supplemented by the qualitative data gathered from the interview process. The first three questions in the interview (Appendix 3) gathered data in relation to the first research question, and the themes occurring throughout the data from those first three questions are presented in Table 4.15 and 4.16.

Table 4.15 is consistent with data from the questionnaire and shows students' reasons for learning English are centred on future job and university placement. The most common theme occurring in Table 4.15 was related to future job. Students made statements like "…If I can speak English fluently I have more choice to pick future jobs" and "English is important in Korea and important to go to university and find a job."

Table 4.16 also presents data about students' long term-goals for learning English. Again the main theme to arise from this interview question focused upon students' desire to use English to obtain future jobs. Interestingly, one of the students commented that "Studying English is endless and after I get a dream job I think it will be necessary to keep studying English." These results confirm previous studies, including Park (2009), Taguchi et al. (2009) and Kim (2012) in highlighting the pressures facing students in an Asian educational context and what factors motivate students to learn English.

5.3. SECOND RESEARCH QUESTION

Are South Korean students in a higher grade class on an English Program more motivated than students in a lower grade class? If yes, why?

5.3.1. T-Test Analysis Criterion Values

The second research question assesses whether South Korean students in a higher grade class on the program are more motivated than lower grade students. The results of the t-test (See Table 4.10) show that, other than question five, the mean values are greater for higher grade students in the criterion variables. The results also show that there is a statistical difference between the means of high and low grade students for questions two and three. These results indicate that the higher grade students are more motivated than lower grade students.

5.3.2. Descriptive Statistics

Further analysis of the descriptive statistics, comparing high and low grade students, also presents similar indications found in the t-test analysis. Table 4.11 presents the percentage values for each of the criterion variables separated into high and low grade values. Questions two to four in the table show that higher grade students give higher levels of strong agreement with the criterion variables. Question two, regarding students' work rate at English, and question three, relating to effort levels, show over 15% of higher grade students agree strongly with these statements. Interesting data from question four, regarding English study if it was not required, shows that over 25% of students in the higher grade agree with this statement more strongly than the lower grade students.

Table 4.12 presents data from the L2 Learning Experience variable set, with questions twenty-two and twenty-three relevant to research question two. Question twenty-two, regarding whether students look forward to class, shows just over 10% of higher grade students agree with the statement more than lower grade students. Question twenty-three, relating to students' enjoyment of English shows similar levels of agreement and disagreement between the grades, however the higher grade students agree more strongly than the lower grade students. These results corroborate the ideas presented by Kim (2010)

who discussed the competitive and instrumental motivation proficient students have towards learning English. The desire of higher grade students to compete and better themselves against other classmates is a possible reason for the results obtained.

5.3.3. Interview Data

The qualitative data presented in Table 4.15 and Table 4.16 give an insight into the reasons why students are motivated to learn English and, in relation to the second research question, present a detailed understanding in differences between the grades. The comparison of data from higher grade students and lower grade students shows differences in the reasoning and motivation to learn English, along with how strongly students express these answers.

Table 4.15 shows higher grade students present clear and succinct descriptions of the reasons for learning English. Focus on future job and university placements are key themes, with all three higher grade students referring to at least one of the themes when answering. Contrasting with lower grade students, only one of the answers has a reference to future jobs. Lower grade students discuss improving English ability and ability to speak English.

Table 4.16 also shows similar trends with reference to students' long term goals for learning English, with all three higher grade students' comments mentioning future jobs within their long term goals. However, lower grade students gave less clear and more general answers including improving English skills, speaking with natives and one student who did not have a long term goal.

These results indicate that higher grade students compared to lower grade students have a clearer motivation and reasons for learning English, possibly due to students being placed in a higher grade and more competitive learning environment. The results support the idea presented in Kim (2012) regarding competitive motivation of South Korean students and

the drive for future jobs and university placement. This study enhances the idea of competitive motivation highlighted in Kim (2012) by showing a distinct difference in focus and competitive motivation within higher and lower grade students.

5.4. THIRD RESEARCH QUESTION

To what extent do students have increased/decreased motivation because they are placed in a higher/lower grade class?

5.4.1. Descriptive Data

The final research question looks specifically at the role class grade level has on students' motivation. Firstly, Table 4.12 gives a more detailed description using percentage values for each grades agreement and disagreement for each statement in the L2 Learning Experience variable set. Question twenty-four provides interesting data and shows that higher grade students are more motivated to learn English than lower grade students because of the level of the class. Over 93% of high grade students agree with this statement compared to 75% of lower grade students.

One unexpected finding in question twenty five was that generally lower grade students did not feel less motivated because of being placed in a lower grade class. However, 15% of lower grade students did agree with question twenty-five. The results of question twenty-seven, with regards to lower grade students, are also in agreement with question twenty-five and show that if placed in a lower grade class the majority of students would not try less. However, 44% of higher grade students agreed with question twenty-seven and would try less if placed in a lower grade.

Contrastingly, question twenty-six shows that if placed in a higher grade class the majority of students from both grade levels would try harder. Over 90% of higher grade students agree with question twenty six, along with over 77% of lower grade students.

Table 4.13 and Table 4.14 show the descriptive statistics for mean and mode values comparing high and low grade classes for the L2 Learning Experience variable set. Questions twenty-one to twenty-three shows that high grade students have higher mean and mode values that indicate, generally, that higher grade students enjoy learning, the atmosphere, and look forward to English class more than lower grade students. These results cannot be attributed to grade level alone but the final four questions in the questionnaire give a greater insight into students' feelings.

5.4.2. Interview Data

The interview data collected from questions regarding students' L2 Learning Experience provide a more detailed description and corroboration with the quantitative data obtained. Table 4.17 shows that students in both grades enjoy the atmosphere in class, however one lower grade student indicated that "…because I am in a lower class the atmosphere is a mess…" but the student did go on to state that they still liked the atmosphere.

Table 4.18 and 4.19 both present similar themes and show that for higher grade students there is more importance and benefit from being placed in a higher grade class. Higher grade students mention that students "…learn good attitudes from good students…" and can be "…challenged by other classmates more…" Lower grade students stated that the "…quality of both classes are the same…" therefore placement in a lower grade class did not give less motivation.

5.4.3. Connection to Previous Research

The results further support work from Park (2009) and Kim (2011, 2012) that describe the reasons South Korean students are motivated and the pressures at higher grade levels to succeed at learning English. However, the results contrast with the studies from Park (2009) and Kim (2011, 2012) by focusing on a specific aspect of extra-curricular English learning, as opposed to the public school setting generally. The results also provide a contrasting analysis of the difference between higher grade and lower grade students. This study corroborates with other L2 Motivational Self System research, such as Islam et al. (2013) and Taguchi et al. (2009), in explaining the importance of students' attitudes towards learning English. However, this study differs from previous research into the L2 Motivational Self System as it looks deeper into the L2 Learning Experience and provides increased data regarding this aspect. The lack of specific research into L2 Learning Experience with reference to grade level shows that further studies are required. This study contributes to enhancing the existing body of research by filling an existing gap in the field. The implications of this research and results are therefore discussed further in the next section.

5.5. IMPLICATIONS

This study corroborates with previous studies from scholars such as Taguchi et al. (2009), Dörnyei and Ushioda (2011), and Islam et al. (2013), and develops further the increasing literature surrounding the L2 Motivational Self System. One of the issues that emerge from these findings is the increased motivation of higher grade students compared to lower grade students. The study has shown in this extra-curricular context that students in a higher grade class have more motivation than lower grade students and further research should be undertaken to investigate whether this trend is present across different educational systems.

Another issue emerging from the results is the influence that placement in a higher or

lower grade class has on students' motivation levels. The data shows that there is an indication that class level placement can have an effect on motivation and further research into this area would provide clearer understanding. This could have implications for the way in which teachers or educational institutions label classes, to ensure that demotivation does not occur amongst students.

5.6. LIMITATIONS

The limitations within the methodology have been discussed in section 3.5; however there are general limitations with regards to this study.

One limitation was the time constraints that were placed on the study, further analysis using longitudinal data could have enhanced the validity of the data and enabled a deeper understanding of the nature of the impact of grade level on motivation over the whole program period. The interview data was subject to limited time with students and therefore a restricted number of questions and interviews could be undertaken. Time constraints also meant that the research was unable to include a pilot study for the questionnaire. A pilot study would have allowed for modifications to be undertaken before the final version was administered (Dörnyei, 2010b).

Another limitation that could have had an impact on the results is the familiarity of the researcher with the students. Some students may have been reluctant to give completely truthful answers in relation to parts of the research or to disclose their opinions fully. However, measures were undertaken to ensure students were fully aware of the confidentiality of the study including outlining the process to students, the reason for the study, and the complete assurances that the study was unrelated to any educational context. The results also indicate that students were not inhibited from expressing opinions truthfully, given the nature of quantitative and qualitative data obtained.

CHAPTER VI: CONCLUSION

This chapter is separated into four main sections providing a summary of the research and implications for future research. The first section gives an overall summary of the research project and how it was conducted. The second section summarises the findings of the research and the third section describes the theoretical and practical implications. The final section gives recommendations for future research.

6.1. SUMMARY

This study set out to determine what motivates South Korean middle school students, on an extra-curricular English program, to acquire a second language. The study also focused on whether students in a higher grade class on the program were more motivated to learn English than the lower grade students on the program. The final aim of the study was to determine the extent to which students have increased or decreased motivation because of the grade level class in which they are placed. The study sought to expand on the concept of the L2 Motivational Self System introduced by Dörnyei (2005) and develop further research regarding the L2 Learning Experience.

The study collected data in two phases. The first phase used a twenty-seven point questionnaire to obtain quantitative data, which was followed by an interview process to collect more detailed qualitative data. Questionnaire data was analysed using SPSS to give an overall assessment of the students' answers and also to be able to compare the data between the higher and lower grade classes. The interview data was then used to understand any patterns emerging from the quantitative data, along with expanding and corroborating the findings from the questionnaire data. The summary of the results obtained from the study is discussed in the next section.

6.2. SUMMARY OF FINDINGS

The study was able to show significant findings regarding the L2 motivation of students and the difference in motivation between high and low grade level classes.

The results into the investigation of what motivates South Korean students to acquire a second language clearly shows that the Ought-to L2 Self has the most important role for students wanting to learn English. Within Ought-to L2 Self it is clear that parental influence is the biggest motivational factor students have for learning English. The results of the study also show, backed up considerably through interview data, that future job and university placement are key motivational factors for students.

The second finding from the research indicates that students in the higher grade class are more motivated than students in the lower grade class. From the quantitative data, focusing on students' intended effort, the higher grade students showed a stronger desire to learn English and also a stronger desire to learn English even if English was not required to be studied. The interview data obtained also clarified the higher grade students' motivation compared to lower grade students. Higher grade students had a clearer focus and reasoning for studying English and also in relation to long-term goals.

The final finding from the research indicated that placement in a higher or lower grade class does have an effect on students' motivation levels. The main findings for this part of the research show that for higher grade students it is important to be in a higher grade and that it does give students motivation to learn English. For lower grade students, being in a lower grade class generally did not give less motivation to learn English but students indicated that being in a higher grade class would make them work harder.

6.3. THEORETICAL AND PRACTICAL APPLICATIONS

This research extends upon the recent research being conducted in the field of second language acquisition, with regards to L2 motivation, and increases the literature surrounding the L2 Motivational Self System theory introduced by Dörnyei (2005). The results corroborate and expand upon studies undertaken by Taguchi et al. (2009), Islam et al. (2013) and Kim (2012), particularly within an Asian educational context. A key strength of the study was focusing attention on the L2 Learning Experience aspect of the L2 Motivational Self System, an area in which Dörnyei and Ushioda (2011), Islam et al. (2013), Taguchi et al. (2009) and Kim (2012), have yet to research in further detail. The study demonstrated the potential impact of high and low grade classes on students' motivation levels and the role the L2 Learning Experience can have on students.

6.4. LIMITATIONS

The scope of this study meant that the generalisability of these results is subject to certain limitations. Time and resources available was limited to students participating on an extra-curricular program and therefore results cannot completely be related to students in the South Korean public school setting as a whole.

Another source of weakness in this study was the time and resources available to collect interview data, along with accessibility of students to participate in aspects of the study. Further resources would have produced a more detailed approach towards translation of the interview data, although efforts were made using multiple South Korean English teachers to reduce the impact of this on the study. The study would also have benefitted from a pilot study which was unattainable due to accessibility to students.

6.5. FUTURE RESEARCH

This study has provided interesting questions that would be worthwhile to conduct future research upon. More research into the L2 Learning Experience subdivision of Dörnyei's (2005) research is required to establish the importance of this aspect of the L2 Motivational Self System theory. This study has shown that there is a difference in the motivation levels of students in a higher grade class compared to a lower grade class and that the grade level has had an impact on these motivation levels. Therefore, further research conducted over a longitudal study could give a greater insight into the long-term effect on students' motivation and how much impact class grade level has.

Further work also needs to be done to establish whether the trends found within this data, relating to high and low grade motivation levels, can be applied in a more general setting such as the South Korean public school setting as a whole. If that is the case it would be interesting to establish whether the labelling of high and low grade classes was detrimental towards students' motivation, and ways in which this could be assessed in future contexts.

REFERENCES

Boo, Z., Dörnyei. Z., & Ryan, S. (2015) L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. *System,* 55, pp. 147-157.

Busse, V. (2013) An exploration of motivation and self-beliefs of first year students of German. *System*, 41(2), pp. 379–398.

Chang, L. Y. (2014) Characteristics of Motivated L2 Class Groups: From Language Teachers' and Students' Perspectives. *English Language Teaching*, 7, pp. 159-167.

Cho, E. A. (2006) 'Unceasing crazy fervor of private education.' *Donga Ilbo*, September 14, p. 8.

Choi, Y. S. (2005) *Early study-abroad, family, and wild goose father*. Seoul, South Korea: Korean Studies Information Co.

Coetzee-Van Rooy, S. (2006) 'Integrativeness: Untenable for world Englishes learners?' *World Englishes*, 25, pp. 437-50.

Cohen, L., Manion, L. and Morrison, K. (2011) *Research Methods in Education.* London: Routledge.

Crookes, G. and Schmidt, R, W. (1991) Motivation: Reopening the research agenda. *Language Learning* 41, pp. 469–512.

Dickinson, L. (1995) Autonomy and motivation a literature review. *System*, 23, pp. 165-174.

Dörnyei, Z. (1990) Conceptualizing motivation in foreign language learning. *Language Learning,* 40*,* pp. 46-78.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal,* 78*,* pp. 273-284.

Dörnyei, Z. (2010b) *Questionnaires in second language research: Construction, administration, and processing.* 2nd edn. London: Routledge.

Dörnyei, Z. (2009) 'The L2 motivational self system' in Dörnyei, Z. and Ushioda, E. (eds.) *Motivation, language identity and the L2 self*, pp. 9-39 Clevedon: Multilingual Matters.

Dörnyei, Z. (2005) *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z. and Murphey, T. (2003) *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.

Dörnyei, Z. and Ottó, I. (1998) Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University, London)*, 4, pp. 43–69.

Dörnyei, Z. and Ushioda, E. (2009) *Motivation, language identity and the L2 self.* Clevedon: Multilingual Matters.

Dörnyei, Z. and Ushioda, E. (2011) *Teaching and Researching Motivation.* 2nd edn. Harlow: Longman.

Dörnyei, Z. (2010a) 'Researching motivation: From integrativeness to the ideal L2 self' in Hunston, S., & Oakey, D. (eds.) *Introducing Applied Linguistics*: *Concepts and Skills*, pp. 74-83. London: Routledge.

Gardner, R.C. (2001) 'Integrative motivation and second language acquisition' in Dörnyei, Z. and Schmidt, R. (eds.) *Motivation and second language acquisition*, Honolulu, HI: University of Hawai'i Press.

Gardner, R. C. (2010) *Motivation and second language acquisition: The socio-educational model.* New York: Peter Lang Publishing.

Gardner, R. C. (1985) *Social psychology and second language learning: The role of attitudes and motivation.* London: Edward Arnold Publishers.

Gardner, R. C. and Lambert, W. E. (1959) Motivational variables in second language acquisition. *Canadian Journal of Psychology* 13, pp. 266-272

Henry, A. J. (2009) Gender differences in compulsory school pupils' L2 self-concepts: A longitudinal study. *System*, 37, pp. 177–193.

Islam, M., Lamb, M., and Chambers, G. (2013) The L2 Motivational Self System and National Interest: A Pakistani perspective. *System*, 41(2), pp. 231– 244.

Kim, T. Y. (2010) Socio-political influences on EFL motivation and attitudes: Comparative surveys of Korean high school students. *Asia Pacific Education 50*, 11, pp. 211-222.

Kim, T. Y. (2009) 'The sociocultural interface between ideal self and ought-to self: A case study of two Korean students' ESL motivation' in Dörnyei, Z. and Ushioda, E. (eds.) *Motivation, language identity and the L2 self*, pp. 274-294. Bristol, UK: Multilingual Matters.

Kim, T. Y (2012) The L2 Motivational Self System of Korean EFL Students: Cross-grade Survey Analysis. *English Teaching,* 67.1, pp. 29-56.

Kim, T.Y., and Kim, Y. K. (2014) 'EFL students' L2 Motivational Self System and self-regulation: Focusing on elementary and junior high school students in Korea' in Csizér, K. and Magid, M. (eds.) *The Impact of Self-Concept on Language Learning*, pp. 87–107. Bristol, UK: Multilingual Matters.

Kim, Y. K., and Kim, T. Y. (2012) Korean Secondary School Students' L2 Learning Motivation: Comparing L2 Motivational Self-System with Socio-educational Model. *English Language and Literature Teaching*, 18.1, pp. 1-19.

Kim, Y. K., and Kim, T. Y. (2011) The effect of Korean secondary school students' perceptual learning styles and ideal L2 self on motivated L2 behaviour and English proficiency. *Korean Journal of English Language and Linguistics*, 11, pp. 21–42.

Kormos, J., Kiddle, T., and Csizer, K. (2011) Systems of goals, attitudes, and self-related ´ beliefs in second-language-learning motivation. *Applied Linguistics*, 32, pp. 495– 516.

Kvale, S. and Brinkmann, S. (2009) *InterViews: Learning the craft of qualitative research interviewing*. 2nd edn. California: Sage Publications

Lamb, M. (2004) 'Integrative motivation in a globalizing world' *System*, 32, pp. 3-19.

Lamb, M. (2012) A Self System Perspective on Young Adolescents' Motivation to Learn English in Urban and Rural Settings. *Language Learning*, 62, pp. 997–1023.

Magid, M. (2012) The L2 motivational self system from a Chinese perspective: A mixed methods study. *Journal of Applied Linguistics*, 6, pp. 69–90

Pallant, J. (2007) *SPSS survival manual, a step by step guide to data analysis using SPSS for windows*. 3rd edn. Sydney: McGraw Hill.

Papi, M. (2010) The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modelling approach. *System*, 38, pp. 467–479.

Park, J. K. (2009) ''English fever' in South Korea: its history and symptoms' *English Today*, 25, pp. 50-57.

Ryan, S. (2009) 'Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English' in Dörnyei, Z. and Ushioda, E. (eds.) *Motivation, language identity and the L2 self*, pp. 120-143. Clevedon, UK: Multilingual Matters.

Sandelowski, M. (2003) 'Tables or tableaux? The challenges of writing and reading mixed methods studies' in Tashakkori, A. and Teddlie, C. (eds.) *Handbook of mixed methods in social and behavioral research*, pp. 321-350. Thousand Oaks, CA: Sage

Schmidt, R., Boraie, D., and Kassabgy, O. (1999) 'Foreign language motivation: Internal structure and external connections' in Oxford, R. L. (ed.) *Language learning motivation: Pathways to the new century*, pp. 10-70. Honolulu, HI: University of Hawai'i Press.

Seth, M. J. (2002) *Education fever: Society, politics, and the pursuit of schooling in South Korea.* Honolulu: University of Hawaii Press.

Taguchi, T., Magid, M., and Papi, M. (2009) 'The L2 motivational self system amongst Chinese and Japanese learners of English: A comparative study' in Dörnyei, Z. and Ushioda, E. (eds.) *Motivation, language identity and the L2 self*, pp. 66–97. Bristol, UK: Multilingual Matters.

Ushioda, E. (1996) 'Developing a dynamic concept of L2 motivation' in Hickey, T. and Williams, J. (eds.) *Language, education and society in a changing world*, pp. 239–245 Dublin/Clevedon, UK: IRAAL/Multilingual Matters.

Ushioda, E. (2009) 'A person-in-context relational view of emergent motivation, self and identity.' in Dörnyei, Z. and Ushioda, E. (eds.) *Motivation, language identity and the L2 self,* pp. 215-228. Clevedon: Multilingual Matters.

Williams, M. and Burden, R. (1997) *Psychology for language teachers.* Cambridge: Cambridge University Press.

Yashima, T. (2000) 'Orientations and motivations in foreign language learning: A study of Japanese college students' *JACETBulletin*, 31, pp. 121-33.

Word Count: 14,239

APPENDICES

APPENDIX 1: L2 MOTIVATION RESEARCH QUESTIONNAIRE

English Language Questionnaire

This questionnaire is not connected with the Gifted English Program and your answers are completely confidential. Therefore I would like you to answer these questions honestly and thank you for your help.

In the questionnaire, circle a number telling us how much you agree or disagree with the statement. There is a sample below.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**	**6**

(Example) If you agree with the following sentence, write as follows:	
I like playing soccer.	1 2 3 4 ⑤ 6

1.	If an English course was offered in the future, I would like to take it.	1 2 3 4 5 6
2.	I am working hard at learning English.	1 2 3 4 5 6
3.	I think I am doing my best to learn English.	1 2 3 4 5 6
4.	I would like to study English even if I were not required.	1 2 3 4 5 6
5.	If the teacher gave the class an optional assignment, I would volunteer to do it.	1 2 3 4 5 6
6.	Compared to my classmates, I think I study relatively hard.	1 2 3 4 5 6
7.	I can imagine myself living abroad and having a conversation in English.	1 2 3 4 5 6
8.	I can imagine myself as someone who is able to speak English.	1 2 3 4 5 6
9.	I can imagine myself speaking English as if I were a native speaker of English.	1 2 3 4 5 6
10.	The things I want to do in the future require me to use English.	1 2 3 4 5 6
11.	My parents encourage me to study English.	1 2 3 4 5 6
12.	Learning English is necessary because the people around me expect me to do it.	1 2 3 4 5 6
13.	It will have a negative impact on my life if I don't learn English.	1 2 3 4 5 6
14.	Studying English is important to me because other people will respect me more if I have knowledge of English.	1 2 3 4 5 6
15.	Studying English is important to me because I think it will be useful someday in getting a good job.	1 2 3 4 5 6

16. Studying English is important to me because I am planning to study abroad.	1 2 3 4 5 6
17. I have to study English to go to University.	1 2 3 4 5 6
18. Studying English is important to me because with a high level of English I will be able to make a lot of money.	1 2 3 4 5 6
19. I have to study English because I don't want to get a poor score on English proficiency tests in the future (TOEIC, IELTS, etc.)	1 2 3 4 5 6
20. Studying English is important to me because I don't like to be considered a poorly educated person.	1 2 3 4 5 6
21. I like the atmosphere of my English classes.	1 2 3 4 5 6
22. I look forward to English classes.	1 2 3 4 5 6
23. I enjoy learning English.	1 2 3 4 5 6
24. The class grade level I am in makes me want to learn English more.	1 2 3 4 5 6
25. The class grade level I am in makes me want to learn English less.	1 2 3 4 5 6
26. If I was placed in a higher grade class I would try harder.	1 2 3 4 5 6
27. If I was placed in a lower grade class I would try less.	1 2 3 4 5 6

Thank you for taking the time to complete this questionnaire.

APPENDIX 2: L2 MOTIVATION RESEARCH QUESTIONNAIRE (KOREAN TRANSLATION)

<u>English Language Questionnaire 영어 설문 조사</u>

This questionnaire is not connected with the Gifted English Program and your answers are completely confidential. Therefore I would like you to answer these questions honestly and thank you for your help. (본 설문조사는 영어 영재 프로그램(영어타운)과 연관이 없으며 여러분의 개인적인 의견과 정보는 외부로 유출되지 않습니다. 솔직한 답변과 많은 참여 부탁 드립니다. 감사합니다.)

In the questionnaire, circle a number telling us how much you agree or disagree with the statement. There is a sample below. (아래의 예시를 읽고 동그라미 해주세요)

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
매우 그렇지 않다	그렇지 않다	조금 그렇지 않다	조금 그렇다	그렇다	매우 그렇다
1	**2**	**3**	**4**	**5**	**6**

(예시) 예시를 읽고 동그라미 해주세요:

나는 축구 하는 것을 좋아한다.	**1 2 3 4 ⑤ 6**

1. 다음에도 영어 수업이 있다면, 나는 참여 했을 것이다.	**1 2 3 4 5 6**
2. 나는 영어 공부를 열심히 한다.	**1 2 3 4 5 6**
3. 나는 영어를 배우기 위해 최선을 다한다고 생각한다	**1 2 3 4 5 6**
4. 영어가 필수 과목이 아니어도 나는 영어공부를 했을 것이다.	**1 2 3 4 5 6**
5. 숙제가 의무가 아니더라도, 나는 자발적으로 했을 것이다.	**1 2 3 4 5 6**
6. 반 친구들과 비교하더라도, 나는 공부를 비교적 열심히 한다.	**1 2 3 4 5 6**
7. 나는 혼자 외국에서 살면서 영어로 대화할 수 있다.	**1 2 3 4 5 6**
8. 나는 영어로 대화할 수 있다.	**1 2 3 4 5 6**
9. 나는 원어민 처럼 영어를 할 수 있다.	**1 2 3 4 5 6**
10. 나의 장래희망과 영어는 관련 있고 필요하다.	**1 2 3 4 5 6**
11. 부모님께서 영어 공부를 권장하신다.	**1 2 3 4 5 6**
12. 주변에서 영어에 대한 기대가 크기 때문에 영어공부는 중요하다.	**1 2 3 4 5 6**
13. 만약 영어 공부를 하지 않으면, 나는 악영향을 받을 것이다.	**1 2 3 4 5 6**

14.	영어를 잘한다면 모든 사람들이 나를 높이 평가 할 것이 때문에 영어공부는 중요하다.	1	2	3	4	5	6
15.	미래에 좋은 직업을 구하는데 큰 도움이 되기 때문에 영어 공부는 중요하다.	1	2	3	4	5	6
16.	나는 외국에서 공부를 할 계획이 있기 때문에 영어 공부는 중요하다.	1	2	3	4	5	6
17.	대학교를 가기 위해 나는 영어공부를 해야 한다.	1	2	3	4	5	6
18.	영어를 잘해야 돈을 많이 벌 수 있기 때문에 영어공부는 중요하다.	1	2	3	4	5	6
19.	토익, 아이엘츠 등 영어 능력 시험에 저조한 점수를 받기 싫기 때문에 영어 공부를 해야 한다.	1	2	3	4	5	6
20.	나는 교육받지 못한 사람으로 취급 당하기 싫기 때문에 영어 공부는 중요하다.	1	2	3	4	5	6
21.	나는 영어 수업 시간 분위기가 좋다.	1	2	3	4	5	6
22.	나는 영어 시간이 기다려 진다.	1	2	3	4	5	6
23.	나는 영어 공부하는 것을 좋아한다.	1	2	3	4	5	6
24.	나의 영어 레벨 반은 내가 영어공부를 하고 싶게 만든다.	1	2	3	4	5	6
25.	나의 영어 레벨 반은 내가 영어공부를 덜 하고 싶게 만든다.	1	2	3	4	5	6
26.	만약 레벨 높은 반에 있다면, 나는 더 열심히 했을 것이다.	1	2	3	4	5	6
27.	만약 레벨 낮은 반에 있다면, 나는 덜 열심히 했을 것이다.	1	2	3	4	5	6

Thank you for taking the time to complete this questionnaire.

설문에 응하여 주셔서 감사합니다.

APPENDIX 3: L2 MOTIVATION RESEARCH INTERVIEW (LOWER GRADE)

English Language Interview (Lower Grade) 영어 인터뷰(낮은 레벨)

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

    o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

- Does being placed in a lower grade class give you less motivation to learn English? (레벨 낮은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

- Is being in a higher grade class important to you? Would it make you try harder to learn English? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 레벨 높은 반에서 수업 받는 것이 영어공부를 더 열심히 하는데 도움이 되나요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

APPENDIX 4: L2 MOTIVATION RESEARCH INTERVIEW (HIGHER GRADE)

English Language Interview (Higher Grade) 영어인터뷰(높은 레벨)

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

    o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

- Does being in a higher grade class make you more motivated to learn English? Why or why not? (레벨 높은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

- Is being in a higher grade class important to you? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

APPENDIX 5: INTERVIEW TRANSCRIPT (HIGHER GRADE) STUDENT ONE

English Language Interview (Higher Grade) 영어인터뷰(높은 레벨)

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

배우는게 재미있을때도 있고 나중에 커서 직업을 찾거나대학교가는데 도움이 되기때문 입니다

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

취직을 하거나 나중에 외국에 나갈 기회가 생겼을때 언어 적으로 불편함을 덜 느끼기 위해서 입니다.

- o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

기회가 된다면 갈생각이 있습니다.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

네 많은 아이들이 자기 의견을 이야기할 기회가 많기 때문입니다.

- Does being in a higher grade class make you more motivated to learn English? Why or why not? (레벨 높은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

레벨 높은 반에서 수업을 받게되면 주의 아이 들이나 주위 환경도 더 수준이 낮은 반 보다 높기때문에 동기 부여에 도움이 될수 있습니다.

- Is being in a higher grade class important to you? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

중요합니다 왜냐하면 레벨이 높은반의 수업이 낮은반보다 수준이 더 어렵고 그것이 자신의 수준에 맞는다면 맞다면 도움이된다고 생각합니다.

APPENDIX 6: INTERVIEW TRANSCRIPT (HIGHER GRADE) STUDENT TWO

<u>English Language Interview (Higher Grade) 영어인터뷰(높은 레벨)</u>

<u>ESL Motivation (동기)</u>

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

  일딴 영어를 배우고 싶은 이유는 일딴 한국에서는 영어가 최우선이고 나중에 대학을 갈때나 취업을 할때도 영어가 제일 중요하고 특히 제 진로에 영어가 연관된 것이 많기 때문에 영어를 많이 배우고 또 학업 성취도도 높일수 있기 때문 입니다.

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

일딴은 최대한 많이 연습해서 원어민 선생님들 처럼 대화도 하고 다른 외국에 나가서도 잘 커뮤니케이트 할수 있게 연습을 많이 하고 난다음에 나중에 다른 사람들을 가르칠수 있는 정도로 많이 배워두는 것이 좋을 것 같습니다.

- o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

  하러 가고 싶긴 하지만 경제 여건상 안되기도 하고 부모님도 그렇게 호의적이진 않아서 갈수는 없을것 같습니다.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

  저는 수업 분위기가 좋다고 생각합니다 왜냐하면 여기 영재원에서 쫌 수준 높은 수업을 하면서 저희가 쫌 맞는 수업을 하게되고 또 가끔씩 재미있는 내용도 들어가 있기때문에 수업 분위기도 나쁘지 않습니다.

- Does being in a higher grade class make you more motivated to learn English? Why or why not? (레벨 높은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

  제가 4 학년때 부터 계속 영어 영재원을 다녔는데 그때 맨 처음에는 두번째 반에 들어갔지만 그다음부턴 계속 첫번째 반에서 수업을 받고 있는데 아무래도 높은 반에서 수업을 받으면 동기부여 에도 도움이 되고 사람들 한데도 뭔가 자랑이 될수 있기때문에 쫌 도움이 되는거 같습니다.

- Is being in a higher grade class important to you? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

  일딴 레벨 높은 반에서 수업 받는것이 중요하다고 생각합니다. 자신의 실력이 그렇게 딸리지 않는 다면 최대한 레벨 높은 수업을 받아야 자신의 능력도

최대로 늘릴수 있고 또 다른 레벨 높은 사람들의 그 수업 태도와 그런 것을
배울수 있기 때문 입니다.

APPENDIX 7: INTERVIEW TRANSCRIPT (HIGHER GRADE) STUDENT THREE

English Language Interview (Higher Grade) 영어인터뷰(높은 레벨)

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

  제일 어릴 때부터 제일 많이 해왔던 게 영어라서 영어로 꿈을 펼쳐 나 갈수 있는
  계기를 만들기 위해서 하다 보니 재미있어져서 영어를 배우고 싶습니다.

- What is your long-term goal for learning English? (영어공부의 장기목표가
  무엇입니까?)

  영어는 평생 하는 공부라고 생각하기 때문에 그냥 꿈을 이루고 나서도 계속
  공부를 열심히 해야 한다고 생각합니다.

  - Can you imagine living/studying abroad? (영어 공부를 위해 외국에서
    살거나 혹은 공부를 하러 갈 생각이 있습니까?)

    네 있습니다.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

  네 좋습니다 이유는 선생님의 말씀을 잘 듣고 답변도 잘하고 그래서 수업 분위기가 좋습니다.

- Does being in a higher grade class make you more motivated to learn English? Why or why not? (레벨 높은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

  높은 반에서 높은 친구들과 함께 하는 수업이어서 더 쫌 라이벌 이런 것도 있는 것 같고 그래서 동기부여가 되는 거 같습니다.

- Is being in a higher grade class important to you? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

  중요합니다. 왜냐하면 높은 사람이 낮은 반에서 수업을 하게 되면 자만심이 커질 거 같습니다.

APPENDIX 8: INTERVIEW TRANSCRIPT (LOWER GRADE) STUDENT ONE

English Language Interview (Lower Grade) 영어인터뷰(높은 레벨)

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

영어 실력을 위해서 배우고 싶습니다.

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

영어 실력의 향상.

  - Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

없습니다.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

좋습니다. 모두다 친하기 때문입니다.

- Does being placed in a lower grade class give you less motivation to learn English? (레벨 낮은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

아닙니다.

- Is being in a higher grade class important to you? Would it make you try harder to learn English? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 레벨 높은 반에서 수업 받는 것이 영어공부를 더 열심히 하는데 도움이 되나요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

레벨 높은 반에서 수업을 받으면 수준이 쫌 더 높아 지기 때문에 더 열심히 하게 되는데 도움이 될 것 같습니다.

APPENDIX 9: INTERVIEW TRANSCRIPT (LOWER GRADE) STUDENT TWO

English Language Interview (Lower Grade) 영어인터뷰(높은 레벨)

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

  그냥 영어를 잘하고 싶고 더 영어 실력을 향상시키기 위해서입니다.

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

  장기목표는 뚜렷이 없지만 그냥 열심히 하는 게 목표입니다.

  o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

  만약 영어공부를 더 잘해서 유학을 갈 수 있다면 갈 것입니다.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

  제일 낮은 반이라서 그런지 분위기는 쫌 산만하고 그래도 좋습니다.

- Does being placed in a lower grade class give you less motivation to learn English? (레벨 낮은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

  도움이 되지 않습니다.

- Is being in a higher grade class important to you? Would it make you try harder to learn English? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 레벨 높은 반에서 수업 받는 것이 영어공부를 더 열심히 하는데 도움이 되나요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

별로 중요하지 않습니다. 자기 레벨에 맞춰서 하는 것이 더 도움이 될 것 같습니다.

APPENDIX 10: INTERVIEW TRANSCRIPT (LOWER GRADE) STUDENT THREE

English Language Interview (Lower Grade) 영어인터뷰(높은 레벨)

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

  제 꿈이 해외로 진출해야 하는 그런 일을 꿈을 꾸고 있기 때문에 영어를 배워야만 제가 선택할 수 있는 폭이 많아져서 지금 배우고 있습니다.

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

  일단은 외국인과 소통이 일단은 회화가 잘될 수 있는 게 말을 자유롭게 할 수 있는 게 일단 목표입니다.

  o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

    만약에 형편이 된다면 갈 생각은 있으나 만약에 형편이 안 된다면 그냥 한국에서 공부할 생각입니다.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

  좋다고 생각합니다. 왜냐하면 다들 발표도 잘하고 수업 프로그램에도 열심히 적극적으로 참여해서 좋다고 생각합니다.

- Does being placed in a lower grade class give you less motivation to learn English? (레벨 낮은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

  레벨 낮은 보다는 그냥 높은 반이랑 낮은 반이랑 별로 수업 받는 거에 차이가 없는 거 같아서 별로 동기부여 같은 거는 들지 않습니다.

- Is being in a higher grade class important to you? Would it make you try harder to learn English? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 레벨 높은 반에서 수업 받는 것이 영어공부를 더 열심히 하는데 도움이 되나요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

높은 반에서 수업 받는 것이 그 닥 중요하지 않다고 생각합니다. 왜냐하면 그냥 레벨 높은 반이나 아닌 반이나 그냥 가르쳐 주시는 게 그냥 다 같게 느껴져서 그렇습니다.

APPENDIX 11: INTERVIEW TRANSLATION (HIGHER GRADE) STUDENT ONE

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

Sometimes it's fun to learn English. I think it would help me to go to university and find a future job.

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

It will be helpful for future job and if I have a chance to go abroad I wouldn't have any problem communicating.

  o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

    Yes if I have a chance.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

Yes, because all classmates have their chance to speak their own opinions.

- Does being in a higher grade class make you more motivated to learn English? Why or why not? (레벨 높은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

Being in a higher grade class is helpful because the level of class and students, along with atmosphere are better than the lower grade class it gives me motivation to learn English.

- Is being in a higher grade class important to you? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

Yes it is important because the level is higher and if it is your correct level it's good for you to learn.

Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

APPENDIX 12: INTERVIEW TRANSLATION (HIGHER GRADE) STUDENT TWO

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

  English is important in Korea and important to go to university and find a job. Also, English is relevant to my future major.

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

I want to practice English to talk with native speakers and if I go abroad I don't want to have any problem communicating. I want to have a level of English so I can teach in the future.

- o Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

I would love to go. I can't afford and my parents can't afford it.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

I like the atmosphere in class because gifted class is advanced and sometimes there are interesting lessons. The atmosphere is not bad.

- Does being in a higher grade class make you more motivated to learn English? Why or why not? (레벨 높은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

I have been in different grade levels since being in the gifted class program. I started in the lower level class, but since then I have been in the higher level and it makes me proud of myself and gives me pride when I tell people I'm in the higher class.

- Is being in a higher grade class important to you? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

It is important. If you are good enough I think you should be in a higher level class, because it will make your English improve. You can also learn good attitudes from good students in the class.

APPENDIX 13: INTERVIEW TRANSLATION (HIGHER GRADE) STUDENT THREE

ESL Motivation (동기)

- Why do you want to learn English? (영어를 배우고 싶은 이유가 무엇입니까?)

  Because I have been studying English for a long time and I want English to be useful for my future job.

- What is your long-term goal for learning English? (영어공부의 장기목표가 무엇입니까?)

  Studying English is endless and after I get dream job I think it will be necessary to keep studying English.

- Can you imagine living/studying abroad? (영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

Yes I want to study abroad.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

Yes it is good because we are good students and participate a lot.

- Does being in a higher grade class make you more motivated to learn English? Why or why not? (레벨 높은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

Yes, it makes me more motivated because I feel like I can be challenged by my classmates and it makes me study more to try and be better than the others.

- Is being in a higher grade class important to you? Why or why not? (레벨 높은 반에서 수업 받는 것이 중요한가요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

Yes it's important. If higher grade students were in lower grade class, they would be arrogant.

APPENDIX 14: INTERVIEW TRANSLATION (LOWER GRADE) STUDENT ONE

<u>**ESL Motivation (동기)**</u>

- Why do you want to learn English?(영어를 배우고 싶은 이유가 무엇입니까?)

  To be able to speak English.

- What is your long-term goal for learning English?(영어공부의 장기목표가 무엇입니까?)

  To improve my English skills.

    o Can you imagine living/studying abroad?(영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

      No

<u>**L2 Learning Experience (경험)**</u>

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

Yes because all students get along well.

- Does being placed in a lower grade class give you less motivation to learn English?(레벨 낮은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

No

- Is being in a higher grade class important to you? Would it make you try harder to learn English? Why or why not?(레벨 높은 반에서 수업 받는 것이 중요한가요?/ 레벨 높은 반에서 수업 받는 것이 영어공부를 더 열심히 하는데 도움이 되나요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

Being in a higher grade class is important because it would give me more motivation to study harder.

APPENDIX 15: INTERVIEW TRANSLATION (LOWER GRADE) STUDENT TWO

ESL Motivation (동기)

- Why do you want to learn English?(영어를 배우고 싶은 이유가 무엇입니까?)

  Because I want to be good at English and improve my English ability.

- What is your long-term goal for learning English?(영어공부의 장기목표가 무엇입니까?)

  I don't have long term goal for learning English but I want to study English more.

  o Can you imagine living/studying abroad?(영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

    If my English ability allows me to study abroad I would really like to go.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

  I think because I am in a lower class the atmosphere is a mess, but I still like it.

- Does being placed in a lower grade class give you less motivation to learn English?(레벨 낮은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

  It gives me less motivation.

- Is being in a higher grade class important to you? Would it make you try harder to learn English? Why or why not?(레벨 높은 반에서 수업 받는 것이 중요한가요?/ 레벨 높은 반에서 수업 받는 것이 영어공부를 더 열심히 하는데 도움이 되나요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

  No it's not important to me. No I think it's good to be in your level.

APPENDIX 16: INTERVIEW TRANSLATION (LOWER GRADE) STUDENT THREE

ESL Motivation (동기)

- Why do you want to learn English?(영어를 배우고 싶은 이유가 무엇입니까?)

  Because English is related to my dream and if I can speak English fluently I have more choice to pick future jobs.

- What is your long-term goal for learning English?(영어공부의 장기목표가 무엇입니까?)

  My long term goal for learning English is to speak with native speakers well.

  - Can you imagine living/studying abroad?(영어 공부를 위해 외국에서 살거나 혹은 공부를 하러 갈 생각이 있습니까?)

    Yes, if I can afford it I would love to go, or if not I will keep studying English here.

L2 Learning Experience (경험)

- Do you like the atmosphere in your class? Why? (수업 분위기가 좋습니까?/이유?)

  I think it's good because everyone participates in class a lot.

- Does being placed in a lower grade class give you less motivation to learn English?(레벨 낮은 반에서 수업을 받으면 동기부여에 도움이 되지 않는가요?)

I don't think it gives less motivation because the quality of both classes is the same.

- Is being in a higher grade class important to you? Would it make you try harder to learn English? Why or why not?(레벨 높은 반에서 수업 받는 것이 중요한가요?/ 레벨 높은 반에서 수업 받는 것이 영어공부를 더 열심히 하는데 도움이 되나요?/ 그렇다면? 왜 그런가요?/ 그렇지 않으면? 왜 그렇지 않나요?)

Being in a higher grade is not important to me because teachers teach the same.