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교육학석사학위논문

Korean Middle and High School Students'
Demotivation in Learning English:
A Study in the Framework of
the L2 Motivational Self System

한국 중·고등학생의 영어 학습에서의 탈동기:
제2언어 동기적 자아 체계에 의한 연구

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강 나 루

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Demotivation in Learning English:
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ABSTRACT

Learner motivation in L2 learning has received much attention and been studied extensively because the process of learning L2 is more complicated than that of other types of learning (Dörnyei, 2001). The experience of demotivation, which means the decrease of desire for L2 learning and actual learning actions, has also been investigated by many researchers (e.g., Dörnyei, 1998; Sakai & Kikuchi, 2009). However, much of the previous research tended to focus on the attributors of demotivation rather than on various aspects of the demotivation process.

Therefore, the present study investigated Korean EFL learners' demotivation experience in terms of its relationship with their motivation, based on the L2 Motivational Self System, to examine their demotivation process and figure out its various aspects, using a mixed methods research approach. Dörnyei's L2 Motivational Self System focuses on learners' L2 selves which are formed during L2 learning. One's ideal self is reflected his/her hope, wishes, and desires, whereas the ought-to self is related to his/her responsibilities and obligations.

This study aims to answer three main research questions: (1) what are the nature of Korean middle and high school students' ideal and ought-to L2 selves? (2) what are the aspects of their demotivation? and (3) what is the relationship between their experience of demotivation and their L2 motivation selves?

A total of 382 students (163 eighth and 219 11th graders) answered the questionnaire about their L2 motivational selves, demotivation experiences, and personal background information. Among them, 10 students (4 eighth and 6 11th

graders) participated in the follow-up interview for more detailed information. The quantitative data from the questionnaire results were analyzed statistically with the Statistical Package for the Social Sciences (SPSS) software and the interview transcriptions which contain qualitative data were analyzed with the NVivo program.

The study found that the students' demotivation negatively correlated with the ideal and ought-to selves, which means that learners tended to feel demotivated less when they had a certain motivated self related to a hope for a positive future or an apprehension about failing in L2 learning. Although the negative correlation between demotivation and the ideal L2 self was proved by the previous studies (e.g., Kim, 2012a), that between demotivation and the ought-to L2 self was an unexpected result.

According to the interview findings, this relationship might be because feeling demotivated did not necessarily result in the decline of actual motivated actions, contradicting its definition by Dörnyei (2001). This also explains no statistically significant correlation between demotivation and motivated behavior. For instance, some of them who were under severe pressure to learn English could not but keep studying even though they had little interest in or desire to learn English. In addition, remotivation, which means to regain motivation and restart learning behaviors, was considered as the key to better achievement in learning English.

The study is expected to provide a better understanding about Korean middle and high school students' demotivation in terms of their L2 motivational selves

and the importance of remotivation in learning English. Based on the findings, pedagogical implications and suggestions for the future research are presented for EFL researchers, teachers, and learners.

Key Words: L2 motivation, the L2 Motivational Self System, demotivation, remotivation, mixed methods research

Student Number: 2011-21517

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CHAPTER 1.

INTRODUCTION

Since the focus of second and foreign language learning has changed from teachers to learners, the influence of the learners' individual variables on the language learning process and outcomes has been thoroughly investigated. Among the many variables influencing this process, the present study aims to examine learners' motivation and demotivation to help them succeed in learning English. Unlike other variables such as intelligence and aptitude, which are somewhat inborn abilities, motivation and demotivation are influenced by other factors of learning. Therefore, the investigation into motivation and demotivation will contribute to a better understanding and fundamental improvement of learners' learning process and outcome.

This chapter briefly introduces this study. The problems which motivated this study and its purposes are discussed first. Then the three main research questions of this study are presented, followed by an explanation of the organization of this study.

1.1. Statement of the Problem and Purposes of the Study

Motivation is one of the most important factors in learning. Since learning not only brings forth the pleasure of knowing something new, but also demands

continuous efforts to acquire this knowledge, it is unlikely to be carried on successfully without adequate motivation. Thus, the importance of motivation would be more evident when learners are required to make more of an effort to learn. Second language (L2) learning is a good example of this. Dörnyei (2005) mentioned that motivation offers “the primary impetus” for continuous L2 learning process as well as the beginning of it (p. 65). According to Dörnyei (2001), L2 learning is not restricted to educational matters, like learning formal subjects taught in school, but a complex social event which “requires the incorporation of a wide range of elements of the L2 culture” (p. 46).

In this regard, many researchers and teachers have been interested in the power of motivation in L2 learning and studied its influence on learners. One of the most influential and widely-studied theories is Gardner’s (1985) Socio-educational Model which is famous for integrativeness and instrumentality. Deci and Ryan’s (1985, 2002) Self-determination Theory was also very influential on motivational studies. They emphasized extrinsic and intrinsic motivations in terms of the degree of self-determination. Related studies (e.g., Harter & Jackson, 1992; Noels et al., 2000; Sansone & Morgan, 1992; as cited in Kim, 2013) have figured out which one of the extrinsic and intrinsic motivations would be a better predictor for learners’ L2 achievement. These days, the L2 Motivational Self System (Dörnyei, 2005, 2009) has been proposed to investigate L2 learners’ motivation from a perspective of their selves. In this system, Dörnyei adopts the psychological concept, the self, into L2 motivation research and analyzes learners’ L2 motivation as the ideal and ought-to L2 selves. Since L2 learning is not simply to gain

knowledge of the language but to have another kind of self related to the language, including its culture and values, this approach to L2 motivation has attracted widespread attention these days.

There has also been much research on demotivation on the part of the students who are forced to learn English, as it has become mandatory rather than optional in many EFL contexts. Although EFL learners rarely have opportunities to communicate in English, they have to learn it for their college admission or career. Most of the demotivation research has been interested in figuring out demotivators such as teacher's teaching styles, school environment, and textbooks (Dörnyei, 1998; Kikuchi, 2009; Kikuchi & Sakai, 2009). A small number of studies focused on the changeability of demotivation and investigated the process of demotivation and overcoming demotivation (Hamada, 2009, 2011; Trang and Baldauf, 2007). These studies found that the same factors that demotivated learners could also help overcome demotivation.

The Korean context is one such example of these EFL contexts. English is a mandatory subject in school and even for employment applications in Korea. The social atmosphere pushes people to learn English regardless of its actual necessity in their lives. As in the demotivation studies mentioned above, L2 demotivation studies in Korea have also tended to focus on finding possible constructs or sources of Korean learners' demotivation in learning English. Only a few tried to examine the process or aspects of demotivation itself (Kim & Lee, 2013; Jung, 2011). Kim and Lee (2013) claimed that motivation and demotivation are not opposite but different and that some motivators could also demotivate learners.

Jung (2011) investigated how learners' overcame demotivation and concluded that learners' internal factors were more influential than external ones in overcoming demotivation.

Of course, it would be helpful if demotivation could be prevented by eliminating possible sources in advance. However, a different point of view toward investigating demotivation can be provided if it is examined not only by sources but also by the variables affecting learners who are experiencing it because the same environment, teacher, or textbook can cause some learners to be demotivated but not others. There are various individual variables which may be related to demotivation, and, in this study, the L2 Motivational Self System which has been much focused on recently is chosen to examine demotivation from a different perspective.

Therefore, the present study aims to investigate Korean middle and high school students' demotivation experience in learning English in terms of its relationship with their L2 motivational selves. The students' L2 motivational selves, the frequency and the sources of demotivation and their relationship will be examined by a questionnaire and interviews. The study is expected to provide a better understanding of Korean students' demotivation in learning English and a way to help students overcome demotivation and continue to learn English.

1.2. Research Questions

As mentioned above, the present study basically tries to figure out the relationship between Korean middle and high school students' demotivation in learning English and their L2 motivational selves to understand their demotivation better and suggest ways to help them overcome demotivation. To figure out the relationship, the students' L2 motivational selves were examined first and then the aspects of their demotivation experience will be focused on. Finally, the study will investigate the relationship between them.

The main research questions of the study are as follows:

1. What are the nature of Korean middle and high school students' ideal and ought-to L2 motivational selves?
2. What are the aspects of Korean middle and high school students' demotivation experience in learning English?
3. What is the relationship between Korean middle and high school students' experience of demotivation and L2 motivation selves?

1.3. Organization of the Thesis

The organization of the thesis is as follows: Chapter 2 reviews the theoretical background of L2 motivation, the definition of demotivation and related previous research on the subject, as well as previous studies on the L2 Motivational Self

System and demotivation conducted in Korea. Chapter 3 describes the methodology and data analysis adopted in the present study. In Chapter 4, the results from the analysis of students' questionnaires and interviews and discussions of the results are provided. Finally, Chapter 5 concludes the study with a summary of the major findings followed by pedagogical implications, limitations of the study and suggestions for further research.

CHAPTER 2.

LITERATURE REVIEW

Before the present study is introduced, the relevant theoretical background and related studies are discussed in this chapter. Some popular theories related to L2 motivation are dealt with first. Then the definition of demotivation and findings from L2 demotivation research are described. Lastly, previous studies on the L2 Motivational Self System and demotivation in the Korean context are presented.

2.1. Motivation in L2 Learning

Since L2 learning motivation has been emphasized so much, there have been various theories and empirical findings on this subject. In this section, two theories with considerable theoretical popularity and influence on motivation-related research are discussed. Then, the relatively new concept of L2 Motivational Self System is introduced.

2.1.1. Socio-educational Model

Out of all the many researchers who have studied L2 motivation, Robert Gardner is one of the most influential. He may have become interested in motivation in L2 learning because of the context in which he researched. There are

two communities which speak English and French respectively in Canada, and Gardner (1979, 1985) has examined motivation to learn L2 from a social psychological approach which emphasizes learners' attitudes toward L2 and the L2-speaking community. He argued that motivation basically consists of the following three components: (1) motivational intensity (effort), (2) desire to learn the language, and (3) attitudes toward learning the language. Then he introduced the Socio-educational Model (see Figure 2.1) focusing on the concept of integrative motive.

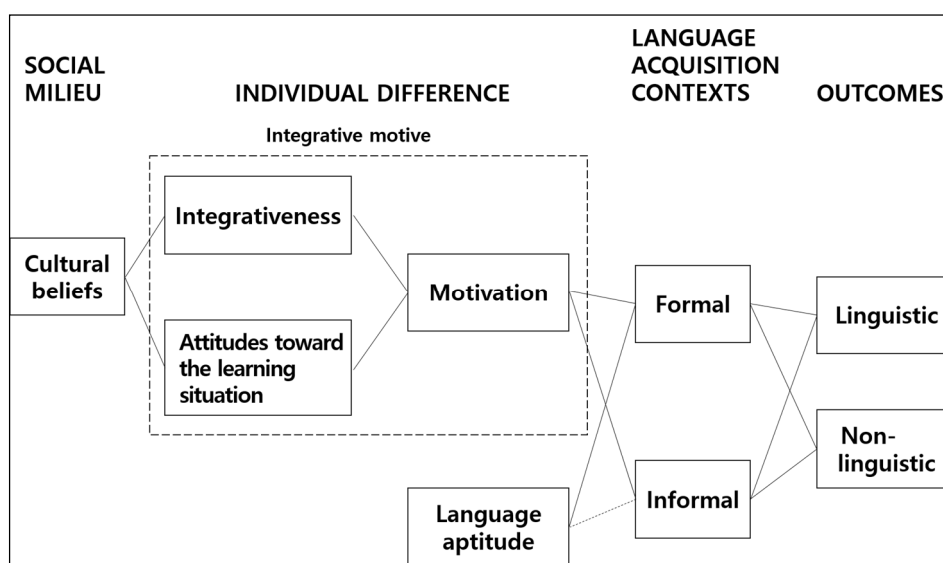


FIGURE 2.1

Gardner's Socio-educational Model (Gardner, 1985, p. 153)

Gardner (1985) defined integrative motive as “motivation to learn a second language because of positive feelings toward the community that speaks that

language” (pp. 82-83). As shown in Figure 2.1, integrative motive includes three constituents: (1) integrativeness, (2) motivation, and (3) attitudes toward the learning situation. Integrativeness means that how much L2 learners would like to communicate with the L2-speaking community. Attitudes toward the learning situations include attitudes toward the language teacher and the L2 course and motivation is the same as above.

Since Gardner and Lambert (1959) started to study motivation focusing on integrative orientation, this theory has been much used in motivation-related research throughout many countries whether they were in ESL or EFL contexts (e.g. Chihara & Oller, 1989; Gardner & Lambert, 1972; Peal & Lambert, 1962; Spolsky, 1969; as cited in Kwon, 1986). Most of them focused on the distinction between two prominent motivational components, integrative motive/motivation and instrumental motivation. It is quite surprising because, unlike integrative motive, instrumental motivation was actually mentioned only in his motivation test battery without any theoretical discussion. Instrumental motivation is related to more “practical value advantages” (Gardner, 1985, p. 133) of L2 learning such as promotion or college admission. The main difference between integrative and instrumental motivation is whether it includes the emotional involvement to the L2-speaking community or not; the former emphasizes emotionally positive attitudes toward the L2-speaking community whereas the latter does not necessarily have them.

When Gardner first introduced the Socio-educational Model, he argued that integratively motivated learners have more specific and powerful goals and

consequently are much more likely to succeed in L2 learning than learners who have instrumental motivation. A considerable number of studies have adopted his model to investigate L2 learners' motivation and learning achievement (e.g., Backman, 1976; Lukmani, 1972; Mueller & Miller, 1970; as cited in Kwon, 1986). In spite of Gardner's emphasis on integrativeness, instrumental motivation has also become an important factor to study since many other countries do not share the same context with Canada. In particular, instrumental motivation received much attention in EFL contexts where many learners try to learn L2 without any specific target community speaking L2 (Noels et al., 2000). Therefore, a desire to integrate into the L2-speaking community could hardly be a more realistic motivation for EFL learners than the desire to get a better job or enter a better college. Moreover, as English has become a world language, the L2-speaking community which L2 learners would like to be familiar with has become fuzzy. Thus, Gardner's Socio-educational Model has been criticized as it would not be enough to account for L2 learners' motivation in EFL contexts. This issue will be discussed further in Sections 2.1.2 and 2.1.3.

2.1.2. Self-determination Theory

Deci and Ryan's Self-determination Theory (1985, 2002) has also been widely adopted in L2 motivation research to supplement the weakness of Gardner's model. According to Noels (2001a), Gardner's model was criticized for two limitations.

First, the research findings showed less consistency than expected (Au, 1988). Some studies (e.g., Mueller & Miller, 1970; Smythe, Stennett, & Freenstra, 1972) supported the integrative orientation's better prediction of L2 variables whereas others (e.g., Chihara & Oller, 1989; Oller, Hudson, & Liu, 1977) showed that instrumental orientation was a more powerful one. Second, the possibility of additional orientations was raised from various empirical studies (e.g., Crookes & Schmidt, 1991; Dörnyei, 1990; Oxford & Shearin, 1994).

To compensate for these limitations, Noels and his colleagues (Noels, 2001a; Noels, Clément, & Pelletier, 1999; Noels, Pelletier, Clément, & Vallerand, 2000) adopted Self-determination Theory in L2 motivation research. Three main orientations of this theory are as follows: (1) intrinsic motivation, (2) extrinsic motivation, and (3) amotivation. Intrinsic motivation means doing an activity “for its inherent satisfaction rather than for some separable consequence” (Ryan & Deci, 2000, p. 56). In an L2 learning context, a learner keeps studying L2 because he/she derives much pleasure and satisfaction from learning itself. Extrinsic motivation, on the other hand, focuses on “separable consequence” (p. 60). A learner tries to learn L2 in order to attain some external rewards apart from the pleasure of learning. According to Ryan and Deci (2000), extrinsic motivation behaviors vary in terms of their autonomous degree. Detailed information is presented in Figure 2.2. Lastly, amotivation means the state when a learner could not find any intention, goals, or interest mainly due to the failure to find any value in it (Ryan, 1995).

Unlike the Socio-educational Model, each of these orientations is not exclusive

but exists on a continuum of self-determination. In other words, extrinsically motivated behaviors can become more self-determined through internalization and integration (Ryan & Deci, 2000).

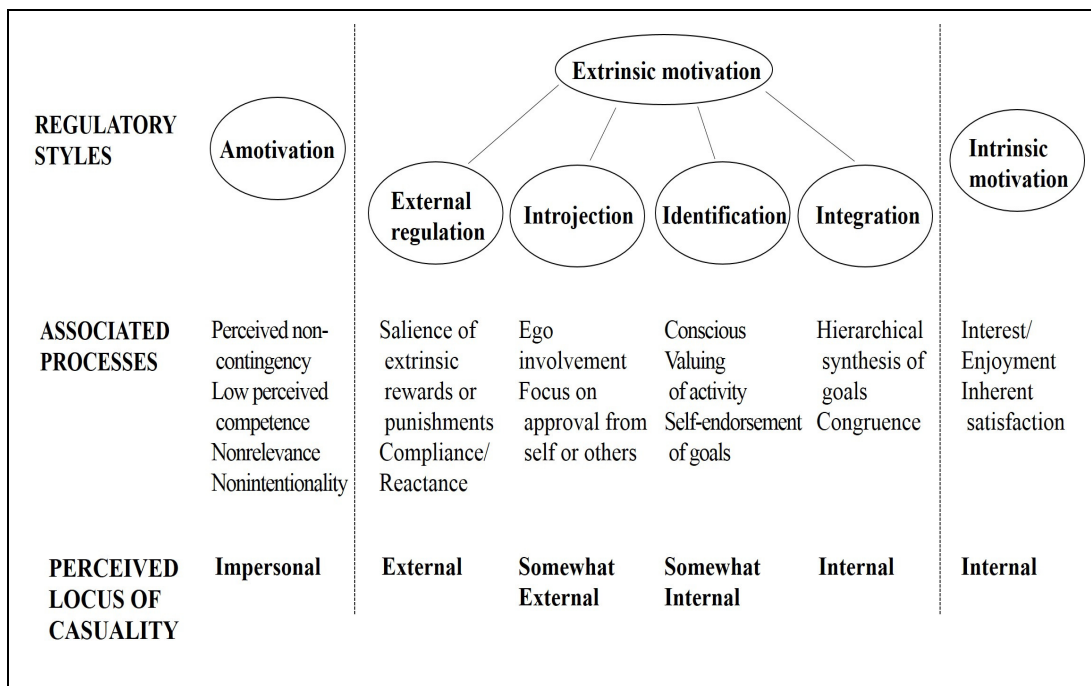


FIGURE 2.2

Deci and Ryan's Self-determination Theory (Ryan & Deci, 2000, p.61)

Noels claimed that Gardner's integrative orientation was associated with the more self-determined orientation such as identified regulation and intrinsic motivation, and instrumental orientation was highly related to external regulation. Also, they found that learners would be less intrinsically motivated if their autonomy was restricted by a teacher or other factors (Noels, 2001b).

Although intrinsic motivation is the state in which learners are most self-

determined, the empirical findings that try to figure out which orientation is a better predictor for learners' achievement have been inconclusive. In the study by Noels et al. (2000), identified regulation showed a stronger correlation with learners' achievement than intrinsic motivation did. Noels et al. argued that intrinsically motivated learners might not necessarily feel much involvement in learning since they are learning L2 just because of its enjoyment and pleasure. Rather, learners who have identified regulation would tend to learn L2 with personally internalized importance and in turn would make an effort more and accomplish more.

Although the Self-determination Theory emphasizes the continuum of each orientation, most of the empirical studies have tended to examine whether learners' motivation is either intrinsic or extrinsic in a dichotomous way.

2.1.3. L2 Motivational Self System

Based on the previous theoretical discussion and research on L2 motivation, Dörnyei (2005, 2009) presented a new L2 motivation model related to the concept of self and identity. He explained the background of introducing the new model with two main points. First, he considered that a foreign language is not just a means of communication but “part of the individual's personal ‘core’, involved in most mental activities and forming an important part of one's identity” (p. 93). Thus, motivation to learn L2 needs to be examined in a different way from

motivation to learn other subjects.

Second, he argued that Gardner's concept of integrativeness needs to be reinterpreted since not every learner is in the same context where Gardner first introduced integrativeness. A lot of L2 learners are in EFL contexts where they learn L2 without any specific target community speaking L2 to contact. Furthermore, the concept of World Englishes has been universal in "the modern globalized multilingual world" (Dörnyei, 2009, p. 5), which means that many L2 learners of English do not necessarily integrate themselves to the community speaking L2 to learn it successfully.

Other researchers also agreed with Dörnyei. Noels et al. (2000) mentioned that "the desire for contact and identification with members of the L2 group" (p. 60) was no longer a fundamental concept in motivation these days and suggested that travel, friendship, knowledge and instrumental orientations were more powerful than an integrative one. According to Lamb's (2004) study conducted in Indonesia, it is hard to draw a line between integrative and instrumental orientations because all kinds of desires in both of them are associated with one another in this globalized society.

Moreover, Warden and Lin (2000) could not find a motive which was similar to Gardner's integrative orientation in a Taiwanese EFL context. Dörnyei (2005) suggested that this situation is quite common in other EFL contexts, too. For example, Dörnyei and Csizér (2002) found that Gardner's integrative concept was not detected as a valid construct of motivation in their empirical research conducted in Hungary. Therefore, they concluded that "scholars need to seek

potential new conceptualizations and interpretations that extend or elaborate” Gardner’s integrative concept (p. 456).

Consequently, they suggested that “an internal process of identification within the person’s self-concept” would explain L2 motivation better than “identification with an external reference group” such as the L2-speaking community (Dörnyei, 2009, p. 3). This suggestion is also in the same line with Dörnyei’s perspective on L2 and L2 learning discussed at the beginning of this section. In a more concrete way, Dörnyei (2005) borrowed the psychological theories, possible self by Markus and Nurius (1986) and Self-discrepancy Theory by Higgins (1987), to develop a new conceptualization of L2 motivation, the L2 Motivational Self System.

Markus and Nurius (1986) explained that an individual would have a possible self whom s/he hopes for or a dreaded one whom s/he is afraid of. Both of them are closely related to vision, the way s/he imagines his/her future. Therefore, how vividly one elaborates his/her possible self determines the intensity of motivational effectiveness. Another important point is that the feared self is not simply one which needs to be excluded. Rather, it could have a role in motivating an individual because a course of action could be pursued not only when one has something to achieve but also when s/he has something to avoid. Accordingly, Markus and Ruvalo (1989) emphasized that having a balanced self between positive possible self and feared self would provide a more powerful motivation than either of them alone.

Dörnyei (2005) focused more on one type of the possible selves, the ideal self introduced by Higgins (1987) to examine L2 motivation better. Higgin’s Self-

discrepancy Theory (1987) explained three types of possible selves: actual, ideal, and ought self¹. The actual self literally means an individual's present state. The ideal self is the representation of someone's ideal hope, wishes, and desires whereas the ought self is that of his/her responsibilities and obligations. In this theory, people would have motivation to act because they want to reduce the discrepancy between who they are now and who they wish to be or who they ought to be. Although both of them do motivate people, the fundamental concerns are quite different. While the ideal self tends to focus on promotion, related to achievement, growth, and aspirations, the ought self has a prevention focus which is afraid of negative outcomes and is just concerned with one's safety and obligations.

Based on these theories, Dörnyei (2005) tried to complement the traditional concepts of integrativeness and instrumentality. He claimed that the ideal and ought selves are not a completely different concept from Gardner's but similar to it. First, integrativeness could be one facet of the ideal self because one's ideal self is somewhat related to a desire to master L2 which is similar to integrativeness. Second, the self interpretation could broaden the understanding of instrumentality. Gardner's instrumentality could be divided into two types based on Higgins' theory: promotion versus prevention. Although Gardner bounds two of them into one concept, they could be separated depending on their "extent of internalization of the extrinsic motives" (Dörnyei, 2005, p. 103); the former is related to the ideal

¹ Higgins' (1987) 'ought self' is renamed as 'ought-to self' in Dörnyei's (2005, 2009) L2 Motivational Self System.

self and the latter is to the ought self. More internalized instrumentality can be associated with the ideal self which helps learners to make more effort. Less or non-internalized instrumental motives are associated with the ought self and lead them to be afraid of negative outcomes or feel a sense of duty. In this regard, the inconclusive findings from previous studies mentioned in Subsection 2.1.1 can also be explained. Some of the research which concluded that instrumentality was a more powerful predictor of learners' achievement than integrativeness might have focused on the promotional aspects of instrumentality.

As has been discussed so far, the new concept of two selves seem to have a stronger explanatory power for previous studies than Gardner's, and, at the same time, it does not try to exclude his theory but include and broaden the discussion to investigate L2 motivation better. Based on the discussion above, Dörnyei's (2005) L2 Motivational Self System consists of three main concepts: (1) ideal L2 self, (2) ought-to L2 self, and (3) L2 learning experience. The ideal and ought-to L2 selves are very similar to the components Higgins' theory has. L2 learning experience means a learner's current learning environment and experience including influential factors such as the teacher, the curriculum, and the peer group.

The most distinctive feature of this system is to emphasize active and changeable L2 motivation which cannot be well explained by the previous theories (Kim, 2009a). While integrativeness/instrumentality and intrinsic/extrinsic motivation tended to divide and classify motivation into quite static concepts, Dörnyei (2005) acknowledged that the ideal and ought-to L2 selves are not mutually exclusive but very dynamic and changeable depending on the degree of

internalization of external motives. For example, though a learner starts to learn English because of the parents' pressure at first, he/she can gradually have his/her own reasons to study it if s/he realizes why parents push him/her and comes to agree with them.

Because of these features, the present study examined Korean middle and high school students' L2 motivation in learning English in the framework of Dörnyei's L2 Motivational Self System. This system seems to explain the L2 motivation and demotivation more specifically and profoundly than the previous theories.

2.2. Demotivation in L2 Learning

Demotivation might be a less familiar concept than motivation in spite of its significance and influence on L2 learners. Thus, its concept is explained first and then findings from demotivation studies are discussed later.

2.2.1. The Definition of Demotivation in L2 Learning

The importance and influence of motivation in L2 learning has been much discussed in various theories and studies. Then, does a learner only have a certain degree of motivation? Of course, the learner could have negative feelings towards learning L2 for some reasons even when s/he is still positive about L2 learning. A learner sometimes does not want to continue L2 learning due to the difficulties and

often tedious processes of L2 learning. Nevertheless, the opposite, or “dark side” (Dörnyei, 2005, p. 90) of motivation, which is called demotivation, has only started to be widely investigated in recent years.

Generally, Dörnyei (2001) mentioned that demotivation concerns “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p. 143). That is, one would be regarded as demotivated if he/she does not have powerful reasons to persist in L2 learning and also conducts L2 learning actions less. Yet, this situation does not mean that all of the positive influences of other factors have vanished but rather that the impact of negative factors is much stronger than that of the positive ones.

Recently, T.-Y. Kim and Y.-K. Kim (2013) examined demotivation from the view point of the Vygotskian activity theory and reconceptualized it. They pointed out that demotivation research has mostly focused on factors of demotivation and overlooked the process by which it takes place. According to the activity theory, the learning activities of L2 learners consist of subject, object, mediational tool (e.g., a teacher, a textbook, or a teaching style), community, rule, and division of labor. They argued that demotivation is caused by the “tensions between the object established by each L2 learner and the learner’s perceptions of environments, including mediational tool, community, rules, and division of labor” (p. 156). The concept of demotivation would be understood better with the discussions of the related research in the following section.

2.2.2. Findings from L2 Demotivation Research

The great part of L2 demotivation research has been conducted in EFL contexts. It is no wonder because most of EFL learners cannot choose but to be taught English in school as a required subject and can also hardly be expected to communicate in L2 in their daily lives (Y.-K. Kim & T.-Y. Kim, 2013). Since they are forced to learn English without any actual opportunities to use it, they can easily lose interest in learning English and want to stop studying it.

Most L2 demotivation research has focused on finding factors which cause demotivation. Dörnyei (1998, as cited in Dörnyei, 2011) interviewed 50 secondary school students who were considered to be demotivated with a list of questions. Then he analyzed the reasons why the students were claimed to be demotivated and classified them into 9 categories of demotivating factors: (1) the teacher, (2) inadequate school facilities, (3) reduced self-confidence, (4) negative attitude toward the L2, (5) compulsory nature of L2 study, (6) interference of another foreign language being studied, (7) negative attitudes toward the community that speaks L2, (8) attitudes of group members, and (9) coursebook. Among them, problems with the teacher accounted for about 40% of all responses, and inadequate school facilities and negative attitudes toward the L2 accounted for a further 10% of responses.

Similarly, Kikuchi (2009) interviewed five college students and administered a questionnaire including open-ended questions to verify influential factors of

Japanese high school students' demotivation in learning English. In this study, five main factors were found: (1) individual teacher behavior in classroom, (2) the grammar-translation method used in instruction, (3) tests and university entrance examinations, (4) the memorization nature of vocabulary learning, and (5) textbook/reference book-related issues.

Based on Kikuchi's (2009) five factors of demotivation, Kikuchi and Sakai (2009) developed a 35-item questionnaire and asked 112 Japanese learners of English to complete it. They factor-analyzed the results, and one more factor, inadequate school facilities, was extracted with others similar to Kikuchi's (2009).

Besides the possible factors of L2 demotivation, some researchers investigated if there is difference between more and less motivated learners' perceptions on demotivators. Sakai and Kikuchi (2009) questioned 656 Japanese high school students, and extracted somewhat different five factors from their other studies: (1) learning contents and materials, (2) teachers' competence and teaching styles, (3) inadequate school facilities, (4) lack of intrinsic motivation, and (5) test scores. They also examined how these factors were recognized differently by more and less motivated groups. Unlike some of the previous studies such as Christphel and Gorham (1995), teachers' competence and teaching style were not very significant factors for either group. On the other hand, learning contents and materials and test scores were the most influential demotivators, especially for the less motivated learners. Therefore, more and less motivated learners seemed to have different perceptions of demotivating factors.

Some researchers have examined the relationship between those factors and

learners' L2 proficiency. Hu (2011) asked 467 university students in Taiwan to answer a questionnaire that consisted of eleven factors. The students took the General English Proficiency Test (GEPT) which is one of the widely used language proficiency tests in Taiwan. The results showed that learning difficulty was the most significant factor in predicting learners' English proficiency, followed by language-specific anxiety.

Falout, Elwood and Hood (2009) investigated the relationship between past demotivating experiences and present proficiency with 900 university EFL students in Japan. They classified demotivating factors into three categories: (1) external conditions of learning environment (teacher immediacy, grammar-translation, and course level), (2) internal conditions of the learner (self-denigration, value, and self-confidence), and (3) interactive behaviors to demotivating experiences (help-seeking, enjoyment-seeking, and avoidance). Internal factors were more related to learning outcomes than external factors. Among the groups, self-confidence and enjoyment-seeking showed positive correlations with English proficiency whereas self-denigration and help-seeking contributed negatively.

Some studies have focused on the changeability of demotivation. Hamada (2008) studied how Japanese high school EFL learners' demotivation changed, how different middle and high school EFL learners' demotivation factors were, and when they started to be demotivated. Japanese high school EFL learners did not show a significant difference in the degree of demotivation in a short period of time like two or three months. The most influential factors on middle and high

school learners' change of demotivation were grammar and confidence.

Hamada studied, in 2011, the fluctuation of 66 Japanese freshmen's motivation. They were divided into two groups and taught English for one semester. The instructor was the same but the teaching methods and class activities were different. Then, they answered two questions about what demotivated them and prevented them from demotivating during the class. In addition, they indicated how much they were motivated at each year of their schooldays from the 7th grade to the moment of answering the questionnaire. They mentioned similar factors as demotivators as well as prevention of demotivation. The common factors were as followings: (1) listening practice by shadowing, (2) group/pair work, and (3) less use of grammar translation (GT) method. Also, even though teachers have been criticized as a crucial demotivator in some studies (e.g., Christophel & Gorham, 1995; Zhang, 2007), the participants considered them as important preventers of demotivation. The participants had the highest motivation in the 9th and 12th grades, and this could be interpreted as the influence of the entrance examination.

2.3. Previous Studies in the Korean Context

As has been discussed so far, motivation and demotivation are extremely influential factors in L2 learning. They can affect L2 learners differently according to contexts, and, in the Korean EFL context, English learning is definitely critical for many students due to its compulsory nature and enormous influence on their

lives. Therefore, previous studies conducted in Korea need to be examined. The following two sections introduce them in order to allow for a better understanding of the specific situation and English learners' characteristics in Korea.

2.3.1. Previous Studies on the L2 Motivational Self System in the Korean Context

Since Dörnyei's (2005, 2009) L2 Motivational Self System is a quite new concept in motivation research, there have not been many studies on it in Korea. T.-Y. Kim (2012a) and Y. S. Kim (2012) tried to compare Gardner's (1985) Socio-educational Model with Dörnyei's (2005, 2009) L2 Motivational Self System with Korean students. T.-Y. Kim (2012a) conducted a large-scale study using a questionnaire with 2,832 Korean students from Grades 3 to 12 to verify which one could predict Korean students' English proficiency better. He figured out that ideal and ought-to L2 selves were significantly related to promotion-based and prevention-based instrumentality respectively, as Dörnyei (2009) argued. Also, prevention-based and promotion-based instrumentalities and integrativeness showed no statistical significance while ideal and ought-to L2 selves proved to be significant in standard multiple regression analysis conducted to verify all the variables' explanatory power for the students' English proficiency. Thus, he claimed that Dörnyei's (2005, 2009) L2 Motivational Self System could replace Gardner's (1985) Socio-educational Model in the Korean context.

Similarly, Y. S. Kim (2012) made a comparison between two models in terms of their relationship with learners' cognitive efforts and affective factors including anxiety, fear, and frustration using questionnaire responses from 151 university students. Although the ideal L2 self also showed a significant correlation with integrativeness in this study, he argued that the former can hardly be substituted by the latter because they have specific differences. Moreover, according to the standard multiple regression analysis, only integrativeness and instrumentality had explanatory power to account for learners' cognitive efforts, and ideal and actual L2 selves showed relatively high explanatory power for their affective factors. Therefore, the study concluded that both Socio-educational Model and L2 Motivational Self System could be used in motivation research rather than one of them being replaced by the other.

On the other hand, T.-Y. Kim (2009, 2010a) explained L2 Motivational Self System or specifically ideal L2 self from the view point of Vygotskian sociocultural theory or activity theory. In his study of 2009, four Korean ESL learners studying in Toronto were interviewed about their ESL motivation, life history of learning English, relationships, social status and identity, learning tools, and their learning expectations. The results showed that the difference between the ideal and ought-to L2 selves lies in the internalization of external causes of L2 learning (see Figure 2.3). In other words, "only when L2 learners personalize and internalize the external reasons for ESL learning", could they realize their ideal L2 selves and continue their learning actively (p. 148). This internalization means that their learning motives are combined with their specific goals, persistence, and L2

learning communities.

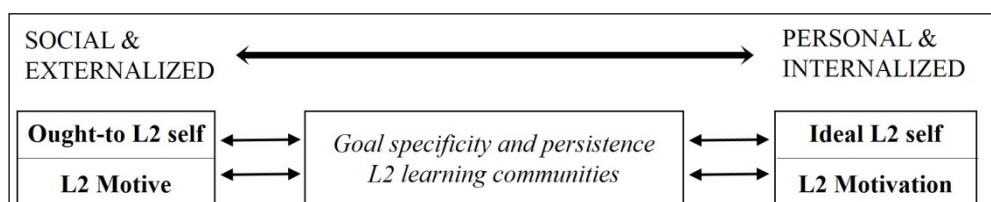


FIGURE 2.3

**The Relationship between L2 Motivational Self System and SCT-based
L2 Motivation Theory (Kim, 2009, p. 148)**

More specifically, Kim (2010a) examined learners' life conditions and their influence on the ideal L2 self, connecting sensitization to Vygotskian sociocultural theory. Sensitization was defined as "learners' subjective recognition of the gap between their current L2 proficiency and desired proficiency" (p. 321). He conducted semi-structured interviews with two participants for 7 to 12 months, using similar questions to Kim's (2009). The results supported his argument shown in Figure 2.3 again and provided a more concrete explanation of the relationship illustrated in Figure 2.4. Only when learners are aware of the gap, sensitization occurs and this sensitization can turn the ought-to L2 self into the ideal L2 self. Then the environments which are the same with the ought-to one's could become an affordance,² which is personally meaningful to learners and

² Affordance is a concept originally introduced by Gibson (1979) and developed by van Lier (2000). In L2 learning, for example, learners do not perceive all external factors as important. Among them, only "the personally important environmental factors" are affordances (Kim, 2010a, p. 343).

which can have learners engage in learning actively.

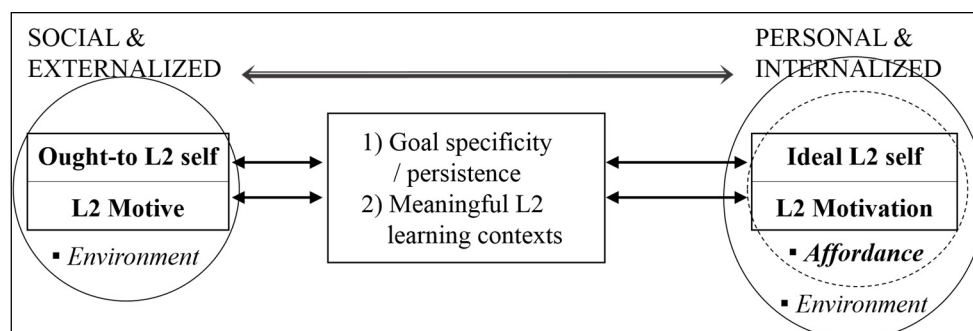


FIGURE 2.4

Revised Relationship between the L2 Motivational Self System and SCT-based L2 Motivation Theory (Kim, T.-Y., 2010a, p. 344)

To focus on the L2 Motivational Self System in more detail, T.-Y. Kim (2012b) interviewed 39 elementary, middle, and high school students with semi-structured questions about their awareness on changes in L2 motivation, the ideal and ought-to L2 selves, L2 learning activities, and demotivation. This study concluded that relatively young elementary school students did not seem to have their own L2 self separate from the ideal L2 self set by their parents. As for middle and high school students, parents' proper and specific advice was very influential. In particular, the father's direct advice and encouragement to learn English seemed to be related to learners' high proficiency in English. Moreover, learners who seemed to have the ought-to L2 self or even not to have any L2 self studied English continuously and achieved a certain level of proficiency. This result is quite different from other studies since the ought-to L2 self could not facilitate learners' constant L2 learning

effectively. Kim argued that this result indicates that Korean learners consider English mostly as a tool for competition in society. To Korean L2 learners, the types of motivation or the L2 self were not very influential in their L2 learning.

Some researchers have examined other factors such as perceptual learning styles or willingness to communicate (WTC) in L2 with the L2 Motivational Self System. Yang and Kim (2011) focused on the role of perceptual learning styles (i.e., visual, auditory, and kinesthetic) in the development and maintenance of learners' ideal L2 self and motivated behavior. The study included 331 EFL learners from China, Japan, Korea, and Sweden, and their ideal L2 self and motivated behavior had a significant correlation with their visual and auditory learning styles. Also, none of the learning styles could predict their motivated behavior even though they were somewhat correlated.

Park and Lee (2013) explored effects of learners' L2 motivational self and WTC on their communicative competence in English. The participants, 137 Korean college students, answered a questionnaire regarding L2 learning orientations (integrativeness and instrumentality), L2 WTC, and L2 motivational selves, and they took the Test of English for International Competence (TOEIC) speaking test. Park and Lee concluded that instrumentality had a more significant correlation with the ideal L2 self than integrativeness. Also, the ideal L2 self was positively correlated with WTC, and WTC directly influenced communicative competence whereas the ought-to self did not show any statistically significant influence on WTC. Therefore, the ideal L2 self seemed to influence communicative competence with WTC as a medium.

2.3.2. Previous Studies on L2 Demotivation in the Korean Context

Demotivation studies conducted in Korea have similar features to the studies discussed in Subsection 2.2.2. Most of the demotivation studies in Korea focused on finding demotivators of L2 learners. K. J. Kim (2009a) compared middle and high school students' demotivating factors and their relationship with L2 proficiency. She asked 407 middle and high school students to complete a questionnaire, and five demotivators were found: (1) teachers' competence and teaching styles, (2) dissatisfaction with English classes and grading systems, (3) difficulty of learning English, (4) lack of motivation and interest in learning English, and (5) inadequate learning contents. However, the fourth demotivator, lack of motivation and interest in learning English, is somewhat problematic to be considered as a cause of demotivation since it seems to be a result from demotivation. As claimed in Y.-K. Kim and T.-Y. Kim (2013), lack of motivation and interest in learning English is a feature of learners' current state rather than the cause of demotivation. The difficulty of learning English and dissatisfaction with English classes were the two strongest demotivators for both middle and high school students. Also, demotivating factors showed a negative correlation with L2 proficiency.

K. J. Kim (2012) conducted a similar study with 385 high school students. Through factor analysis, the same five demotivators were found with as those of

the 2009 study, and one more factor, inadequate learning environment, was extracted. As in K. J. Kim (2009a), the difficulty of learning English and dissatisfaction with English lessons and grading systems were the two strongest factors. As for L2 achievement, the difficulty of learning English and lack of motivation and interest in learning English were the most significant predictors.

In the study Kim (2011) conducted, a large amount of data was collected from 6,301 elementary school students to identify their demotivation factors. Most of all, their school grades and prior experience in private institutes seemed to be the most influential factors in demotivation. Learners who had attended private institutes showed higher instrumental and intrinsic motivation whereas experience in private institutes negatively affected integrative and extrinsic motivation.

In addition, there have been quite a few master's thesis projects conducted to find demotivation factors since 2007 (e.g., Han, 2009; J. Lee, 2011; S. M. Lee, 2014; Oh, 2010; Park, 2010; S.-A. Kim, 2013; S. Y. Kim, 2011; Seo, 2007). They surveyed from elementary school to college students, and found very similar demotivating factors, such as teachers, attitude toward English or the English-speaking community, self-confidence, attitude of peers, and learning environment. The most significant demotivators commonly found in those studies were the decline of self-confidence in English and attitude toward English.

On the other hand, some studies focused on the difference of demotivating factors according to learners' L2 proficiency. K. J. Kim (2009b) conducted a similar study to hers in 2009a and 2010 and found similar factors. Lower and higher proficient students considered different factors as their demotivators; while

the lower proficient learners were demotivated due to the difficulty of learning English and reduced motivation and interest, the high proficient learners seemed to feel demotivation because of the characteristics of English classes. Reduced motivation and interest is considered as a demotivator again, as in her other studies in 2009a and 2010, but, as mentioned above, it needs to be considered as a feature of their current state, not the demotivator itself.

Choi and Kim (2013) investigated whether high and low proficient L2 learners recognized motivators and demotivators differently, by analyzing 457 middle school students' questionnaires. The proficient group showed higher motivation levels than the less proficient group, and the latter showed higher demotivation levels than the former. There was no statistically significant difference between the two groups' motivators. In terms of demotivators, the low proficiency group felt demotivation most due to the compulsory nature of L2 learning and reduced self-confidence. On the other hand, the high proficiency group was demotivated most due to the influence of a teachers and classmates.

Some studies also examined changes in demotivation. Kim and Lee (2013) investigated changes in Korean students' motivation and demotivation in learning English from kindergarten or elementary school to university. Participants were 75 university students participated, and they wrote a retrospective autobiographic essay about their English learning experience in terms of motivation and demotivation. The results showed that motivation and demotivation are different constructs rather than opposite concepts and that some motivators function as demotivators, too. Also, as Kim (2006, 2010b) argued, "competitive L2 learning

motivation” (p.37) was detected, reflecting a specifically Korean educational specific context. Because of the importance of English in the College Scholastic Aptitude Test (CSAT), Korean learners tend to have a distinctively competitive motivation in learning English.

As has been discussed so far, a considerable body of research on the L2 Motivational Self System and on demotivation has been conducted in Korea. Nevertheless, there have not been many attempts to investigate the relationship between them. Therefore, the present study focuses on this relationship to develop a better understanding of Korean students’ demotivation in learning English.

CHAPTER 3.

METHODOLOGY

This chapter explains the methodology of the present study. The study adopts a mixed methods approach and this research design is described first. Then, the participants and instruments are introduced. Lastly, the method of data collection and analysis is presented.

3.1. Research Design

This study was conducted by adopting a mixed methods approach which includes both quantitative and qualitative methods. The sequential explanatory design was adopted from among various designs of mixed methods (Creswell, 2009). In this design, the collection and analysis of quantitative data are conducted first and then those of qualitative data follows to provide a better explanation for the findings of quantitative data. When all the steps are complete, the results of the entire analysis will be interpreted.

According to Dörnyei (2007), there four main potential advantages in mixed methods research. First, the strengths of each of the qualitative and quantitative methods can be maximized and its weakness can be removed or minimized. Second, if the issues of the research are quite complicated, the use of both methods can provide multi-level analysis. Third, by using two different methods at the same

time, it can increase the external validity (i.e., generalizability) of the research. Fourth, the mixed methods make it possible to study a larger sample of participants than either of quantitative or qualitative method. Based on these strengths, this study was conducted quantitatively first and then qualitatively, and their results will be discussed together.

3.2. Participants

The participants for the present study were 382 students from two different schools in the city C in Korea. 163 students were 8th graders and 219 were 11th graders. Male and female students were 191 respectively. More details are presented in Table 3.1.

TABLE 3.1

Information About the Participants

Grade	Gender		Total
8th	Male	Female	163
	85	78	
11th	Male	Female	219
	106	113	
Total	191	191	382

For a more in-depth understanding of the quantitative results, follow-up interviews were conducted with 10 students (4 8th graders, 6 11th graders). They

were not chosen by the researcher; they volunteered for the additional interviews when they answered the questionnaire. The interviewees' ages at which they began to learn English range from 4 to 12 with a mean age of 9.1, and the length of English learning range from 4 to 11 years with a mean length of 7.7 years. More detailed information about the interviewees is given in Table 3.2.

TABLE 3.2

Information About the Interviewees

Participants	Age	Gender	Age of beginning to learn English	Length of English learning
Student 1	15	F	10	5
Student 2	15	F	4	11
Student 3	18	F	10	8
Student 4	18	M	10	8
Student 5	15	M	7	8
Student 6	18	M	11	7
Student 7	18	M	12	6
Student 8	18	F	8	10
Student 9	18	F	8	10
Student 10	15	M	11	4
Mean			9.1	7.7

3.3. Instruments

Since this is a mixed methods research, two types of instruments were adopted:

a questionnaire including close-ended items and a semi-structured interview. Each instrument is explained in the following sections.

3.3.1. Questionnaire

The questionnaire consisted of three parts: the L2 motivational self, demotivation, and personal information. At first, it was developed with 65 items but 4 items which showed low internal consistency reliability (Cronbach's alpha) in the pilot test were excluded for the main experiment.

Consequently, the final questionnaire included a total of 61 items: 55 five-point Likert-type scale items ranging from 'strongly disagree' to 'strongly agree', one item about the frequency of experiencing demotivation, and 5 items asking personal information (see Appendices 1 & 2). The questionnaire was written in Korean in order to aid clear understanding.

As mentioned above, this study only focused on the students' L2 motivational selves to examine their demotivation. Therefore, the questionnaire did not include items dealing with the students' integrative/ instrumental motivation or intrinsic/extrinsic motivation.

The first part dealing with the L2 motivational self (33 items) attempted to measure three variables: (a) ideal L2 self (11 items), (b) ought-to L2 self (10 items), and (c) motivated behavior (12 items). In this study, motivated behavior rather than their test scores or proficiency in English was considered as the criterion because, according to Dörnyei (2001), "a direct cause-effect link" (p.197)

between motivation and achievement cannot be easily assumed. He argued that a behavioral measure is more appropriate as the criterion for inferring the impact of motives.

Of the 33 items, 26 were adopted from Al-Shehri (2009), Kim (2012a, 2012b), and Taguchi et al. (2009), and 7 were made by the researcher. More details are presented in Table 3.3. Each variable's alpha value is above .8, indicating that all three variables have a quite high internal consistency reliability.

TABLE 3.3

Items of Section I (the L2 Motivational Self) of the Questionnaire

	Item numbers	Total	Cronbach's alpha
Ideal L2 self	6, 8, 12, 15, 16, 18, 20, 24, 27, 29, 31	11	.889
Ought-to L2 self	1, 3, 5, 7, 9, 13, 22, 23, 30, 33	10	.859
Motivated behavior	2, 4, 10, 11, 14, 17, 19, 21, 25, 26, 28, 32	12	.801

The second part measuring demotivation included one item asking how often the respondents had experienced the feeling of not wanting to learn English so far and 22 items asking sources of demotivation: (1) teacher's teaching styles and characteristics (4 items), (2) English class and classroom environment (6 items), (3) learner's internal factors (5 items), (4) friends and parents' influence (4 items), (5) difficulties of learning English and feelings about English-speaking countries (3

items). From the beginning, this study supposed that these five factors could cover almost all of the demotivation factors based on the previous studies discussed in 2.2.2 and 2.3.2 (e.g., Dörnyei, 1998; Kim, 2012a; Sakai & Kikuchi, 2008) and just focused on measuring each one's effects. This is because it is not designed to verify the constructs of demotivation. Table 3.4 shows more details.

TABLE 3.4
Items of Section II (Demotivation) of the Questionnaire

Factors	Details	Item numbers	Total	Cronbach's alpha
Teachers' teaching styles and characteristics	teachers' teaching methods, explanation skills, attitudes toward students	6, 14, 17, 19	4	.774
English class and classroom environment	the number of students in class, visual materials, course books, little opportunity to communicate in English during class	2, 3, 7, 9, 13, 18	6	.686
Learner's internal factors	little knowledge of how to study English, lack of need to learn English, low test scores, low learning ability and confidence	1, 5, 8, 11, 20	5	.599
Friends' and parents' influence	classmates' interference during class, parents' too high expectations on English grades	4, 10, 15, 21	4	.630
Difficulties of learning English and feelings about English-speaking countries	too difficult English vocabulary and grammar, the English language's complexity, no plan to visit English-speaking countries in the future	12, 16, 22	3	.418
Total			22	.851

All of the 22 items showed relatively high internal consistency reliability (.851). However, two sources of demotivation, namely learners' internal factors and difficulties of learning English and feelings about English-speaking countries, showed relatively low reliability. This might be caused not by each item but by the way they were grouped. Actually, the difficulties of learning English and students' feelings about countries speaking English are considered as a separate sources in most of other previous studies (e.g., Dörnyei, 1998).

TABLE 3.5
Detailed Items of the 5th Factor

Factor	Item numbers	Cronbach's alpha if item deleted
Difficulties of learning	12	.319
English and feelings about English-speaking	16	.521
countries	22	.052

This was also quite evident in this study, as shown in Table 3.5 which shows Cronbach's alpha if the item indicated was deleted. Similarly, one of the five items about learner's internal factors would be deleted in data analysis to maintain the reliability of this source. According to Table 3.6, item number 5 would be excluded.

TABLE 3.6
Detailed Items of the 3rd Factor

Factor	Item numbers	Cronbach's alpha if item deleted
Learners' internal factors	1	.516
	5	.692
	8	.504
	11	.483
	20	.469

The revised final factors of demotivation and their internal consistency reliability are shown in Table 3.7.

TABLE 3.7
The Final Factors of Demotivation

Factors	Item numbers	Total	Cronbach's alpha
Teacher's teaching styles and characteristics	6, 14, 17, 19	4	.774
English class and classroom environment	2, 3, 7, 9, 13, 18	6	.686
Learner's internal factors	1, 8, 11, 20	4	.692
Friends' and parents' influence	4, 10, 15, 21	4	.630
Difficulties of learning English	12, 22	2	.521
Feelings about English-speaking countries	16	1	-
Total		22	.851

The last part of the questionnaire asked the respondents' personal background information including age, which school they attended, gender, the differentiated English class level to which they belong at school, their self-assessed English proficiency level, and whether they wanted to take part in the additional interview later.

3.3.2. Interview

For the follow-up interviews, the present study basically adopted Kim's (2012b) semi-structured interview questions and also included some questions developed based on the findings of the questionnaires (see Appendices 3 & 4). The interviewees were asked by questions about their general English learning experience, such as the age at which they first began to study English or how they felt about learning English. Then questions about their reasons for studying English were asked in order to figure out their L2 motivational self. The questions about how often and why they experienced demotivation were also included. To understand each interviewee, other questions related to their learning style, private education experience, and their parents' and friends' influence were also asked.

3.4. Data Collection

Before conducting the main study, a pilot study was carried out with 43 middle school students from 7th to 9th grades in the city C in Korea. According to the results of the pilot study, a total of 4 items which showed the lowest level of internal consistency reliability was excluded in the questionnaire for the main study.

As this study followed the sequential explanatory design of the mixed methods approach, the collection of quantitative data was conducted first. The questionnaires were distributed to 7 classes of 8th graders in middle school A and to 6 classes of 11th graders in high school B during class hours and they were given about 20 minutes to finish it. A total of 450 questionnaires were collected, and 58 from middle school and 10 from high school were excluded from the final analysis because they were not completed.

A few weeks later, some of the respondents who answered positively to the question regarding additional interviews were contacted personally by the researcher. A total of 10 students finally responded to the researcher's contact and each of them were interviewed individually over the period of 3 weeks. The interview took about 20 to 40 minutes and all of them were interviewed once. Before the interview, they were told the purpose and nature of the present study and signed an informed consent form (see Appendices 5 & 6). All the interviews were audio-recorded and transcribed in Korean with the interviewees' consents

and some of transcripts needed in this study were translated into English.

3.5. Data Analysis

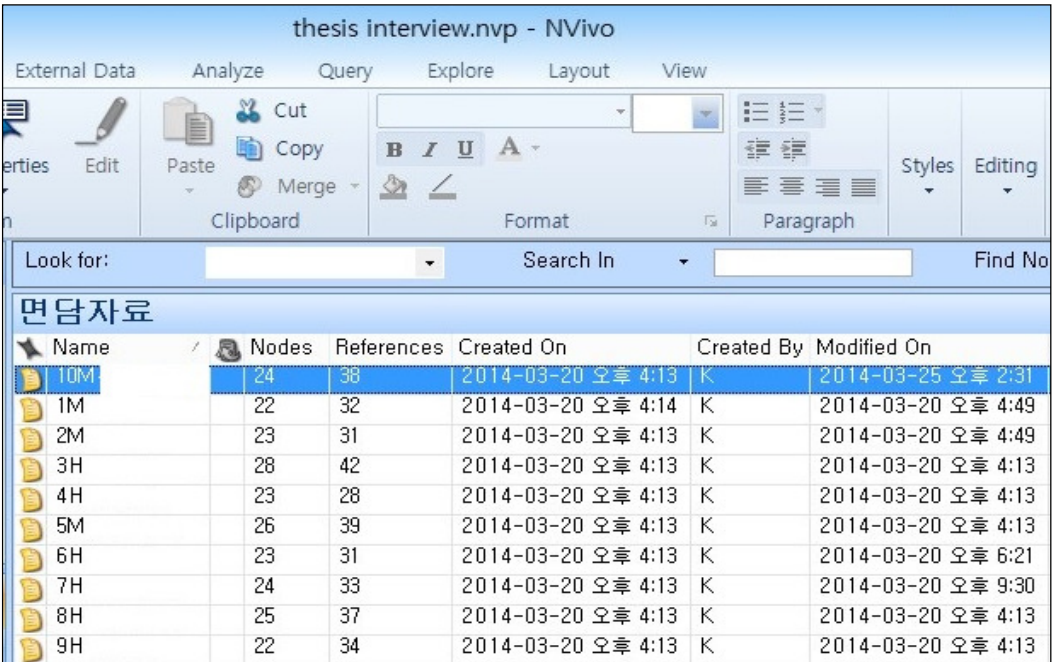
Data analysis was done in two different ways since this study utilized two types of research methods. The analysis of quantitative data collected by the questionnaire is introduced first, and that of qualitative data follows.

3.5.1. Quantitative Data Analysis

Quantitative data obtained from 382 students' valid questionnaire were analyzed by the Statistical Package for the Social Science (SPSS ver. 18). First of all, the internal consistency reliability of items in each section and the descriptive statistics, including means and standard deviation of all the data, were computed. Middle and high school students' data was analyzed respectively. Then Pearson Product moment correlation coefficients were calculated to measure the relationship between the respondents' L2 motivational selves, demotivation frequency, and their motivated behavior. To verify the significant relationship between one's motivated behavior and his/her proficiency, two items about the differentiated English class level at school and self-assessed proficiency level were also included in the correlation calculation.

3.5.2. Qualitative Data Analysis

The interview data were analyzed using a qualitative data analysis software, NVivo (ver. 10) based on a grounded theory approach (Strauss & Corbin, 1998). First of all, each of the interviewees meaningful opinions and experiences were coded by different names. In this phase, there were a total of 345 meaningful references from 10 different interviews (see Figure 3.1).



Name	Nodes	References	Created On	Created By	Modified On
10M	24	38	2014-03-20 오후 4:13	K	2014-03-25 오후 2:31
1M	22	32	2014-03-20 오후 4:14	K	2014-03-20 오후 4:49
2M	23	31	2014-03-20 오후 4:13	K	2014-03-20 오후 4:49
3H	28	42	2014-03-20 오후 4:13	K	2014-03-20 오후 4:13
4H	23	28	2014-03-20 오후 4:13	K	2014-03-20 오후 4:13
5M	26	39	2014-03-20 오후 4:13	K	2014-03-20 오후 4:13
6H	23	31	2014-03-20 오후 4:13	K	2014-03-20 오후 6:21
7H	24	33	2014-03-20 오후 4:13	K	2014-03-20 오후 9:30
8H	25	37	2014-03-20 오후 4:13	K	2014-03-20 오후 4:13
9H	22	34	2014-03-20 오후 4:13	K	2014-03-20 오후 4:13

FIGURE 3.1
Qualitative Data Analysis by NVivo

Then they were classified into 14 nodes which can include all of the named references. (see Table 3.8). Although only a few of them are directly quoted in this study, all of them made for a better understanding of each interviewee possible.

TABLE 3.8
The Final 14 Nodes from the Qualitative Data

No.	Nodes	Refer- ences	No.	Nodes	Refer- ences
1	Personal information	39	8	Feelings about English	27
2	General English learning experience	31	9	Awareness on English	58
3	General English proficiency and grades	32	10	Motivation for studying English	35
4	Dream job and its relation to English	28	11	Demotivation experience and how to deal with it	20
5	Parents' influence	25	12	How to study English	10
6	English classes in school	15	13	How to be good at English	4
7	Private education experiences	13	14	Reasons for being good at English	8
Total					345

CHAPTER 4.

RESULTS AND DISCUSSION

This chapter provides the results of the data analysis and includes a discussion of them. The introduction and discussion of the findings are given in terms of the L2 motivation self, demotivation, the relationship between two of them, and remotivation.

4.1. The L2 Motivational Self System

The results are discussed in terms of the middle and high school students' L2 motivational selves in this section. First, the tendency of their L2 motivational selves is presented in 4.1.1, and then the difference between them is discussed in terms of the students' motivated behaviors.

4.1.1. Coexistence of Two Different L2 Motivational Selves

First of all, the findings of middle and high school students' L2 motivational selves and motivated behavior are presented in Table 4.1. The mean of ideal L2 self was higher than that of ought-to L2 self in both of 8th and 11th graders, and 8th graders showed a mean value higher than 11th graders by 0.3 points. On the other hand, as for motivated behavior, the two groups presented nearly the same

mean values.

TABLE 4.1
Descriptive Analysis of Items About the L2 Motivation Self

	Grade 8 (<i>n</i> = 163)		Grade 11 (<i>n</i> = 219)	
	Mean	SD	Mean	SD
Ideal L2 self	3.24	.80	3.55	.68
Ought-to L2 self	2.98	.71	3.20	.60
Motivated behavior	2.88	.64	2.87	.68

The differences in each variable between the 8th and 11th graders were analyzed by t-tests (see Table 4.2).

TABLE 4.2
T-tests for the Differences Between Grades 8 and 11
About the L2 Motivation Self

	T-Test for Equality of Means			
	t	df	sig.	Mean Difference
Ideal L2 self	-4.140	380	.000	-.31
Ought-to L2 self	-3.263	380	.001	-.22
Motivated behavior	.162	380	.872	.011

They showed statistically significant differences in ideal and ought-to L2 selves but were not significantly different in motivated behavior. Since the present study did not intend to compare the differences between the two groups, their data were not separately analyzed in correlation analysis. The result of correlation analysis is shown in Table 4.3.

TABLE 4.3
Correlation Between Ideal L2 Self and Ought-to L2 Self

	Ideal L2 self
Ought-to L2 self	.790**

N = 382

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

Ideal and ought-to L2 self showed a highly significant correlation (.790). This can be explained by the interview results since one of the most distinctive results from the interviews was the students' unfixed L2 motivational selves. Some of the students seemed to have unsettled L2 motivational selves between ideal and ought-to selves. That is, when they were learning English or thinking of the reason for learning English, they did not seem to have one specific self. Most of them tried hard to learn English because of what they wanted to be and what others wanted them to be at the same time. This is not surprising because Dörnyei (2005, 2009) pointed out that L2 motivational selves are not stable or fixed but actively changeable according to how much learners can internalize external motivational factors.

In Excerpt 1, Student 1 (S1) answered that learning English was important to her because of her ambition to become a piano teacher, even before she was asked about the relationship between her dream and English study. However, she was actually aware of the importance of English as a result of her parents and teacher's influence. During the interview, she kept saying that her mother pushed her to study English so much that it made her feel stressed. In general, she seemed to have an ought-to L2 motivational self, but, even given the stress she was experiencing, she also considered her future career as an important reason to learn English.

Excerpt 1, S1*

Researcher (R): Do you have another reason? Why do you think English is important besides the tests?

Student (S): Because my dream is to be a piano teacher, if I go abroad...

...

R: Then do you think you should be good at English if you want to have a great job and be a successful person in the future?

S: ((Nods.))

R: Did your parents or teachers influence what you think a lot or others...?

S: Yes, they did a lot.

R: Do your friends talk about that? Between your school friends?

S: Because the English teacher says it is important, I feel like I should study it.

Student 2 (S2) also had an unsettled relationship between her ideal and ought-to L2 selves in Excerpt 2. At the beginning of the interview, she mentioned that she knew that she had to learn English. The reason for it was to achieve her career goal of becoming a police officer. It seemed that she had an ideal L2 self so far.

* All interviews were conducted in Korean. The excerpts in the present paper were transcribed into English by the researcher (see Appendix 7).

However, she also felt afraid of the future and that she would regret it if she did not study. Moreover, she seemed to feel demotivated because she could not internalize the importance and necessity of learning English sufficiently, and did not want to study English.

Excerpt 2, S2

R: Why do you think you should do that [studying English]?

S: Because my dream is related to a police officer, I need to do well in studies.

I need to be good at English, but my current grade is not enough.

...

R: What are the reasons why you keep studying when you sometimes do not want to study English?

S: Because I will regret later. I am afraid of regretting in the future but I do not want to do it now. I am in between.

In Excerpt 3, the coexistence of two selves is exposed directly. Student 6 (S6) explained that he wanted to be an environmental engineer and that this line of work was closely related to using English. But it seemed quite a weak explanation since going abroad was not specifically related to an environmental engineer's work. When he was asked to elaborate, he reluctantly confessed that he had two different reasons for learning English: firstly in order to gain admission to university and secondly for himself. Going to university is surely something that would benefit the student, and it is surprising to see the perhaps unnecessary distinction he makes between the two reasons in his own mind. Although it was not clearly stated, he might have felt that only studying English for college entrance exams was undesirable for some reason.

Excerpt 3, S6

S: If I succeed in the field of environmental engineering, I will be able to go abroad. Then I have to be good at English to communicate.

...

R: Then if your purpose of learning English is to communicate when going abroad in the future, do you think what you are learning at school is related to that purpose?

S: No, I don't think there is any relationship.

R: Then for what do you study English hard now?

S: Uhh.. Actually I have two reasons. One is a reason to say other people and the other is a true one. The former is for myself and the latter is to go to college.

In conclusion, as Dörnyei (2005, 2009) argued regarding the dynamic features of L2 motivation selves, most students seemed to be in between the ideal and ought-to L2 selves rather than dichotomously settling on one side or the other.

4.1.2. Difference between Ideal L2 Self and Ought-to L2 Self in Terms of Motivated Behavior

The correlation between motivated behavior, students' differentiated English class level at school and their self-assessed English proficiency level were calculated to clarify their relationships with motivated behavior first. As shown in Table 4.4, differentiated English class level at school and self-assessed English proficiency levels, which can be regarded as indicators of learners' actual English proficiency, had a significant correlation with motivated behavior. Based on this result, motivated behavior can be used instead of their actual proficiency in this study.

TABLE 4.4
Correlation Between Motivated Behavior, Differentiated English Class
Level at School and Self-assessed English Proficiency Level

	Class level	Self-assessed proficiency
Motivated behavior	.153**	.118*

N = 382

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

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

Although the students showed mixed L2 motivational selves as discussed in Section 4.1.1, there exists a clear difference between those who have a strong ideal L2 self and a strong ought-to L2 self: the degree of motivated behavior. As some studies discussed (e.g., Kim, 2012a), the ideal and ought-to L2 selves were significantly correlated with motivated behavior (see Table 4.5).

TABLE 4.5
Correlation Between Ideal L2 Self, Ought-to L2 Self, and

Motivated Behavior

	Ideal L2 self	Ought-to L2 self
Motivated behavior	.489**	.324**

N = 382

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

The ideal L2 self showed a higher correlation (.489) than the ought-to L2 self

(.324). Some previous studies (e.g., Kim, 2009, 2012a, b) interpreted this difference as the result of a different degree of internalization of external pressures or the social necessity of English study. That is, if learners can internalize parents', teachers', and other people's opinions and insistence on the importance of learning English as their own reasons for studying, they could achieve an ideal L2 self and consequently realize the necessity into real action and motivated behavior.

This was also the case in the findings from the interviews. Each student had experienced external pressure related to the importance of learning English but they reacted differently according to which L2 motivational selves they had.

4.1.2.1. Ideal L2 Self with More Motivated Behavior

Some of the students who seemed to have an ideal L2 self tended to internalize external influences well and tried to do their best in learning English no matter how difficult it was. In Excerpt 4, Student 5 (S5) thought that his mother's demand for higher English test scores was not a negative pressure but an attempt to raise him positively. Thus, he studied English, not because of his mother's demands but through his own free will. He also mentioned that he studied English hard and had a high level of English proficiency in his class.

Excerpt 4, S5

S: Who does influence most your English studying?

R: [It's me because] I do it because I think I have to.

...

S: I think they [the English test scores] are fair enough but my mother told me

to increase them.
 R: Why do you think your parents said that?
 S: I think they are trying to bring me up better.
 ...
 R: Do you think you are good at English?
 S: I think I am in the upper ranks.
 R: Do you think you do your best?
 S: Yes.

Student 8 (S8) thought that English was not only a necessary subject for CSAT but also a necessary language to enable her to achieve her future dreams. She also considered what she studied in school to be useful for improving her general English abilities. In other words, she was not demotivated by English lessons in school which only focused on grammar and reading, since she realized their importance for her own future. This helped her to study hard, and she was always able to achieve Level 1 in the CSAT score system.

Excerpt 5, S8

S: I have got Level 1 in the CSAT score system so far.
 R: Then what do you think about English?
 S: A necessary subject. A necessary language, necessary thing, rather than a subject.
 R: Why do you think it is necessary?
 S: Because my dream is to go abroad.
 R: What will you do specifically when you go abroad?
 S: [I want to work] In worldwide journalism.
 ...
 R: Then do you think your current English studying is related to the need for your future?
 S: Yes, I do. I don't think that it is not related [to the need for the future]. CSAT is a kind of a stepping stone for the future, and, besides CSAT, I think vocabulary and good reading skills are necessary.
 ...
 R: Do you think that you have got great English grades as much as you studied so far?
 S: Yes, I do.

In Student 10's (S10) case (see Excerpt 6), he directly mentioned that he came to like English best out of all the subjects he studied even if he started studying English seriously due to pressure from others. Now, he himself realized that the reasons others had given for learning English were valid and did his best.

Excerpt 6, S10

R: What do you think made you like English?

S: English can be used and is needed in daily lives. At first, I started studying English because I was told that it was necessary rather than because it was interesting. But I got interested more and more.

R: Who did tell you that English is necessary?

S: It was just from surrounding people. I myself also thought that English was used a lot in daily lives.

4.1.2.2. Ought-to L2 Self with Less Motivated Behavior

Some of the students could not internalize other people's emphasis on learning English and only felt stressed or demotivated. In the case of S1, even though her parents emphasized the importance of learning English, she could not internalize this as her own reason for learning English. She simply regarded it as an onerous chore and became demotivated (see Excerpt 7).

Excerpt 7, S1

R: Then are your parents worried much when you don't do well on the test?

S: Nods. [They say] What are you going to do in the future? It will be hard to live if you are poor at English.

R: [They mean] How will you live?

S: Yes. But I feel more stressed and burden when I hear that. I think I will have to do better in the next exam.

S2 in Excerpt 8 was well aware of the parents' and sister's emphasis on the need to learn English in order to have a secure and successful future. Nevertheless, she thought that she was not strong willed enough to actualize her awareness. She kept mentioning that she was not good at English due to her lack of willpower and could not study hard even though she really understood the importance of learning English.

Excerpt 8, S2

R: Do you think English will be much more influential on your future than any other subject if you are not good at English?

S: Yes. I have a sister who is an adult now and she does emphasize. My mother, father and even sister say that I have to study English and I will regret if I don't study hard. But I can't.

...

R: Then do you think you have a strong will?

S: No.

In the case of Student 3 (S3) (Excerpt 9), she also felt stressed when she was told about the importance of learning English, and her awareness of the importance did not seem to translate into actual English study.

Excerpt 9, S3

R: Is that kind of thinking [English is important for your future] helpful or stressful when you are studying?

S: Stressful.

...

R: Can you understand why your parents emphasize English that much?

S: Yes, I can understand, but I can't accept it positively.

Likewise, even though the learners' L2 motivational selves could be changed, they showed a clear difference in the degree of actual learning actions depending

on their personalities. Similar to the argument of the proponents of the L2 Motivational Self System, learners who have the ideal L2 selves tend to be induced to engage in learning behaviors much more easily than those who have the ought-to L2 selves.

4.2. Demotivation

In this section, the students' demotivation experience is discussed. The frequency of their demotivation experience is dealt with in 4.2.1, and their demotivators are discussed in 4.2.2.

4.2.1. Frequency of Demotivation Experience

Most of the research into demotivation has been conducted with the premise that every learner would experience demotivation in learning English sometime and focused on the constructs of demotivation. However, the present study started from an investigation of the frequency of occurrence of demotivating experiences. Thus, there was one item to ask how often the respondents have felt demotivated in the questionnaire. The overall mean values and standard deviations of the two groups' answers are presented in Table 4.6. The two groups showed similar mean values in demotivation as they did in motivated behavior.

TABLE 4.6
Descriptive Analysis of Demotivation Experience

	Grade 8 (<i>n</i> = 156)		Grade 11 (<i>n</i> = 218)	
	Mean	SD	Mean	SD
Demotivation	3.03	1.09	3.02	1.01

* On the 5-point Likert-type scale, 1 point was assigned to 'Never,' and 5 points to 'Always.'

More specific results from the item which asked how often they experienced demotivation are provided in Table 4.7.

TABLE 4.7
Frequency Analysis of Demotivation Experience

Grade	Frequency (%)					Missing	Total
	1 (Never)	2 (Seldom)	3 (Some- times)	4 (Often)	5 (Always)		
Grade 8	11	39	59	29	18	8	164
	(6.7)	(23.8)	(36.0)	(17.7)	(11.0)	(4.9)	(100)
Grade 11	10	54	100	29	25	1	219
	(4.6)	(24.7)	(45.7)	(13.2)	(11.4)	(0.5)	(100)

Out of 164 8th graders, 11 (6.7%) students answered that they had never experienced demotivation, and so did 10 (4.6%) out of 219 11th. Students who

answered that they have seldom experienced it were 39 (23.8%) from the 8th and 54 (24.7%) from the 11th graders. The total percentages of the students in the two groups who had never or seldom experienced demotivation are quite similar: 30.5% for the 8th and 29.3% for the 11th graders. The result reveals that there are some learners who have seldom felt demotivation in spite of all the demotivating factors surrounding them.

There are two possible explanations for this: one is that they consider learning English to be a simple matter of course for students, and the other is that they have not studied English hard enough to encounter any demotivating situations. Both possibilities are raised during the interviews. In Excerpt 10, S8 seemed to think that learning English was essential for every student, including her, so so far she had not felt demotivated. She was able to keep studying, secure in the knowledge that others were studying just as hard as her.

Excerpt 10, S8

R: Then haven't you thought that studying English is too hard or you want to stop studying?

S: Um..

R: Haven't you?

S: No.

R: You have studied English just as you always do?

S: Yes. I think that if everyone can do it, there is no reason why I can't do it. I'm not sure of other things but at least I am studying English for CSAT.

On the other hand, in the case of S7 (see Excerpt 11), he stated that he did not study very hard for English tests because he did not need high English scores to go to university. His purpose for learning English was not to get high scores in the tests but to develop his communication skills, so he did not think that he had to

study English seriously at school. Thus, he had not felt much stress when learning English.

Excerpt 11, S7

R: Then have you not experienced stress because of your teachers or poor English test scores?

S: No.

R: Haven't you feel stressed or demotivated due to English learning?

S: No.

..

R: How do you think about English tests or lessons for CSAT in school? Are they too difficult or?

S: They are so-so because I do not study that much [at school for tests].

4.2.2. Sources of Middle and High School Students' Demotivation

Experience

As mentioned in 3.3.1, the study posited five main sources of demotivation at first, and one of the sources were divided into two different sources after calculating internal consistency reliability. The mean values and standard deviations of six sources are shown in Table 4.8. Before discussing the results, it should be noted that those who said they had never or seldom experienced demotivation are excluded here since they might not be able to identify specific sources of demotivation. The responses of those who did not answer the question which asked about the degree of demotivation experienced but checked on all the items about the sources of demotivation are also excluded here.

TABLE 4.8
Descriptive Analysis of the Factors of Demotivation

Factors	Grade 8 (<i>n</i> = 106)		Grade 11 (<i>n</i> = 154)	
	Mean	SD	Mean	SD
Teacher' teaching styles and characteristics	2.41	.79	2.34	.95
English class and classroom environment	2.64	.66	2.81	.68
Learners' internal factors	2.95	.81	3.19	.79
Friends and parents' influence	2.44	.72	2.17	.69
Difficulties of learning English	3.26	.89	3.23	.94
Feelings about English-speaking countries	2.30	1.09	1.88	1.10

Although the two groups showed a little difference in mean values, the orders of their influential sources were similar. The three most influential sources of demotivation in both groups were (1) difficulties of learning English, (2) learners' internal factors, and (3) English class and classroom environment. The three sources related to the teacher, friends and parents, and their feelings about English-speaking countries were relatively less influential.

These results are in line with the findings from the interview results. Most learners tended to feel demotivated when they had difficulties during studying English, due to the nature of the English language itself which requires learners to

memorize a large number of words and grammatical rules, including various exceptions, as shown in Excerpts 12 and 13.

Excerpt 12, S4

R: Why [have you felt much stress because of English so far]?

S: I am not good at memorizing something but the characteristics of English are mainly based on memorization unlike Korean or mathematics.

Excerpt 13, S10

R: Have you felt demotivation while learning English so far?

S: Yes, I have. As you know, English has different grammar rules from Korean which need to be memorized.

Also, learners found the roots of demotivation in their own problems such as lack of willpower.

Excerpt 14, S2

R: What were the difficult parts of learning English which made you feel demotivated?

S: I think it just depends on my will. There are lots of means and opportunities to help learn English but I [don't have a will to use them].

4.3. The Correlation between L2 Motivational Selves and

Demotivation

The results of the correlation analysis between middle and high school students' demotivation in learning English and their L2 motivational selves are presented in Table 4.9.

TABLE 4.9
Correlation Between Ideal L2 Self, Ought-to L2 Self,
Motivated Behavior, and Demotivation

	Ideal L2 self	Ought-to L2 self	Motivated behavior
Demotivation	-.244**	-.440**	-0.19

N = 382

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

There are two distinctive findings in the analysis: one is the relationship between the ought-to L2 self and demotivation, and the other is the relationship between motivated behavior and demotivation. They are discussed further in the following two sections respectively.

4.3.1. The Negative Correlation between Ought-to L2 Self and Demotivation

According to Dörnyei's (2005, 2009) L2 Motivational Self System, the ideal L2 self naturally showed a negative correlation with demotivation since learners who have the ideal L2 selves have a will to learn English and actually take action. In Kim's (2012a) research, the ought-to L2 self was positively correlated with demotivation unlike the ideal L2 self because it is considered as less internalized than the ideal L2 self. However, the ought-to L2 self was also negatively

correlated with demotivation, even more than the ideal L2 self was in this study. Various factors might underlie this unexpected negative correlation, and some possible explanations were drawn from the interviews.

4.3.1.1. Intense Awareness of the Importance of English Learning

One of the common features that emerged in almost every student's interview was that they were fully aware of the importance of learning English regardless of their success or failure in the actual manifestation of specific learning behaviors. It seems to be deeply imprinted on their minds that English is a very important factor enabling them to enter a good college, get a better job and even live comfortably after retiring. S2 and S4 mentioned how much they and their friends recognized the importance of being good at English in Excerpts 15 and 16.

Excerpt 15, S2

R: Then have you thought that you are going to fail in the future or get left behind if you are not good at English?

S: Yes.

R: Is that more serious in English than other subjects?

S: Yes.

R: Why do you think it is?

S: I have heard my friends sometimes talk like this as a kind of joke, "You won't be able to enter a good university if you are not good at math, and you will fail in your life if you are not good at English".

Excerpt 16, S4

R: Do your friends and teachers especially emphasize English?

S: My friends talk a lot like this, "You have to study math hard if you want to enter university, and you have to study English hard if you want to live well". They always say like that.

Both of them repeated the idea that mathematical ability will only help to determine the level of college you are able to enter, but that your English ability will affect your whole life. Therefore, learning English is not a matter of choice for them and they would never consider giving up English learning, regardless of their actual feelings about English.

4.3.1.2. Continuous L2 Learning without motivation

Some students continued English learning even when they seemed to lose motivation or interests. In Excerpt 17, S2 even thought that forced learning by a private English institute was the most helpful way for her to learn English despite the huge amount of stress it generated.

Excerpt 17, Student 2

R: What aspects of private institutes (Hak-won) were helpful to you?

S: If I study alone, I can just stop studying when I get stressed. But the private institute forced me to keep studying.

R: I see. Wasn't that stressful to you? That you were forced to study unwillingly?

S: I got stressed and sometimes cried at home. Nevertheless, [it is okay] because the [test] results were eventually good.

Student 9 (S9) also mentioned that she had never even considered quitting the private English institute she studied at because it helped her get good grades in the tests, as shown in Excerpt 18. This was quite surprising because she mentioned that she lost interest in studying English because of the forced learning techniques

used in the institute.

Excerpt 18, S9

R: Haven't you thought that you wanted to quit the private institute?

S: No, I have never thought so.

R: What was the reason? Why did you have to go to the private institute even if studying there was stressful to you?

S: I think doing that [studying what the private institute forced her] will be helpful for my future.

In Excerpt 19, she mentioned that she did not have any interest in learning English. She reluctantly studied English just as much as was needed to get better grades in CSAT and enter a good college.

Excerpt 19, S9

R: Then can you get the grades which you are satisfied with by studying that much?

S: Yes, I can. But those grades are achieved not by studying with interest but by studying reluctantly to take CSAT well and go to university. I study English only for the fulfillment which I can feel when I get Level 1 in the CSAT score system.

R: Don't you have any interest in the English language?

S: No, I don't.

Similarly, Student 6 (S6) had continued to learn English despite his lack of interest in the subject (see Excerpt 20). He thought that English classes in school could not be interesting at all, but he kept studying it. It seems that his unfocused studying was caused by pressure to study English applied by others. For him, studying English was not an optional choice.

Excerpt 20, S6

R: Didn't you have any special thing [interesting experience in learning English] in middle or high school?

S: How can studying English be interesting if it is done in school by speaking in both Korean and English?

R: Then how could you keep studying English? If you are not interested in something, it is hard or boring to do it. What made you study it?

S: Uh.. English... What made me study English?

R: Did you just study it?

S: I think it is right that I studied it without any thoughts.

...

S: I have also thought like that. I get much pressure. Since I have kept hearing that “English is important”, “You need to study it” and “English is used a lot”, I think that “Is English really that much important?”

In conclusion, as shown in many interview excerpts, not wanting to learn English did not seem to be an easily acceptable or even noticeable experience for some learners who had been told so much about the importance and necessity of learning English. Also, it seems that the more they are under the pressures of the external motives (i.e., having the ought-to L2 self), the more they have a compulsive desire to learn English without actual learning behaviors. These might be some possible causes of the unexpected negative correlation between the ought-to L2 self and demotivation.

Therefore, learners’ feelings of demotivation itself which was examined in this study might not be the same as the definition of demotivation mentioned in 2.2.1 which includes reduction of motivated behaviors. An important point then is whether the experience of demotivation actually leads to the decrease or cessation of their actual learning behaviors. If the demotivated feeling does not necessarily have an effect on actual behaviors of L2 learning, the simple, numerical examination on learners’ demotivation could hardly have any meaningful explanatory power for their further learning behaviors and achievement. This feature of demotivation needs to be further investigated in the future.

4.3.2. No Correlation between Motivated Behavior and Demotivation

The discrepancy between demotivation indicators and actual behaviors was also proved by the second distinctive feature of the findings, which is that there is no significant correlation between motivated behavior and demotivation. As mentioned above, some learners might reluctantly continue studying English even though they did not want to since they cannot deny the importance of English (see Excerpts 17 and 18). On the contrary, a learner who was not demotivated at all would not try to study English hard just because he did not think it was necessary for him (see Excerpt 11).

Kim (2012b) also pointed out these distinctive features of Korean L2 learners. Most of the previous studies (cf., Dörnyei & Ushioda, 2001) supposed that amotivated learners of L2 learning would naturally cease their learning actions. Yet, some of the students in his study seemed to continue English learning and even showed considerable English achievements without any specific L2 motivational selves. He claimed that Korean learners do not have the option of giving up their English learning because they need to survive in severe competitive situations (p. 93).

These findings are important in that they reveal the complicated nature of motivation and demotivation that can be context-specific. In other words, a blind

application of the traditional definition of demotivation cannot fully account for the students' EFL learning behaviors in certain contexts, like Korean, where the status of the English language is so absolute as an indispensable and powerful vehicles for social promotion.

4.4. Remotivation

The previous section showed that not all learners who feel demotivated actually cease to learn English. Then, what could be the key to determine a successful learner of English in this situation? The last evident finding of the study could be an answer; remotivation. Flout (2012) defined it as “a process of recovering motivation after losing it” (p. 3). It means that learners regain specific reasons to pull them out of the demotivated condition and make them study English again.

The process of remotivation as well as demotivation becomes critical in L2 motivation research (Ma & Cho, 2014). Nevertheless, it has not been studied much yet. Trang and Baldauf (2007) focused on remotivation by examining how learners overcame demotivation. With 100 Vietnamese university students' stimulated recall essays, they classified demotivators into internal and external attributions. The demotivating factors often overlapped with those which contributed to learners' recovery from demotivation. It seemed important for learners to have a specific understanding of the role of English and a determination to succeed in

learning English in order to be remotivated effectively.

In the Korean context, Jung (2011) examined the factors of remotivation as well as demotivation. She analyzed 125 low proficiency college students' reflective questionnaires and found that external and learning situation factors influenced more than internal and learner factors in the demotivation process. On the other hand, internal factors were more influential than others in the remotivation process. In other words, learners could be remotivated when they were well aware of the importance and necessity of English and wanted to be good at English.

Ma and Cho (2014) also investigated Korean college students' demotivators and remotivators. By analyzing the questionnaires and stimulated recall essays, they found that decreased self-confidence and poor teaching methods were the most primary sources of L2 demotivation. As for L2 remotivation, the value of English and raised English test scores were proved to be the most powerful factors. Therefore, they concluded that L2 learners could be remotivated intentionally or unintentionally during learning process if they recognized the need to learn English or are provided with adequate L2 lessons which present the real-life purposes of English learning.

Given these previous studies, whether L2 learners give up, continue, or restart learning English can be seen as much more important than the extent to which they feel demotivated because of certain factors. Also, according to the interview results, the degree of internalization of the external motives, which is the main difference between the ideal and ought-to selves, seemed to help distinguish

between learners' demotivation and remotivation. This difference is discussed in the following sections.

4.4.1. More Remotivated Ideal L2 Self

As learners who have the ideal L2 selves can internalize the external pressures to learn English as their own needs and conduct motivated behaviors more than those have the ought-to selves, they also can remotivate themselves from demotivating situations effectively. For example, some of the students interviewed tried to find reasons to continue to study in spite of the difficulties they were experiencing. S5 and S10 tended not to give up when they experienced demotivation during English studying. S5 kept studying to develop their English abilities, and S10 tried to think about the future when his efforts would be rewarded.

Excerpt 21, S5

R: Haven't you experienced that you wanted to stop learning English while studying?

S: I have sometimes, but I just endure and keep learning

...

R: Why do you endure?

S: I have to study to the end because there will be no progress if I give up at this moment.

Excerpt 22, Student 10

R: Then do you just stop studying or keep doing it in that case [experiencing demotivation]?

S: I prefer to study continuously.

R: What makes you keep studying in spite of those situations?

S: For my future. I think I will be fully compensated if I keep studying to the end.

4.4.2. Less Remotivated Ought-to L2 Self

Students who had the ought-to L2 self tended to be poorly remotivated. For instance, S1 tried to get back to study English thinking of her mother's negative reaction for her bad test results (see Excerpt 23). However, it did not seem to be helpful since she just kept mentioning that she did not want to study English.

Excerpt 23, S1

R: What made you study English again [when you lost your motivation]?

S: I must do it because I will be scolded if I do not well in tests.

...

R: Then when you heard those things [English is important in the future], did they affect you a lot?

S: Yes. When I heard them, I knew that they wanted me to study well, so I tried to do. But I don't want to.

S2 also mentioned a very similar situation in Excerpt 24. She mentioned that her family members told her that she might regret her decision in the future if she did not study English hard (see Excerpt 8). However, she did not seem to be remotivated by other people's advice. She did not want to study English hard even though she thought she might regret it later.

Excerpt 24, S2

R: Why do you keep studying English when you sometimes do not want to do?

S: Because I will regret later. I am afraid of regretting in the future, but I do not want to do it now. I am in between.

R: You know that you have to do it, but you don't want to do it actually?

S: That's right.

S5 and S10 in Excerpts 21 and 22 are likely to continue to study more actively than S1 and S2 in Excerpts 23 and 24, and consequently the former two would be able to accomplish their study goals better than the latter two. In conclusion, learners who can find reasons to continue their L2 learning within themselves would more effectively regain motivation and actually carry out learning behaviors than those who tend to find them outside.

CHAPTER 5.

CONCLUSION

This chapter concludes the present study providing the summary of the findings first. Then, pedagogical implications are discussed, and limitations of the study and suggestions for the further research are presented.

5.1. Summary of Major Findings

The purpose of the study was to investigate Korean middle and high school students' L2 motivational selves, demotivation and their relationships in learning English. There were four major findings. First of all, as many studies related to the L2 Motivational Self System have already discussed, the students did not have only one L2 self but had a tendency to be between the ideal and ought-to selves. They were not determined by only one self but dynamically shifted their selves while learning L2 depending on their internalization of the motivational factors. Moreover, this degree of internalization not only distinguished the ideal L2 self from the ought-to L2 self but led to the differences in their actual learning actions. While the students who seemed to be close to the ought-to self had difficulties in embracing the necessity of learning English well and engaging in learning English actively, the students who appeared to have the ideal L2 self could understand the importance of learning English as their own needs and continued their active

learning behaviors.

Second, similar proportions of middle and high school students reported feeling demotivation. About 30% of them had rarely felt demotivation while learning English whereas about 70% had experienced it. Two reasons for not feeling demotivation much were claimed from the interview results. One was that they thought learning English was not an option but a requirement for students like themselves. The other was that they might have not studied hard enough to experience any obstacles. As for demotivating factors, students were affected the most from the following three: (1) difficulties of learning English, (2) learners' internal factors, and (3) English class and classroom environment.

Third, demotivation had significant negative correlations with both of the ideal and the ought-to L2 selves and no correlation with motivated behavior. The negative correlation between demotivation and the ideal L2 self was similar to that of previous studies and was understandable because if the learners have the L2 self which dreams of a positive future, they would be less likely to experience demotivation. Yet, the negative correlation between demotivation and the ought-to self which was higher than that between demotivation and the ideal L2 self was an unexpected result. This result might be explained by the students' strong perception of the necessity of learning English. They seemed to be too strongly motivated by the external emphasis on learning English to willingly accept the feeling of demotivation even if they were already in a demotivated situation and did not conduct learning actions. On the other hand, some of them continued L2 learning even though they were clearly demotivated. This tendency seemed to be

more severe when their L2 selves were closer to the ought-to one. No significant correlation between demotivation and motivated behavior seemed to be in line with this situation since the feeling of demotivation did not seem to be necessarily connected to the actual decline in learning behaviors.

Lastly, remotivation, which means that the students would become motivated again in a demotivated situation and resume their study of English, seemed to be a more important and influential factor on their L2 achievement than the prevention of demotivation. According to the discussion above, the experience of demotivation itself does not directly determine actual learning actions. Moreover, since many learners tend to be demotivated because of the difficulties of learning English, the phenomenon of demotivation might be inevitable for every L2 learner if he/she tries to keep learning. Therefore, in this situation, whether learners just feel stressed and are reluctant to study English or they endure difficulties, regain motivation and continue L2 learning would eventually be able to determine their L2 achievement. In addition, whether they were remotivated or not seemed to be influenced much by their L2 motivational selves; some of them, having ideal L2 selves, were likely to be more remotivated than others who had ought-to L2 selves.

5.2. Pedagogical Implications

The findings of the study have some pedagogical implications in the Korean EFL context. First, teachers need to explain to students the difference between

choosing to study English, motivating themselves to do so, and being forced to study English due to external pressure. As mentioned previously, students should be able to make some progress in achieving an ideal L2 self, since the L2 motivation self is not a fixed concept. Thus, teachers should explain the goals of their lessons and help their students to develop their own reasons for learning English and positive future images. To help them achieve their ideal L2 self, teachers should not overemphasize English study or seek to scare them. Rather, they should provide detailed information about the necessity of learning English to encourage their continuous learning actions.

Second, teachers should explain that demotivation is nothing to be ashamed of but an inevitable and natural part of the learning process, especially in L2 learning. However, it does not mean that all demotivating factors are unavoidable. The teachers should identify major demotivating factors in their class and eliminate some of them, such as problems with their teaching style or setting inappropriate class activities, whenever possible. The students also need to know what causes them to become demotivated and find a way to avoid these situations as much as possible.

Third, teachers, researchers, and students should be aware of the importance of remotivation, perhaps even more than the need to prevent demotivation, since it is impossible to fully protect the students from demotivating factors. The researchers should investigate remotivation as well as motivation and demotivation in English learning. Teachers need to help students regain motivation within themselves and resume engaging in learning activities. Also, students need to try to find their own

reasons for studying English rather than being coerced by social pressure.

Lastly, it is really important for all of them to acknowledge that becoming proficient in English is definitely an important factor in determining their students future opportunities and progress, but not to the extent that it demotivates them. Students need to know that they have a chance to succeed in learning English if they are able to find their own reasons for study by visualising positive images of future success rather than negative ones. Based on this understanding, hopefully, the researchers, teachers and other adults will be able to turn the Korean social and educational atmosphere into one where the students actually enjoy studying English.

5.3. Limitations of the Study and Suggestions for Further Research

The present study has some limitations in its methodology. First, the present study was only conducted with the students who were living in the city C in Korea. The participants were restricted to middle and high school students. Accordingly, the results of this study cannot be generalized to for all Korean students. Therefore, elementary or university students and students living in other cities which might be operating in slightly different educational contexts should be considered in further studies and extensive research on aspects of Korean learners' L2 motivational selves and demotivation.

Second, the students' L2 motivational selves and demotivational experiences were examined only once. Since motivation is actively changeable, it would be more helpful to observe the same students' motivational characteristics in a longitudinal way to examine its dynamics.

Third, the study measured the students' learning behaviors only through the questionnaires and the interviews. Although the interview method made it possible to investigate the students' thoughts more profoundly than the questionnaire, it might be insufficient to reveal their actual learning actions. Thus, other methods such as classroom observation need to be supplemented in the further research.

Finally, the three main findings of this study need further investigations to establish their general relevance: (1) the negative correlation between the ought-to self and demotivation, (2) no relationship between demotivation experience and actual learning actions, and (3) the importance of remotivation and the difference of it depending on the students' L2 motivational selves

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APPENDIX 1.

The Questionnaire (Korean Version)

영어 학습 동기에 대한 설문 조사

본 설문지는 여러분의 영어 학습 동기에 대해 조사하고자 실시하는 것입니다. 설문지 결과를 통해 여러분의 영어 학습을 돕고자 하는 것이니 아래의 질문에 한 문항도 빠짐없이 성실하고 솔직하게 답변해 주시면 감사하겠습니다. 이 문제에는 정답이 없으며, 모든 결과는 본 연구에만 사용 될 것이고, 개인 정보에 대해서는 철저히 보안이 유지될 것입니다. 감사합니다.

- 서울대학교 대학원 외국어교육과 영어 전공 강나루

PART I.

아래 각각의 문장을 읽고, 여러분의 생각을 1번에서 5번 중 하나에만 정확하게 표시해 주세요. “전혀 그렇지 않다”고 생각하면 1번, “그렇지 않은 편이다”라고 생각하면 2번, “보통이다”라고 생각하면 3번, “그런 편이다”라고 생각하면 4번, “매우 그렇다”고 생각하면 5번에 표시해 주세요.

번호		전혀 그렇지 않다	그렇지 않은 편이다	보통 이다	그런 편이다	매우 그렇다
1	영어를 잘하면 부모님이나 선생님으로부터 칭찬을 받기 때문에 영어를 공부한다.	1	2	3	4	5
2	나는 영어 배우는 것이 정말 좋다.	1	2	3	4	5
3	영어를 잘하지 못한다면 나는 미래에 실패할 것이다.	1	2	3	4	5
4	선생님이나 부모님께서 영어 공부 하라고 말씀하시지 않아도 내가 스스로 영어를 공부한다.	1	2	3	4	5
5	내가 영어를 잘하면 친구들이 나를 부러워할 것이기 때문에 영어를 공부한다.	1	2	3	4	5
6	내가 미래에 하고 싶은 일에는 영어가 필요할 것이다.	1	2	3	4	5
7	훌륭한 사람이 되려면 영어를 잘 할 수 있어야만 한다.	1	2	3	4	5
8	나는 영어를 잘 말할 수 있는 사람이 될 것이라고 상상한다.	1	2	3	4	5
9	부모님이 나에게 바라는 직업을 갖기 위해서 영어를 잘해야만 한다.	1	2	3	4	5
10	외국 영화를 볼 때 한글 자막이 있어도 영어 대사를 들으려고 한다.	1	2	3	4	5

번호		전혀 그렇지 않다	그렇지 않은 편이다	보통 이다	그런 편이다	매우 그렇다
11	나는 영어 수업에서 참여하고 대답하려고 한다.	1	2	3	4	5
12	나는 미래에 외국인들과 영어로 대화하고 싶다.	1	2	3	4	5
13	영어 시험을 못 보면 선생님이나 부모님께 혼나기 때문에 혼나지 않으려고 영어를 공부한다.	1	2	3	4	5
14	학교 밖에서 영어를 사용할 수 있는 기회가 있다면 나는 사용 할 것이다.	1	2	3	4	5
15	내가 미래에 꿈꾸는 직업을 생각할 때 마다 영어를 사용 하고 있는 모습을 떠올린다.	1	2	3	4	5
16	대학교에서 영어로 쓰여진 책을 잘 이해하고 공부하는 나를 상상할 수 있다.	1	2	3	4	5
17	나는 영어를 배우기 위해 노력 하고 있다.	1	2	3	4	5
18	나는 내가 마치 원어민 선생님처럼 영어를 잘 사용할 수 있는 모습을 떠올릴 수 있다.	1	2	3	4	5
19	난 여러 과목들 중에서 다른 것보다 특히 영어를 열심히 공부한다.	1	2	3	4	5
20	나는 미래에 영어공부를 더 할 기회가 있으면 하고 싶다.	1	2	3	4	5
21	영어로만 진행되는 대학교 수업을 듣고 있는 내 모습을 떠올릴 수 있다.	1	2	3	4	5
22	영어를 잘하지 못하면 미래에 좋은 직업을 가질 수 없을 것이다.	1	2	3	4	5
23	내가 영어를 잘하면 많은 사람들이 나를 대단하다고 생각할 것이기 때문에 영어 공부를 한다.	1	2	3	4	5
24	영어 공부에 어려움이 있으면 나는 선생님이나 친구에게 도움을 요청한다.	1	2	3	4	5
25	나는 영어를 유창하게 말할 수 있을 것이라고 믿는다.	1	2	3	4	5
26	나는 다른 어떤 과목보다 영어 공부를 더 많이 하고 싶다.	1	2	3	4	5
27	나는 다양한 나라에서 온 사람들과 영어로 자유롭게 의사 소통하는 나를 상상할 수 있다.	1	2	3	4	5
28	영어가 학교에서 꼭 배워야 할 과목이 아니라 할지라도 나는 영어 공부를 하고 싶다.	1	2	3	4	5

번호		전혀 그렇지 않다	그렇지 않은 편이다	보통 이다	그런 편이다	매우 그렇다
29	미래에 대해 생각할 때, 영어를 사용할 수 있는 것은 중요하다.	1	2	3	4	5
30	나는 학교 시험에서 더 높은 점수를 받기 위해서 영어를 공부한다.	1	2	3	4	5
31	나는 미래에 영어로 이메일이나 편지를 잘 쓰는 나를 상상할 수 있다.	1	2	3	4	5
32	나는 영어 선생님에게 영어 공부 방법에 대해 질문하고 싶다	1	2	3	4	5
33	내가 영어를 잘하지 못한다면 부모님이 실망하실 것이다.	1	2	3	4	5

PART II.

1. 그 동안 영어 공부를 해오면서 영어를 배우고 싶지 않다고 생각한 적이 있었나요?

① 전혀 없다 ② 거의 없다 ③ 가끔 있다 ④ 많다 ⑤ 매우 많다

2. 위의 질문에서 1, 2번을 제외하고 **3, 4, 5** 번 중 하나에 답한 학생들만 아래 각각의 문장을 읽고 여러분의 생각을 1번에서 5번 중 하나에만 표시해 주세요.
 “전혀 그렇지 않다”고 생각하면 1번, “그렇지 않은 편이다”라고 생각하면 2번,
 “보통이다”라고 생각하면 3번, “그런 편이다”라고 생각하면 4번, “매우 그렇다”고
 생각하면 5번에 표시해 주세요.

번호	나는 영어를 배우고 싶지 않다고 생각한 적이 있다. 왜냐하면,	전혀 그렇지 않다	그렇지 않은 편이다	보통 이다	그런 편이다	매우 그렇다
1	영어 공부 하는 방법을 잘 모르기 때문이다.	1	2	3	4	5
2	한 반에 학생 수가 너무 많기 때문이다.	1	2	3	4	5
3	수업에서 영어로 의사소통 할 기회가 거의 없었기 때문이다.	1	2	3	4	5
4	수업 시간에 반 친구들의 방해로 수업에 집중할 수 없기 때문이다.	1	2	3	4	5
5	나는 영어를 잘 할 필요가 없다고 생각하기 때문이다.	1	2	3	4	5
6	영어 선생님의 수업방식을 좋아하지 않기 때문이다.	1	2	3	4	5
7	수업의 대부분이 문법, 독해 위주이기 때문이다.	1	2	3	4	5

번호	나는 영어를 배우고 싶지 않다고 생각한 적이 있다. 왜냐하면,	전혀 그렇지 않다	그렇지 않은 편이다	보통이다	그런 편이다	매우 그렇다
8	영어 성적이 노력에 비해 잘 오르지 않기 때문이다.	1	2	3	4	5
9	수업에서 사용하는 영어 교재를 좋아하지 않기 때문이다.	1	2	3	4	5
10	나의 영어 수준이 같은 반 학생들과 맞지 않기 때문이다.	1	2	3	4	5
11	영어에 대한 능력이나 자신감이 부족하기 때문이다.	1	2	3	4	5
12	영어에서 배워야 할 것들이 너무 어렵기 때문이다.	1	2	3	4	5
13	영어는 필수과목이라 무조건 배워야 하기 때문이다.	1	2	3	4	5
14	영어 선생님을 좋아하지 않기 때문이다.	1	2	3	4	5
15	부모님께서 나의 영어 성적에 너무 큰 기대를 하시기 때문이다.	1	2	3	4	5
16	영어를 사용하는 나라(미국, 영국 등)에 가고 싶은 마음이 없기 때문이다.	1	2	3	4	5
17	영어 선생님의 설명을 이해하기 힘들기 때문이다.	1	2	3	4	5
18	영어 수업시간에 시청각 자료를 너무 적게 사용하기 때문이다.	1	2	3	4	5
19	영어 선생님께서 나의 실수를 지적하시기 때문이다.	1	2	3	4	5
20	영어 성적이 낮게 나올까 봐 걱정되기 때문이다.	1	2	3	4	5
21	영어 시험의 점수가 낮으면 부모님께 혼나기 때문이다.	1	2	3	4	5
22	영어는 복잡한 언어이기 때문이다.	1	2	3	4	5

PART III.

마지막으로, 연구 자료 분석에 필요한 개인 정보에 대한 질문입니다. 절대적으로
보안이 유지 되는 것이니 정확하게 응답해 주세요.

1. 중 / 고등 학생
2. 남 / 여
3. 학교 영어수업에서 지금 수준별 분반 수업을 하고 있다면, 나는 다음 중 어느 반에 속해있나요?
① 하반 ② 중반 ③ 상반 ④ 수준별 분반 수업을 하지 않는다.
4. 내가 생각하는 나의 영어 성적은 어떠한가요? 아래에서 골라 동그라미 해주세요.
① 매우 낮다 ② 낮은 편이다 ③ 보통이다 ④ 높은 편이다 ⑤ 매우 높다
5. 설문조사 이후에 지원자에 한해 추가 인터뷰를 진행하고자 합니다. 인터뷰는 15-20분 정도 진행될 것이고 참가자에게는 **소정의 상품**이 있을 것입니다. 추가 인터뷰에 참여하고 싶다면 아래에 본인의 이름과 전화번호 혹은 이메일 주소를 적어주세요.

이름:

전화번호: / 이메일 주소:

6. 본 설문에 대해 질문이 있다면 연구자에게 연락해 주세요.
 연구자 이름 및 소속: 강나루 (서울대학교 대학원 외국어교육과 영어 전공)
 연구자 연락처: everprayer27@hanmail.net

본 설문은 여기까지 입니다.
참가해 주셔서 진심으로 감사 드립니다. ☺

APPENDIX 2.

The Questionnaire (English Version)

Motivation Questionnaire

The purpose of this study is to examine your English learning motivation. Please complete this questionnaire as accurately as possible. There is no “right” or “wrong” answers and your information will be kept strictly confidential. Thank you for your participation.

– Naru Kang, Seoul National University

PART I.

Read the following sentences and indicate your agreement or disagreement by circling your response using this scale:

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

No		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I study English, because, if I am good at English, my parents and teacher will praise me.	1	2	3	4	5
2	I really enjoy learning English.	1	2	3	4	5
3	It will have a negative impact on my life if I am not good at English.	1	2	3	4	5
4	I study English even when my parents or teacher do not tell me to do it.	1	2	3	4	5
5	I study English because my friends will be envy me if I have a knowledge of English.	1	2	3	4	5
6	The things I want to do in the future require me a knowledge of English.	1	2	3	4	5
7	Studying English is important to be an educated person.	1	2	3	4	5
8	I can imagine myself speaking English well.	1	2	3	4	5
9	I have to be good at English to get a job which my parents want me to be.	1	2	3	4	5
10	When I watch English movies, I try to listen to English dialogues in spite of Korean subtitles.	1	2	3	4	5

No		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11	I volunteer to answer as much as possible during English class.	1	2	3	4	5
12	I want to communicate with foreigners in English in the future.	1	2	3	4	5
13	I study English to avoid being punished by my parents or teacher.	1	2	3	4	5
14	If I had the opportunity to speak English outside of school, I would do it as much as I can.	1	2	3	4	5
15	Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5
16	I can imagine myself studying well in a university with course books written in English.	1	2	3	4	5
17	I am willing to work hard at learning English.	1	2	3	4	5
18	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5
19	I concentrate on studying English more than on any other subject.	1	2	3	4	5
20	If there were opportunities to learn English in the future, I would like to take it.	1	2	3	4	5
21	I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5
22	I will not be able to get a good job if I am not good at English.	1	2	3	4	5
23	I study English because, if I am good at English, many people will think of me as a great person.	1	2	3	4	5
24	When I have a problem in learning English, I ask my teacher or friends for help.	1	2	3	4	5
25	I believe I can speak English fluently.	1	2	3	4	5
26	I want to study English harder than any other subject.	1	2	3	4	5
27	In the future, I can imagine myself communicating with people from other countries.	1	2	3	4	5
28	I would like to study English even if it were not a required subject in school.	1	2	3	4	5

No		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8	my English grades were not getting better in spite of my efforts.	1	2	3	4	5
9	I did not like the course books used in English lessons.	1	2	3	4	5
10	my English proficiency level was not similar with my classmates.	1	2	3	4	5
11	I did not have much confidence or ability to learn English.	1	2	3	4	5
12	English was a too difficult language.	1	2	3	4	5
13	English was a compulsory subject in school.	1	2	3	4	5
14	I did not like my English teacher.	1	2	3	4	5
15	my parents had high expectations for my English grades.	1	2	3	4	5
16	I did not want to go to English-speaking countries (e.g., the U. S. or England)	1	2	3	4	5
17	it was hard for me to understand English teacher's lessons.	1	2	3	4	5
18	audio and visual teaching materials were not used much.	1	2	3	4	5
19	my English teacher pointed out my errors.	1	2	3	4	5
20	I was worried that my English grades got lower.	1	2	3	4	5
21	I was punished if my English grades got lower.	1	2	3	4	5
22	English is a complicated language.	1	2	3	4	5

PART III.

The last section of the questionnaire refers to background or biographical information. The information will allow the researcher to compare groups of respondents. Once again, it is assured that your response will remain anonymous. Your co-operation is appreciated.

1. Grade: 8th / 11th

2. Gender: Male / Female

3. If your English class in school is classified by English grades, which class are you in now?

- ① the low level class ② the intermediate level class ③ the high level class
④ not applicable

4. What do you think your level of English proficiency is?

- ① very low ② low ③ intermediate ④ high ⑤ very high

5. There will be follow-up interviews only with volunteers. Each interview will last approximately 15-20 minutes and participants will be given a small gift. If you are willing to take part in the follow-up interview, please write down your name and phone number or e-mail address.

▪ Name:

▪ Phone Number: / ▪ E-mail Address:

6. Should you have any questions regarding this survey, you are welcome to contact the researcher.

▪ Researcher's name: Kang, Naru (a graduate student, majoring in English education at Seoul National University)

▪ Researcher's e-mail address: everprayer27@hanmail.net

Thank you for your co-operation in completing this questionnaire. ☺
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APPENDIX 3.

Examples of Questions for the Interview (Korean Version)

1. 언제 처음으로 영어를 배우기 시작했나요?
2. 영어를 처음 배울 때, 영어 공부에 대해 어떻게 생각했나요?
3. 그 때 이후로 영어 공부에 대한 생각이 어떻게 바뀌었나요?
4. 사교육을 받아본 경험이 있나요?
5. 무엇을 위해 영어공부를 하나요?
6. 미래에 무엇이 되고 싶나요?
7. 학생의 미래 꿈을 이루는데 영어 공부를 하는 것이 상관 있다고 생각 하나요?
8. 만약 상관 있다고 생각한다면, 왜 상관 있나요?
9. 부모님께서 학생의 영어 학습에 얼마나 영향을 미치시나요?
10. 영어 공부가 다른 과목 공부보다 더 중요하다고 생각하나요?
11. 영어가 중요하다는 것은 누구에게서 들었나요?
12. 영어 공부를 더 이상 하기 싫다고 느낀 적이 있나요?
13. 그런 생각이 들 때 어떻게 하나요?
14. 그런 생각이 들 때 만약 계속 공부를 한다면, 무엇 때문인가요?
15. 학교에서의 영어 수업은 어떤가요?
16. 누가 혹은 무엇이 학생의 영어 학습에 가장 큰 영향을 미치나요?

APPENDIX 4.

Examples of Questions for the Interview (English Version)

1. When did you start to study English first?
2. How did you feel about learning English at that time?
3. How have your feeling about learning English changed since then?
4. Have you studied at any types of private institutes so far?
5. What do you study English for?
6. What do you want to be in the future?
7. Do you think there is any relationship between your dream and learning English?
8. If there is, how are they related?
9. How much influence do your parents have on your English learning?
10. Do you think that learning English is much more important for you than any other subject?
11. Who have you heard about the importance of English from?
12. Have you ever felt that you do not want to learn English anymore?
13. What did you do when you felt like that?
14. If you kept studying, what made you do that?
15. How about your English classes in school?
16. Who or what is the most influential on your English learning?

APPENDIX 5.

Consent Form (Korean Version)

동 의 서

1. 나는 연구에 대한 설명을 들었으며 담당 연구원과 이에 대하여 의논하였습니다.
2. 나는 이 연구에 참여하는 것에 대하여 자발적으로 동의합니다.
3. 나는 이 연구에서 얻어진 나의 정보에 대한 정보를 현행 법률과 생명윤리심의위원회 규정이 허용하는 범위 내에서 연구자가 수집하고 처리하는데 동의합니다.
4. 나는 담당 연구자나 위임 받은 대리인이 연구를 진행하거나 결과 관리를 하는 경우와 보건 당국, 학교 당국 및 서울대학교 생명윤리심의위원회가 실태 조사를 하는 경우에는 비밀로 유지되는 나의 개인 신상 정보를 직접적으로 열람하는 것에 동의합니다.
5. 나는 언제라도 이 연구의 참여를 철회할 수 있고 이러한 결정이 나에게 어떠한 해도 되지 않을 것이라는 것을 압니다.
6. 나의 서명은 이 동의서의 사본을 받았다는 것을 뜻하며 연구 참여가 끝날 때까지 사본을 보관하겠습니다.

연구참여자 성명

서 명

날짜 (년/월/일)

동의서 받은 연구원 성명

서 명

날짜 (년/월/일)

APPENDIX 6.

Consent Form (English Version)

Consent Form

1. The purpose and nature of the interview has been explained to me, and I have had all my questions answered to my satisfaction.
2. I voluntarily agree to participate in this study.
3. I agree that any information obtained from this research may be used in any way allowed by the current law and the Institutional Review Board (IRB).
4. I agree that only the researchers and faculty supervisor will have access to this information and that the information will be accessed by others only if the health authorities, school authorities or the IRB of Seoul National University conduct an investigation on this study.
5. I may withdraw and discontinue participation at any time without penalty.
6. I have been given a copy of this consent form, and I will keep it until the study is completed.

Participant's Name

Participant's Signature

Date

Researcher's Name

Researcher's Signature

Date

APPENDIX 7.

Interview Excerpts

Excerpt 1, S1

R: 또 다른 이유 있을까요? 왜 영어를 중요하게 생각하는지? 시험 외에?

S: 제 꿈이 이렇게 피아노 선생님이니까 외국에 나가면...

...

R: 그러면 별이가 생각할 때 미래에 좋은 직업을 가지고 성공한 사람이 되려면 영어를 잘해야 할 거 같아요?

S: (끄덕)

R: 그렇게 생각하게 된 데에는 부모님이나 선생님의 영향이 커요, 아님?

S: 더 크죠.

R: 친구들도 그런 얘기 해요? 학교 친구들끼리도?

S: 영어 선생님이 중요하다고 하니까 영어 안 하면 안될 것 같은..

Excerpt 2, S2

R: 왜 (영어공부) 해야 하는 거 같아요?

S: 저는 꿈이 경찰 쪽이라서 그걸 하려면 일단 공부를 잘해야 하거든요. 그래서 영어도 잘해야 되는데 그게 지금 성적으로는 조금 무리가 있어서.

...

R: 영어공부 하기 싫어지는 때도 있을 텐데 그래도 참고 하자 라고 생각하는 이유는 뭘까요?

S: 제가 나중에 후회하잖아요. 안 하면 후회하는 것도 무서운데 지금 또 하기는 싫고 그사이에..

Excerpt 3, S6

S: 기본적인 환경 쪽의 일을 해서 내가 만약에 잘나가게 된다 그러면 해외로도 나갈 수 있고 그렇잖아요. 그러면 해외를 나가서 영어를 잘해야 의사소통이 되니까.

...

R: 그럼 아까 영어를 잘해야겠다고 생각했던 이유가 그런 직업을 가지고 해외에 나가서 의사소통 하는 거라고 한다면 지금 학교에서 하는 공부들이 그런 목표 목적과 연관이 된다고 생각해요?

S: 아니요, 저는 연관이 없다고 생각해요.

R: 그러면 지금 영어공부를 열심히 하는 이유는 어떤 거예요?

S: 어... 제 속마음은 일단 포장된 거는요, 잘해야 된다는 생각을 포장된 거하고 포장 안 된 거하고 두 개가 있는데 포장이 안 된 거는 대학을 가기 위해서고요. 포장이 된 거는 내 자신을 위해서 라고 생각해요

Excerpt 4, S5

S: 그럼 영어공부 하는데 있어서 가장 많이 영향 끼치는 사람은 누군 것 같아요?

R: 제가 해야 될 거 같다고 해서 하는 거니까.

...

S: 저는 (영어 성적) 그냥 괜찮은데 엄마는 좀 더 올리라고 하고 좀 그래요.

R: 부모님은 왜 좀 더 올리라고 하실까요?

S: 저를 더 잘 키우려고 하시는 거 같아요.

...

R: 스스로 생각했을 때 본인이 영어 좀 잘하는 편이라고 생각해요?

S: 저는 상위권에 있다고 생각해요.

R: 스스로 그만큼 열심히 한다고 생각해요?

S: 네.

Excerpt 5, S8

S: 모의고사 보면서는 계속 일 등급 나왔어요.

R: 그럼 영어 자체에 대한 본인의 생각은 어때요?

S: 필요한 과목. 필요한 과목이라기보다는 필요한 언어. 필요한 것.

R: 왜 필요하다고 생각해요?

S: 저는 꿈이 세계로 나가는 거니까.

R: 세계로 나가서 뭐? 구체적으로.

S: 언론계.. 세계적인..

...

R: 그러면 지금 공부하고 있는 게 미래의 필요와 연관이 있는 거 같아요?

S: 네. 저는 연관이 없다고 생각하지 않아요. 이것도 궁극적으로 수능을 봐서 그 발판인 거고 수능 생각 안 하더라도 단어 외우고 깔끔하게 해석하는 것도 필요한 거 같아요.

...

R: 그리고 또 성적이 하는 만큼 나온다고 생각했었어요? 지금까지?

S: 네.

Excerpt 6, S10

R: 영어를 좋아한 특별한 계기 같은 게 있었을까요?

S: 영어는 이제 저희 일상 생활 속에 직접 쓸 수 있고 필요하니까 처음에는 저도 재미있었다기보다는 필요하다고 하니까 했는데 흥미가 점점 생기면서.

R: 누가 영어가 필요하다고 얘기한 거 같아요?

S: 그냥 주위에서도 그러고 저 스스로도 많이 살아오면서 생활 속에서 영어가 많이 이용되고 그러니까.

Excerpt 7, S1

R: 그러면 시험 못 보거나 그러면 부모님 많이 걱정하시는 편이에요?

S: (끄덕) 너는 미래에 어떻게 할거냐고, 영어 못하면 힘들텐데.

R: 어떻게 살거냐?

S: 그렇죠. 근데 그런 소리 들으면 오히려 더 더 힘들죠. 부담되고 다음 번엔 더욱 잘 받아야 하는데..

Excerpt 8, S2

R: 그러면 학생이 생각했을 때 영어를 좀 못하거나 좀 낮거나 하면 미래에 영향을 많이 미칠 거 같아요? 다른 것보다?

S: 네. 저랑 나이차이가 많이 나는 언니가 있어요. 많은 건 아닌데 성인이라서 언니가 조금. 엄마도 그렇고 아빠도 그렇고 언니도 그렇고 공부를 해야 된다고, 안 하면 후회한다고 후회한다는 마음이 들 수도 있다고 해놓으라고. 그런데 잘..

...

R: 그럼 학생 스스로 의지가 강한 것 같아요?

S: 아니요

Excerpt 9, S3

R: 그러면 그런 생각(영어가 미래에 중요하다)이 학생 공부할 때 좀 힘이 되는 편이에요? 스트레스가 되는 편이에요?

S: 스트레스.

...

R: 학생은 부모님이 그렇게 영어를 강조하시는 부분들이 이해가 되기는 해요?

S: 네. 이해는 되는데 그렇게 좋게 받아들여지지 않는 거 같아요.

Excerpt 10, S8

R: 그러면 특별히 막 영어공부가 막 힘들고 어렵다라고 느낀 적은 없었어요? 그만하고 싶다거나.

S: 음.

R: 없었구나?

S: 네.

R: 하던 대로 쪽 해왔던 거 같아요?

S: 네. 남들 다 하는데 내가 왜 못하겠어, 수능 영어는 딴 건 모르지만.

Excerpt 11, S7

R: 선생님이 스트레스 준다거나 영어 성적 떨어져서 스트레스 받고 그런 경험해 본 적 없어요?

S: 네.

R: 영어 공부 자체에 스트레스 안받았어요?

S: 네.

...

R: 그럼 학교에서 본 시험이나 수능대비위주의 공부 같은 건 어때요? 어렵다거나?

S: (학교에서) 딱히 공부를 안 해서 그냥 그런 것 같아요.

Excerpt 12, S4

R: 아, 왜요? 왜요? 어떤 것 때문에 (영어에 스트레스를 많이 받았어요)?

S: 제가 약간 외우는 게 좀 부족한데 영어라는 거 특성 자체가 과학이나 국어나 수학이나 이런 거처럼 달리 외우는 게 중점이 되어 되는 게 많으니까.

Excerpt 13, S10

R: 그럼 영어공부 하다가 하기 싫었던 경험, 너무 힘들다, 지루하다, 못하겠다, 한적은 없어요?

S: 네, 있죠. 이게 아시다시피 문법 자체가 우리나라랑 다르기 때문에 또 문법 같은 경우는 외워야 할 것도 많고.

Excerpt 14, S2

R: 그럼 영어 공부 해오면서 좀 힘들었던 점, 이걸 좀 혼자 하기 힘들었던, 이 점은 힘들다?

S: 그냥 제 의지인 거 같아요. 여러 가지 매체는 많은데 영어를 할 수 있는 기회도 많고 그거를 (사용할 의지가 없는 것 같아요).

Excerpt 15, S2

R: 그러면 영어를 못하면 미래에서 실패할거 같다거나 다른 친구들보다 못할 거 같다거나 그런 생각 해 본 적 있어요?

S: 네.

R: 다른 과목 보다 영어가 그게 더 심할까요?

S: 네.

R: 왜 그럴까요?

S: 장난 식으로 이런 말 같은 거 들었는데 수학을 못하면 대학을 못 가고 영어를 못하면 인생을 망한다는..

Excerpt 16, S4

R: 그러면 주변 친구들이나 학교 선생님이나 특별히 영어를 강조 하는 거 같아요?

S: 그게 저희 사이에 많이 저희 친구들끼리 하는 얘기가 대학을 가려면 수학을 해야 하고 인생을 살려면 영어를 해야 한다 이런 식으로 항상 주위에서..

Excerpt 17, S2

R: 학원의 어떤 점이 도움이 됐어요?

S: 혼자 하면 스트레스 받을 때 안 하면 그냥 마는 건데 학원에서는 억지로라도 시켜주니까.

R: 그렇구나. 그게 스트레스 받거나 싫지는 않았어요? 억지로 하는 게?

S: 스트레스 받아서 집 가서 울기도 했는데 그래도 결론은 (시험 성적은) 잘나왔으니까 (괜찮아요).

Excerpt 18, S9

R: 그러면 학원을 중간에 안 다니고 싶다 그런 생각 해보진 않았어요?

S: 한번도 안 해봤어요.

R: 왜였을까요? 학원공부가 힘들었어도 다녀야 하는 이유는 뭐였을까요?

S: 이거(학원에서 시키는 것)를 해야지 내 미래에 도움이 되고.

Excerpt 19, S9

R: 그럼 그 정도 했을 때 본인이 원하는 성적이 나오는 편이에요?

S: 네. 성적은 나오는데 그게 진짜 재미 있게 해서 나오는 게 아니라 나는 대학을 가야 되고 수능을 잘 봐야 되니까, 그래서 어쩔 수 없이 공부를 한다. 이래서 공부해서 성적이 나오는 거지 그냥 등급이 1등급이 나왔을 때 그 성취감만 보고 공부를 하는 거니까.

R: 영어 자체에 대한 흥미는 없어요?

S: 없어요.

Excerpt 20, S6

R: 중고등학교 때는 특별하게 그런 거(재미있는 경험) 없었고?

S: 학교에서 배우는 건데 한국어하고 영어하고 같이 섞어서 하는데 어떻게 즐거울 수 가 있겠어요?

R: 그럼 어떤 마음으로, 재미가 없으면 사실 하기 싫거나 어려울 수 도 있잖아요. 어떻게 했어요?

S: 어 영어가... 어떤 마음으로 했었지?

R: 그냥 했던 거 같아요?

S: 생각 없이 한 거 맞아요. 생각 없이 한 건 맞는 거 같은데.

...

S: 저도 그렇게 생각해 본 적이 많아요. 압박을 많이 받는 편이에요. 영어가 중요하다, 영어를 해야 한다, 영어가 많이 쓰인다, 요런 말 계속 들으니까 그렇게 영어가 중요한가 이런 생각을 해요.

Excerpt 21, S5

R: 영어공부 하다 보면 하기 싫어지거나 보기 싫다, 책 덮고 싶다, 그런 적 없었어요?

S: 그냥 가끔은 한번씩은 있는데 이제 참고 하죠.

...

R: 그럼 그래도 참고한다고 했는데 왜 참고 해요?

S: 여기서 포기하면 더 나아갈 수가 없으니까 끝까지 해야죠.

Excerpt 22, S10

R: 그럼 그럴 땐 공부를 좀 접어두는 편이에요, 아니면 그래도 해야지, 하고 계속 하는 편이에요?

S: 저는 계속 하는 편이에요.

R: 그럼 힘들 때 어떤 생각 하면서 아 해야지 라고 생각하게 되요?

S: 이제 미래를 위해서 끝까지 하면 좋게 보답 받을 수 있다 이런 생각으로.

Excerpt 23, S1

R: (동기를 잃었을 때) 어떤 마음을 먹고 다시 공부를 하게 됐어요?

S: 시험을 못 보면 엄마한테 부모님한테 혼나니까 그래도 해야 된다.

...

R: 그러면 그러한 (영어가 미래에 중요하다) 말을 들었을 때 별이가 공부하는데 영향을 많이 미쳐요?

S: 네. 그런 말 들으면 역시 공부를 하라고 하는 거니까 하려고 하는데 마음 같아서는 하기 싫죠.

Excerpt 24, S2

R: 그 때 그래도 참고 하자 라고 생각하는 이유는 뭘까요?

S: 제가 나중에 후회하잖아요. 안 하면 후회하는 것도 무서운데 지금 또 하기는 싫고 그사이에..

R: 머리로는 알겠는데 막상 하기는 싫은 거예요?

S: 네네.

국 문 초 록

학습자의 동기는 제2언어학습 관련 연구에서 많은 관심을 받아온 주제이다. 이와 더불어, 학습을 지속하고 싶지 않다고 느끼게 되고, 그로 인해 실제로 학습 행동의 감소까지 유발하는 탈동기 현상도 최근 들어 많이 연구되고 있다. 그러나 많은 선행연구들이 단순히 탈동기를 일으키는 요소를 찾는 데 집중하고 있고 탈동기 현상의 다양한 양상을 심도 있게 관찰한 연구는 극히 드문 상황이다.

따라서, 본 연구는 혼합 연구 방법을 사용하여 한국 학생들의 영어 학습에서의 탈동기 경험을 제2언어 동기적 자아 체계 관점에서 관찰함으로써 탈동기 현상에 대한 이해를 넓히고자 한다. 연구 질문은 다음과 같다. (1) 한국 중·고등학생들이 영어 학습을 할 때 갖는 이상적 혹은 필연적 자아는 어떠한가? (2) 한국 중·고등학생들 영어 학습을 할 때 겪는 탈동기 양상은 어떠한가? (3) 중·고등학생들의 영어 학습에서의 탈동기 경험과 제2언어 동기적 자아와의 상관관계는 어떠한가?

본 연구에는 총 382명(중학교 2학년 163명, 고등학교 2학년 219명)이 참여하여 그들의 제2언어 동기적 자아와 탈동기 정도 및 유발 요인을 묻는 설문지에 응답하였고, 그 중 10명(중학생 4명, 고등학생 6명)이 추가 인터뷰에 응하였다. 각각의 데이터는 SPSS와 NVivo 프로그램을 통해 양적, 질적으로 분석되었다.

연구 결과에 따르면, 학생들의 영어 학습에서의 탈동기 정도는 그들의 이상적 및 필연적 2언어 자아와 부적 상관관계를 보였는데 이는 학습자가 이상적 자아나 필연적 자아를 강하게 가질수록 탈동기 현상을 적게 경험한다는

것을 의미한다. 이상적 자아를 가질 때 탈동기 현상을 적게 경험하는 것은 기존 연구 결과와 동일하나, 필연적 자아를 가진 학생이 탈동기 현상을 적게 경험한다는 것은 이 연구의 특징적인 결과였다. 이것은 영어 학습에 흥미를 잃거나 하기 힘들다고 생각하는 것 자체가 반드시 학습 행동의 저하를 동반하지는 않는다는, 기존의 탈동기 현상에 대한 정의에 상충되는 인터뷰 결과로 설명할 수 있다. 이는 또한 탈동기 경험이 영어 학습 행동과는 아무런 상관관계가 없다는 통계적 결과와도 일치한다.

따라서 학습자의 영어 학습 성취를 결정지을 수 있는 것은 탈동기 경험의 유·무보다 그런 상황에서 다시 동기를 되찾고 학습을 지속하게 되는 재동기화이며, 필연적 자아를 가진 학생보다 이상적 자아를 가진 학생이 재동기화되는 경향이 높다는 결과를 도출하였다. 탈동기 경험 자체가 실제 영어 학습 행동과 일관적인 상관관계가 없기 때문에 결과적으로 영어 학습 성취와 연결될 수 없지만, 학습자들이 어려움을 느낄 때도 계속해서 영어 학습을 지속해 나갈 수 있는 요소를 찾고 실제로 지속하게 되는 것은 그들의 영어 학습 성취를 보장해 줄 수 있다는 것이다.

이러한 결과를 바탕으로 본 연구는 한국 중·고등학생들의 탈동기 현상에 대해 제2언어 동기적 자아 체계의 관점에서 더 나은 이해를 제공했다고 기대되며 다음과 같은 시사점을 준다. 영어 교사들은 제2언어 동기적 자아 체계를 인지하고 각 학생의 필요에 맞는 이상적이고 긍정적인 영어 학습 목표를 제시하여 학생들이 이상적 제2언어 자아를 가질 수 있도록 도와주어야 할 것이다. 또한 학습자들에게 탈동기 현상이 영어 학습 과정에서 일정 부분 겪을 수밖에 없는 경험임을 인지시켜 주고, 그러한 상황에서 학습을 포기하지 않고 다시 동기를 찾아 영어 학습을 지속해 나가는 것이 더 중요한 요소임을

안내해 주어야 하겠다. 더불어, 이러한 재동기화에 대한 학문적 후속 연구도 필요하다고 하겠다.

주요어: 제2언어 동기, 제2언어 동기적 자아 체계, 탈동기(화), 재동기(화),
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