An Exploration of the L2 Motivation of Korean University Students

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Abstract

What motivates people to study language is a complex question. This study is an exploration of the motivation to learn English of a group of students at a women's university in Seoul, South Korea. English is highly valued in Korean society and Korean students devote many hours to studying English. These facts provide a rich backdrop for this study.

Both quantitative and qualitative data were collected. A questionnaire was used to provide background information and to contextualise two rounds of semi-structured interviews. The data was interpreted by applying the L2 Motivational Self System (Dörnyei, 2005, 2009), of which two of its components, the ideal L2 self and the ought-to L2 self, provided a number of insights.

The findings suggest that certain characteristics of Korean culture and society have a significant effect on English language learners' processes of goal formulation, learning behaviours and learning outcomes. For example, it was found that English is a form of cultural and linguistic capital (Bourdieu, 1977, 1984) in Korea, which has several important implications.

This study attempts to address a dearth in qualitative research in the domain of L2 motivation in the Korean context and aims to further our understanding in this field.

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Content

Chapter One: Introduction

1.1 Background to the study

Throughout my time as an English language teacher in South Korea (hereafter, "Korea") I have observed two particular phenomena which have seemed to be somewhat contradictory. Firstly, many Korean students have a goal of becoming a fluent English speaker. Secondly, students' motivation to study English seems highly variable and, in many cases, their learning behaviours do not appear to be consistent with their expressed goal of improving their English. Thus, I have long been curious of the processes by which students set English learning goals and what drives their learning behaviours to achieve them. Of the many possible factors that may contribute to the gap I have perceived between students' learning goals and learning behaviours, I have speculated that certain Korean-specific societal factors might play a role. Korean people tend to place great emphasis on English proficiency, and students are expected to devote vast amounts of time to studying English, and this prompted me to wonder to what extent societal systems and attitudes influence individual learner's goals, motivation and achievement. It is these broad questions that formed the basis for this study.

1.2 Formulating the problem

In the early stages of this study it became clear that L2 learning motivation was the most salient issue, given the interest I've described, as it encapsulates two key areas of relevance: L2 goal formulation and L2 goal achievement. Because I had a sense that the educational and social environments would be important to the study, it was decided that significant focus would be given to the Korean educational system and societal norms and attitudes, and that L2 motivation would be explored in relation to these.

1.3 Aims of the study

The primary purpose of the study is to explore the L2 motivation of Korean students engaged with English as a second language, and to investigate the relationship between the students' language learning goals, their overall motivation and their educational and social contexts. It was observed that there is a relative dearth of qualitative studies in the area of L2 learning

motivation in the Korean context, and it was hoped that this study would start to address this research gap. There was also a personal aim of this study. From a pragmatic point of view, I hoped that exploring these questions might offer insights that would allow me to improve my teaching practices.

1.4 Research design

This study began with a flexible approach in regard to selecting a theoretical framework of L2 learning motivation. It was decided early that the study would be a mixed method design, and that the data collection phase would consist of a quantitative questionnaire administered to a large number of tertiary students, and two rounds of one-on-one semi-structured interviews. As planned, the questionnaire went ahead, and seven individuals participated in the first round of interviews, and four in the second. From a preliminary analysis of the questionnaire and interview data and a concurrent review of L2 motivation literature, it emerged that Dörnyei's L2 Motivational Self System (hereafter, the L2MSS) (Dörnyei, 2005, 2009), was particularly suited to explore the research problem, and was therefore adopted as the main theoretical framework of this study. Specifically, the construct of the *ought-to L2 self*, one of the three main components of the L2MSS, seemed to offer significant descriptive potential when applied to the relationship between the participants' language learning goals, their behaviours and their educational and societal context.

1.5 The research context

This study was carried out at a women's university in Seoul, South Korea. Tertiary institutions in Korea are divided into two-year vocational colleges and four-year universities, and although the institution at which the research was conducted was reclassified as a university in 2012, it can be most accurately compared to a vocational college or a polytechnic (by New Zealand standards). A majority of the institution's approximately 6000 students study towards 2 or 3-year associate bachelor's degrees and major in a wide range of subjects, although some students take 4-year bachelor's degree courses.

1.6 Overview of thesis

There are seven chapters in this thesis. Following this introduction, an overview of the Korean context will be presented. Certain aspects of Korean history, culture and society are highly pertinent to this study and it was therefore judged that a dedicated chapter was merited. Chapter three reviews a range of relevant literature. Its two subsections review, firstly, the main existing theoretical approaches to L2 motivation, and secondly, a number of studies that have utilised the L2MSS to study the L2 motivation of Korean learners of English. This chapter concludes by highlighting a number of research gaps and presenting the research questions. Chapter four describes the methodological approach, instruments and data analysis procedures used in this study. Firstly, it will explain the decision to take a mixed method approach, and then will describe and justify the instruments and processes used for data collection. Chapter five presents the key findings of the research data, both of the questionnaire and the of the interviews. Chapter six presents a detailed analysis of the research findings, particularly discussed in relation to relevant literature and previous studies. The final chapter concludes the study by revisiting the research questions, highlighting some implications of the study, pointing out some limitations and offering some suggestions for future research. Lastly, some final thoughts and reflections will be presented.

Chapter Two: The Korean Context

2.1 Introduction

Education has a very important place in Korean society. In the introduction to his book, *Education fever: Society, politics, and the pursuit of schooling in South Korea*, Seth (2002) succinctly summarises the importance of education in South Korea:

> Education is a national obsession in South Korea. Everywhere there are "cram schools", where elementary, middle, and high school students study late in the evening and on weekends. […] Real estate prices depend as much on the reputation of local schools as on the inherent desirability of the location or the quality of housing. South Korean families invest heavily in the education of their children, and children and young adults spend a huge portion of their time studying and preparing for examinations. Education pops up in conversation often, and the success of a son, daughter, or grandchild at entering a "good" school is a source of great pride (Seth, 2002, p. 1).

As this quote illustrates, education is all-important in South Korea and permeates many aspects of society. Of course, education is important in many societies, however the Korean approach to education, and the quest to become "educated", have many distinctive characteristics. The aim of this chapter is to present several of these distinctive characteristics in order to illustrate how certain Korean-specific social and cultural factors shape learners' attitudes, experiences and ultimately their motivations as English language learners. This in fact, is itself a major theme of this study. Understanding these various historical, cultural and social facets of Korea will help give the reader some context on both the individual level of the participants, but also on a broader level that includes various structural aspects of Korean society.

This chapter will begin with a brief overview of the historical influences on education in Korea. The sections that follow explain several aspects of Korean society which will be discussed later in this study in reference to the attitudes and experiences of the participants. An overview of the university admissions process will be presented, followed by a section that discusses the notion of *university prestige*. The following three sections focus on the place of English in Korea. First, the importance of English particularly in the labour market, will be discussed. The

next section will explain the Test of English for International Communication. And finally, a brief outline of current pedagogical approaches to English teaching will be given.

2.2 Historical background of the importance of education and social status in Korea

The importance of education in Korea has its roots in the national historical and cultural heritage. Confucianism has had a strong influence on Korea, beginning with the Goryeo dynasty (918 CE – 1392 CE), and then in the form of Neo-Confucianism during the Joseon dynasty (1295 CE– 1910 CE). Confucian thought prizes such intellectual pursuits as literature, philosophy, and ethics, and those individuals learned in this tradition were seen as influential members in pre-modern Korean society. Thus, education was a way to achieve social status and political power. A theme of Confucian thought is the emphasis on merit, and in 958 CE Goryeo established the civil service examination (modelled on that of China), which in theory, if not in practice, would allow almost any Korean male to rise to a position of high office. Such positions came with social status, privilege, and power, and were therefore the ambition of many Korean males (Seth, 2002). This emphasis on merit persists to this day in the national psyche, and education is seen as a way for individuals to increase their social mobility (Seth, 2002; Park 2009), although few Korean people today would claim modern day Korea is a purely merit-based society, as charges of political and corporate nepotism are the basis for frequent and recurring social issues. Thus, modern day Korea demonstrates aspects of both the egalitarian ideal of a merit-based, socially mobile society, and of the nation's traditional preoccupation with rank and status (Seth, 2002).

2.3 The university admissions process and the College Scholastic Ability Test

Seth (2002) states that the Korean education system cannot be understood without comprehending the centrality of the College Scholastic Ability Test (hereafter, "the CSAT"). He posits that "South Korea has become the most exam-obsessed culture in the world" (p. 5). In the third and final year of high school, during the month of November, almost all Korean high school students take the CSAT. A student's scores on this test are the major determinant of which tertiary institution they may attend, and of which majors they may apply for (Moodie & Nam, 2016). The importance of this test to a student's life cannot be understated: Kim (2006)

explains that “the CSAT, which is administered once a year, has an enormous effect on Grade 12 students’ long-term social and academic life” (p. 167), and as Seth (2002) points out, high school students spend most of their waking time preparing for this test. Song (2012, p. 33) goes as far as to state “it is not unfair to say that South Korean students prepare for [the CSAT] even before entering primary school”.

A high score on the CSAT may mean a student will be able to be admitted into a prestigious four-year university, thus creating opportunities for upward social mobility (Seth, 2002), while a low score may limit a student to a two-year vocational college (Kim, 2010). Seth succinctly highlighted the relationship of status, education and the CSAT: “If the main purpose of South Korean education has been status, then it has been these entrance examinations that have been the key mechanism in that process” (Seth, 2002, p. 140). This emphasis on prestige and status will be a major theme of this study and will be discussed later.

2.4 The notion of ‘university prestige’

The highest goal of many Korean high school students is to attend a prestigious university, particularly one of the top three ranked universities, commonly referred to as the ‘SKY’ universities, (“SKY” being an acronym for Seoul National University, Korea University and Yonsei University) (Cho & Yoon, 2012; Kim & Lee, 2006).

In Korea (as well as other East Asian countries), it is widely believed that graduating from a prestigious university will lead to high-paying job (Cho & Yoon, 2012; Kim & Lee, 2006) and greater social mobility (Lee & Brinton, 1996). Many graduates from the SKY universities take advantage of alumni networks and other insider connection to be employed by Korea’s *chaebols*, large multinational conglomerates such as Samsung and Hyundai (Jang, 2004; Kim, Kim, Jaquette & Bastedo, 2014), and thus enjoy a starting salary many times the national average, job stability, and a certain degree of social status.

Lee and Brinton (1996) have argued that the system of university prestige has contributed to the stratification of Korean society. Kim (2006) also refers to this stratification with the coinage of the term *hakbul,* which he defines this as “the stratification of society based on an individual’s university degree” (p. 166). Others have used the term *degreeocracy* to refer to this phenomenon (Zeng, 1995, Kim, 2010), and elsewhere Kim (2010) has described it as

educational credentialism. In a 2001 paper, Kim demonstrated how hakbul functions much like the Indian caste system, in that it divides people into a hierarchy of social classes, the difference being that the Korean version is based on academic qualifications and credentials rather than birthright.

At the upper levels of this social hierarchy are those with a higher degree from a SKY university who are employed by one of Korea's chaebol companies. Conversely, at the lower levels are those with no university degree, who correspondingly have limited career and employment prospects. From an anecdotal point of view the author has observed that this view of Korean society largely corresponds to reality, however there also seems to be some emerging evidence that such traditional social structures are slowly being eroded and reshaped by changes in the labour market and social values and norms.

This university entrance system in South Korea is highly competitive, and each year over 500,000 high-school graduates compete to enter their universities of choice. This competitiveness feeds back into the pre-university years of high school and the CSAT. The promise of attending a prestigious university, amplified by the selectivity of the application process, creates a situation in which the CSAT is an extremely high-stakes event in most Korean students' lives (Seth, 2002). The stress and pressures associated with this are so severe that, in extreme cases, they have been linked to depression and suicide (Ahn & Baek, 2012; Wang 2013).

2.5 The place of English in Korea

Although Korea has been described as an "ethnolinguistically homogeneous" society (Lambert, 1999), English has a prominent place in Korean society, and operates as a symbol of modernity (Lee, 2006), as well as one of competence, success and socio-economic status (Choi, 2007).

The role of English in Korea began to grow from the conclusion of the Korean War (1950 – 53). As a result of the Korean War, South Korea, recently liberated from Japan, its hitherto main cultural influence, fell firmly under the U.S. sphere of influence (Kwon, 2002). In the 1980s, as Korea's profile on the global stage was growing and the nation adopted a broad drive for globalization (Shim & Park, 2008), Korea hosted the 1986 Asian Games and the 1988 Olympic

Games, and the government began to encourage its citizens to become more proficient in English (Shim & Park, 2008). In 1997, the government developed the seventh National Education Curriculum (NEC), which included a number of policies regarding English education that remain influential in Korea today. English became a compulsory school subject starting in the third grade of elementary school, and the English Program in Korean (EPIK) was established to employ native English speakers in public schools (Chung & Choi, 2016). The seventh NEC also allowed universities to diversify their admissions programs, and many universities positioned English as an important admission criterion. Some began granting automatic admission to students who excelled in English (Choi, 2006). These changes set off an expansion of private English education (Chung & Choi, 2016).

Today, a student's English language score makes up close to 20% of their total score on the CSAT (Moodie & Nam, 2016), making English an important aspect of the university admissions process. High English language scores on standardised tests such as the Test of English for International Communication (TOEIC) and TOEFL (originally called the Test of English as a Foreign Language) are often requirements for university admission (and sometimes graduation), as well as for job or promotion applications (Shim & Park, 2008). In one study (Choi, 2002) it was shown that over 90% of employees in large manufacturing and exporting companies are regularly tested on their English abilities, although only a small number of these employees used English in their jobs. Research from Park and Jung (2006) also found that English is used in a relatively small number of industries and occupations in Korea. Shim and Park (2008) point out that even if English is more of an "index of an ideal employee in the global economy" (p. 148) than a skill needed to complete work tasks, it has a vital gatekeeping function, the influence of which is felt throughout the whole Korean education system.

In an article that references the title of Seth's 2002 book quoted at the beginning of this chapter, Park (2009) discusses the phenomenon of *English fever* (a term coined by Krashen in 2003) in South Korea. He describes some of the extremes Korean students (and their parents) will go to in order to learn English, reporting that "children as young as five years as well as school-age students are studying English until late at night in tens of thousands of cramming schools" (p. 50). Park also mentions the large sums of money families spend on English language education, in terms of private cram schooling and tutoring, and also the increasingly frequent trend of parents sending their children abroad to learn English.

Still, the value of English in Korean society goes beyond education and career prospects and success. As noted by Choi (2007), it possesses strong symbolic power of competence, success and social status. Zeng (1995) observed how Korean people have tended to equate English with what they believed to be the affluent lifestyle of the west, and Shim and Park (2008) noted how English was seen as a language spoken by the rich and powerful in Korea. As earlier explained in this chapter, educated people in Korea receive a certain amount of respect, and English proficiency may be seen as an extension of this. Indeed, Park and Abelmann (2004) had earlier observed that English had become a "class marker" in Korean society.

2.6 The Test of English for International Communication

The Test of English for International Communication is a widely used test of English proficiency in Korea (as well as other countries). There are three different TOEIC tests; the Reading and Listening Test, the Speaking Test and the Writing Test. In Korea, by far the most important of the three is the Reading and Listening test. The TOEIC Reading and Listening test is discussed at length throughout this study and hereafter will be referred to as "The TOEIC test" (likewise, "TOEIC score" will refer to a score on the TOEIC Reading and Listening test). Many companies and universities use an applicant's TOEIC score as a criterion by which to judge their application (Park, 2011), and some universities require students to have a certain TOEIC score in order to graduate (Park, 2011), though this practice has been reduced in recent years. A whole industry has sprung up around preparation for the TOEIC test, and there are many private academies (often described as 'cram schools') that focus solely on preparing students for the TOEIC test.

Two issues with the TOEIC test should be noted here. Firstly, it is widely perceived in Korea that a high TOIEC score does not reflect communicative competence (Park, 2011). At first glance, this may not be surprising, as the aims of the TOEIC Reading and Listening Test is to measure "the everyday English listening and reading skills needed to work in an international environment" (ETS TOEIC Listening and Reading Test Website, n. d.), not to assess communicative competence. Still, as Park (2009) notes, Korea learners are acutely aware of the lack of correlation between their TOEIC score and their communicative competence. He goes on to suggest there is an ideological aspect to what he has previously referred as *self-deprecation*, a Korean-specific cultural phenomenon whereby "Koreans view themselves as

'bad speakers of English' who are unable to speak English well despite many years of investment in learning the language" (Park, 2011, p. 451). To illustrate this point, Park (2011) discusses a widespread stereotype of Korean speakers of English:

> The image of the Korean who is unable to speak a word upon meeting an English-speaking foreigner, despite having learned English in school and private study for over ten years, is a staple of numerous tales, anecdotes, jokes, and media reports, and is frequently invoked as a main cause for Korea's weak economic influence in international relations and a major stumbling block to the country's globalization (p. 451).

The second issue, essentially an extension of the first, is the belief that a high TOEIC score is relatively easy to obtain, if only a student is prepared to invest enough time (and to a lesser extent, money, by way of private academy fees). This has a created a situation where large numbers of Korean people have high TOEIC scores, yet, referring back to the first issue mentioned above, do not possess commensurate communicative abilities. Hwang (as cited in Park, 2011) observes:

> It is possible to get a high score of 800 - 900 if one studies for a certain period of time at a cram school which provides specialized training. … The speaking skills actually needed by corporations cannot be acquired by preparing for TOEIC, which focuses on listening and reading (p. 450)

Gwon and Heo (as cited in Park, 2011) also echo this point, and quote an HR executive at large Korean company saying, "unlike 5, 6 years ago when there were only a few candidates with scores of 900 and above, nowadays there are so many high scorers that TOEIC scores are becoming meaningless" (p. 449).

These two beliefs associated with the TOEIC test have important implications for English teaching and learning in Korea, as well as for this study. The washback effect (Alderson & Wall, 1993), colloquially known as "teaching to the test" refers the to process and impact of language assessment on teaching and learning practices. Despite a period of backlash against the value of the TOEIC test as a reliable means of assessing English abilities in the mid-2000s, the test is still an important part of the English teaching and learning landscape in Korea, and while a focussed analysis of the washback effect is outside the scope of this study, it's

important to note the role that it plays in shaping the teaching and learning experiences of students of English in Korea.

2.7 Current pedagogical approaches to English teaching

Traditionally, language pedagogy in Korea has emphasised the grammar-translation method, memorization, and language drills. (Shin, 2012; Moodie & Nam, 2016). Ho, Peng, and Chan, (2001) point out that such pedagogical approaches are common in Confucian-heritage educational systems. In the more recent past, English education in the Sixth National Curriculum (1992 – 1997) was generally based on the notional-function approach (Lee, 2012). In contrast, the Seventh National Curriculum (1997 – present) made significant changes to pedagogical approaches to English education. It redefined both the aims and the methods of English education by making communicative competence a main objective, and communicative language teaching (CLT) the main classroom methodological approach (Moodie & Nam, 2016). The Seventh National Curriculum also emphasised English as the main language of instruction.

However, classroom realities are still quite different from the polices outlined in the Seventh National Curriculum. Several studies have suggested that English language teachers in Korea, who are usually non-native speakers of English, often lack the proficiency to teach using English and to adopt CLT-based teaching strategies (Ahn, 2008; Kim, 2008, 2011). In an article titled *It can't be done*, Shin (2012) described how even those teachers who are highly proficient in English found it difficult due to institutional constraints, school culture, and resistance to new teaching approaches by students used to traditional methodologies. Shin also highlighted pragmatic issues such as large class sizes, time constraints, and the fact that students struggle to understand classes taught in English. As one of the teachers who participated in her study pointed out, these concerns made it difficult to teach classes in Korean, let alone English. At high school, the washback effect from the CSAT partly shapes the learning goals of students, who expect classes to focus on the grammar, vocabulary and reading and listening comprehension skills required by the test (Yook, 2010). As a result of these factors, teachers often fall back on traditional, teacher-centred methods of English language instruction that emphasise memorization, and repetition and drilling.

2.8 The Korean context and motivation

The following chapter presents a review of relevant literature centred around the theme of second language acquisition (SLA) motivation. The chapter will discuss the major SLA motivational theoretical frameworks, as well as present research that has been conducted within the Korean context. Rueda and Moll (1994) made the point that motivation is "located not solely within individuals, but within "systems" of activities involving other persons, environments, resources, and goals" and that it is therefore "context-specific" (p. 132). A language learner's attitudes and experiences cannot be divorced from the various "systems of activities" in which they participate. This study highlights how the participants' social and cultural contexts were more than a just backdrop to their individual processes of language learning, but rather played a major role in actively shaping their motivation to learn English. Having outlined various pertinent aspects of Korean society which will be returned to later in this study, the literature review now follows.

Chapter Three: Literature Review

3.1. Introduction

Motivation is a seen as a key aspect of second language acquisition (SLA) and it is a significant field of study (Ellis, 1994). The word *motivation* is not a technical term and there is no there is no agreement on a precise and clear-cut definition (Oxford & Shearin, 1994). Dörnyei observes that "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept" (p. 117). Dörnyei, Csizér, and Németh (2006) relate this lack of agreement to the ambitious aims of research into motivation, stating that such research intends "to explain nothing less than the reasons for human behaviour" (p. 9). Research into motivation has its roots in psychology, but crosses many different fields and disciplines, and has been theorized in many different ways. From its outset, this study adopted an exploratory approach to the area of L2 motivation, and in the search for a suitable theoretical framework a wide range of literature was reviewed. Based on this review, Dörnyei's L2 Motivational Self System (2005, 2009) emerged as the best-suited theoretical framework to analyse and interpret the findings. The main goal of this chapter is to justify and explain this decision.

This chapter will begin by laying out the evolution of motivational SLA theories, and discuss some of the main contemporary models of SLA motivation. Then, an overview of L2 learning motivation research in the Korean context will be presented, followed by a brief summary of the chapter.

3.2. Searching for a suitable theoretical framework

Dörnyei (2005) suggested that research into L2 motivation had progressed through three main theoretical phases: the socio-educational period, the cognitive-situated period and the process-oriented approach. Though many of the earlier theoretical frameworks have been expanded upon or even superseded, they remain relevant today as they continue to influence modern approaches to understanding L2 motivation.

In 1972 Gardner and Lambert published their highly influential book *Attitudes and Motivation in Second Language Learning* in which they set forth their socio-educational theory of motivation. This model drew a distinction between *integrative motivation* and *instrumental motivation*. Integrative motivation refers to the desire for an individual to interact and integrate with a target community. Instrumental motivation refers to practical reasons for learning a language, such as applying for a job. The socio-education model of motivation, with its constructs of integrative and instrumental motivation has had a profound effect on the field of motivation and second language acquisition (Gardner 1988; Dörnyei, 2001). Despite the enduring influence this model, many modern theorists, such as Pavlenko (2002) and Coetzee-Van Rooy (2006) argue that intergrativeness offers only a limited account of motivation, and a more comprehensive understanding can be achieved by exploring language learners' identities and how those identities interact with the larger social world.

An important distinction made in the psychological literature on motivation, for example, by Deci & Ryan (1985) and their self-determination theory is that of *intrinsic motivation* and *extrinsic motivation*. Intrinsic motivation refers to reasons for doing an activity based on inherent satisfaction or pleasure. Applied to the field of SLA, a student who studies English for the sheer pleasure of the pursuit would be an example of intrinsic motivation. Extrinsic motivation refers to doing an activity based on external factors such as getting a reward or avoiding a punishment. A language student who studies English in order to pass a university entrance exam is an example of an extrinsically motivated activity. There have since been several studies that have applied the intrinsic/extrinsic motivation distinction to the field of motivation in SLA, such as by Noels, Clement & Pelletier (1999, 2001). In the first of these two studies, the researchers found that language learning environments which allowed greater learner autonomy correlated with stronger feelings of intrinsic motivation, which in turn correlated with more positive language learning outcomes. As will be discussed later in this study, extrinsic motivational factors play a significant role for English language learners in the Korean context.

Gardner & Lambert's socio-educational model remained the dominant motivational theory in the field of SLA motivation until the 1990s, which was a period of increased focus in the field. A number of researchers critiqued Gardner & Lambert's model and attempted to expand the scope of motivational theories, such as Crookes and Schmidt (1991), Oxford and Shearin (1994)

and Dörnyei (1994, 1997). Many of the theoretical developments of this period were influenced by the 'cognitive revolution' taking place in mainstream psychology (Dörnyei, 2005), as the focus shifted from external processes to internal processes. Two significant motivational theories developed during this period were the process model of motivation (Dörnyei & Otto, 1998) and Dörnyei's L2 Motivational Self System (L2MSS) (Dörnyei 2005, 2009). In part inspired by a dissatisfaction with the concept of intergrativeness (Dörnyei, 2005, 2009), the L2MSS drew upon the field of psychology, notably Markus and Nurius's (1986) concept of *possible selves,* and Higgins's (1987) *self-discrepancy theory*. Following Markus and Nurius, a possible self is an individual's mental representation of who they may become in the future. Markus and Nurius posit three different forms of these possible selves; the *ideal self*, who they would like to become, the *ought-to self*, who they feel they should become based on externally imposed obligations and expectations, and the *feared self*, who they are afraid of becoming. At times an individuals' ideal and ought-to selves may be in concordance, at others, they may diverge significantly, or even be in conflict. Following Higgins's (1987) self-discrepancy theory, individuals experience negative emotions due to the perceived gap between their actual self (how they view themselves) and their ideal or ought-to self. Therefore, individuals will take actions they believe will reduce this gap (Higgins, 1987). One important distinction should be pointed out here, whereas Higgins believed an individual would have a single representation of their ideal and ought-to selves, Markus and Nurius believed an individual would have multiple possible self images. By applying the possible selves model and self-discrepancy theory to the field of L2 motivation, Dörnyei proposed the constructs of the *ideal L2 self* and the *ought-to L2 self* (Dörnyei 2005, 2009). An ideal L2 self is an individual's mental representation of the target language user they would like to become in the future. A language learner with a strongly formed ideal L2 self might imagine themselves speaking an L2 fluently at work or with friends of other nationalities. An ought-to L2 self is a representation of the target language user an individual feels they should become, and is thus governed by external factors and forces, such as parental or societal expectations. The distinction between intrinsic and extrinsic is reflected in the distinction between the ideal L2 self and the ought-to L2 self. Along with the ideal L2 self and the ought-to L2 self, Dörnyei adds a third component to the L2MSS; the L2 learning experience, which is concerned with how a student's language learning experiences shape their language learning motivation, and includes factors such as learning environments and teachers.

The L2MSS has been very influential in the field of L2 motivation and has provided the theoretical framework for many studies since its introduction (Dörnyei, 2009, 2014), some of which aimed to verify the model while others offered expansions (such as the anti-ought-to L2 self [Thompson, 2017] and the rooted-L2 self [MacIntyre, Baker and Sparling, 2017]).

Many of the early studies focusing on the L2MSS were quantitative studies, conducted by administering Likert-scale based questionnaires to participants. One significant such study was conducted by Csizér & Dörnyei (2005) of 8,593 13- and 14-year-old Hungarian students (the same cohort as their slightly earlier study [2005a]). They found that the most motivated learners had more clearly formed ideal L2 selves and also demonstrated higher levels of interest in learning foreign languages. They also found that positive attitudes towards an L2 community were more significantly correlated with motivation to learn a language than were instrumental factors. Ryan (2009), inspired by the aforementioned studies, also used quantitative methods to investigate motivational attitudes of 2397 Japanese high school and university learners of English. He found that motivated learning behaviours were more effectively explained by a learner's ideal L2 self than the more traditional concept of intergrativeness. The cohort with the most strongly formed L2 selves were those who elected to study English at university, as opposed to those who were studying English as a compulsory subject at university, or at high school. This group also reported the strongest intentions to learn English. Overall, these findings reinforce the link between a learner's ideal L2 self and motivated language learning behaviours.

Such quantitative studies, along with others (such as Taguchi, Magid & Papi [2009], who conducted a comparative study of Japanese, Chinese, Iranian and Hungarian learners) provide empirical support for the validity of the L2MSS. However, these studies conceptualise motivation as a quantitative construct that can be measured across large groups of people. Consequently, quantitative approaches are unable to focus on learners on an individual level, and do not consider the attitudes, beliefs and experiences of individual language learners. Proponents of qualitative research would say that a language learner's motivation is complex and nuanced, and it is impossible to fully understand without focusing on the level of the individual.

The latter half of the 1990s saw the development of sociocultural approaches to second language acquisition (Norton & Toohey, 2001), many of which were manifestations of poststructuralist thought (Pavlenko, 2002; Norton, 2014). Such approaches represent a shift away from psychological frameworks and instead focus on how language learners relate to the social world. Block termed this shift *the social turn,* which is also the title of his 2003 book (Block, 2003). Norton's seminal study in 1995 of immigrant women in Canada, in particular, challenged the notion of the 'good language learner' and suggested that language learners are not uni-dimensional and subject to binaries such as motivated/unmotivated, but rather have identities that are multiple, changing, and often sites of struggle. Norton conceived language as a social activity, and therefore proposed that whenever an individual uses language, they engage in a process of identity construction and negotiation (Peirce, 1995; Norton, 1997; Norton, 2000; Norton, 2013). Norton also discusses the roles of power relations in language learning and use, and how these dynamics interact with identity to support or hinder learners' engagement with the L2 as a form of negotiation for legitimacy. For example, participant in her 1995 study, Martina, rejected the identity of 'immigrant woman' imposed upon her by co-workers by renegotiating her identity and 'claiming the right to speak' (Peirce, 1995).

Identity has become a key concept in sociocultural approaches to SLA (Block, 2007) and has inspired a significant body of research, such as Toohey (2000), Pavlenko and Blackledge (2004), Block (2007), and Kramsch (2009). Norton's construct of investment connects the concept of identity and a language learner's reasons for studying a language. Language learners invest in studying a language in order to increase their cultural capital and social power (Norton & Davin, 2015). Investment can therefore be seen as a theory of motivation, although, while 'motivation' when used in a traditional sense is primarily a psychological construct (Dörnyei, 2001; Dörnyei & Ushioda, 2009) investment is a sociocultural construct (Norton, 2013). Some theorists, such as Ushioda (2003, 2011, 2017) and Dörnyei & Ushioda (2009) have pointed to areas of overlap between theories of identity with constructs of motivation; others, such as Norton (2013) and Darvin and Norton (2015) argue that theories of identity, while complementary to psychological constructs of motivation, can only be fully understood in a sociological context. More recently Duff (2017) explored the idea that the dynamic and

situational notion of learner identity might be ultimately incompatible with the discrete nature of possible L2 selves, particularly in a globalized transnational world.

Another key element of Norton's construct of investment is that of capital, which was inspired in great part by the work of Bourdieu (1977, 1984, 1991). Norton believed that language learners invest in learning a language in order to gain symbolic and cultural resources, which in turn increase the value of their *cultural capital*. (Darvin & Norton, 2015). Bourdieu defined cultural capital as an individual's education, knowledge and intellectual skills that can allow them to increase their social status (Bourdieu, 1986). Darvin and Norton view linguistic skills as an important form of cultural capital in the globalised and interconnected world (2015). As mentioned in the previous chapter, Korean people who can speak English are respected in Korean society and English proficiency is a symbol of being well-educated and a high social status.

There is no doubt that sociocultural approaches to L2 motivation have expanded and enriched the discussion, particularly Norton's concept of investment, and her focus on the power relations inherent in language learning and use. In Norton's seminal 1995 study, the concepts of identity, investment and the power dynamics between the participants (immigrants in a predominantly English-speaking country) and their interlocutors, were able to capture the complexity and nuances of the participants' relationship to learning and using English in their particular sociocultural context. The main theoretical approach adopted for the current study is quite different, as it aims to highlight the distinction between the participants' personal goals, and the goals imposed upon them by external factors such as the educational institution and societal norms and structures. The essence of this distinction is to be found in Dörnyei's L2MSS, in the constructs of ideal L2 self and ought to L2 self. That said, as discussed in the previous chapter, there is no doubt that the concept of cultural capital can be very useful in describing the role of English language in Korea's education system and society at large, therefore when in discussing the participants' motivation in terms of L2 selves, we will return to this idea.

One recurring theme in recent L2 motivation literature is that motivation is dynamic in nature. This view appears in psycho-linguistic approaches to motivation (Williams & Burden, 1997; Dörnyei & Otto, 1998) and sociocultural approaches (Norton & Toohey, 2001). One recent

approach which continues this trend is the application of Complex Dynamic Systems theory to L2 motivation, such as in the book titled *Motivational Dynamics in Language Learning* edited by Dörnyei, MacIntyre, and Henry (2015). Writing in this volume, Henry (2015) addresses criticism that the construct of an ideal L2 self is 'static' and 'fixed' and points out that Markus and her colleagues (Markus & Kunda, 1986; Markus & Nurius, 1986; Markus & Wurf, 1987) originally conceived possible selves as dynamic and multifaceted. In his paper, Henry suggests that possible L2 selves are constantly being reformulated as learners engage in teaching and language experiences, and over long timescales these changes can be significant. These reformulations may be 'upward' or 'downward', that is, they may become stronger or weaker in their motivational impact. This continuous reformulation of the participants' language learning goals is also a strong theme to emerge from the current study, and one that will be highlighted across the findings and addressed in more detail in the discussion chapter.

To sum up, there is no one model today that offers a coherent and comprehensive theorisation of language learning motivation. The two most significant theoretical trends today are psychological/cognitive models of language learner motivation, which are primarily concerned with what is happening inside the mind of a language learner, and sociocultural/constructivist models, which are more concerned with how motivation emerges from learners' interaction with the world around them. Although intermediary positions also exist (e.g. Ushioda's [2009] person-in-context relational view of L2 motivation), by far the two most influential frameworks in L2 motivation enquiry to date are Dörnyei's L2MSS, and Norton's investment. Different theoretical models of motivation will have a stronger or weaker explanatory power depending on the individual conditions of a research project, such as the research design, participant cohort, and specific set of research questions. Based on the individual conditions of this research project, the L2MSS will be used as the main theoretical framework. Additionally, the notion of cultural capital will also be discussed in order to complement and expand the analysis and interpretation. The next section of this chapter presents some research conducted in the Korean context using the L2MSS.

3.3. Previous research into the L2MSS focusing on Korean learners of English

Following the tradition of taking a quantitative approach to researching L2 motivation (and the use of Likert-scale questionnaires), there have been a number of quantitative studies focusing on Korean learners of English.

In 2010, Kim investigated the English language learning motivation and attitudes of 1037 Korean high school students by analysing questionnaire data as well as English proficiency scores. Kim used statistical analyses to verify a sociological construct specific to Korean culture, *competitive motivation*, which he had previously defined as a student's ''aspirations to occupy a superior position in life and to be positively evaluated by others'' (Kim, 2006, p. 175). To explain this construct, Kim refers to the CSAT as well as broader sociological phenomena such as *hakbul* (educational credentialism) as explained in chapter two. In this study, Kim found that the desire to compete with others as a means to gain social status was a significant motivating factor for Korean students of English.

In 2011 Yang and Kim compared the perceptual learning styles, ideal L2 selves, and motivated L2 behaviours of Chinese, Japanese, South Korean, and Swedish high-school students (this was an extension of previous studies by Al-Sherhri [2009] and Kim [2009]). They found that Swedish and Chinese students exhibited more strongly formed L2 selves and significantly higher levels of motivated L2 behaviours than Korean and Japanese students. The researchers used regression analysis to show that ideal L2 selves are a predictor of motivated L2 behaviours. This finding was replicated in a later study by Kim and Kim (2018), were the correlation was found to be stronger in the data from Swedish learners than in the data from students in the four Asian countries. The authors suggested that sociological factors could help explain the differences across the four countries, although it was beyond the scope of this study to discuss these in any depth.

In another quantitative study, Kim (2012) surveyed 2832 Korean school students from grade three to grade twelve. The goal of the study was to investigate whether Dörnyei's L2MSS (2005, 2009) had more explanatory power than Gardner's socio-education model (1985). By administering a survey and interpreting the data through regression analysis, Kim found that the L2MSS better explained English proficiency than the socio-educational model, and that the constructs of the ideal L2 self and the ought-to L2 self had more explanatory power than

the concepts of intergrativeness and instrumentality. Kim also found that over time, levels of motivation showed a U-shaped pattern, with levels of motivation falling to their lowest levels during junior high school (years 7 to 9) and rising throughout high school (years 10 to 12).

In a more recent quantitative study, Jang and Lee (2019) looked at the connection between 68 Korean undergraduate students' ideal and ought-to L2 selves, and the use of English writing strategies and proficiency. They found that possessing a strongly-formed ideal L2 self-image had a significant positive effect on the participants' use of writing strategies as well as target learning outcomes.

In another recent study, Kim (2019) surveyed 197 Korean university students majoring in English related subjects. She found that like in many previous studies (such as Csizér & Kormos [2009] and Taguchi, Magid, & Papi [2009]), learners' ideal L2 self images offer stronger potential to interpret their language learning behaviours than do their ought-to L2 self images. Furthermore, the descriptive potential of the participants' ideal L2 self-images was stronger for those who aimed to improve their communicative proficiency than those whose goals were based on improving their test scores. Kim also looked at how experience studying abroad interacts with motivational L2 selves and found that students who had studied abroad exhibited more strongly formed ideal L2 selves.

As illustrated by these studies, L2 motivational research in the Korean context has mirrored wider trends in the field and has produced a significant number of quantitative studies of Korean learners. Such quantitative studies are useful for measuring motivation. However, a key contribution of the social turn in applied linguistics is that in order to have more comprehensive understanding of what motivates language learners, it is necessary to explore the attitudes, beliefs and experiences of individuals. Moodie & Nam (2016) observed that the relative dearth of qualitative research in the field of applied linguistics offers abundant research opportunities. The following paragraphs review four qualitative studies that have applied the L2MSS to Korean learners of English.

Kim (2009) conducted a qualitative case study of four adult male learners of English (aged 24 to 30) who were studying English in Toronto, and interpreted the findings through both an L2MSS framework, and a Vygotskian (1978) sociocultural theory framework. Kim found that

the participants' initial motivations for learning English were rooted in their ought-to L2 selves, which were driven by external social factors, and Kim specifically points to the importance Korean people place on finding employment as an example of this. As an example, one of the participants in the study, Woo, who was studying for the TOEIC test in order to find a job when he returned to Korea, expressed a strong sense of an ought-to L2 self. Kim suggests that by internalizing the reasons one studies English, and by bringing external factors for studying English into harmony with internal factors, an individual may transform their ought-to L2 self into their ideal L2 self, as one of the four participants in Kim's study was able to do.

In 2014, Lyons conducted a longitudinal study of 33 Korean college students. He reports a link between the vividness of a learner's image of their future, and their ability to engage in goal directed behaviour and formulate and implement learning strategies. Learners who were able to create vivid images of their futures were more able to form specific short- and medium-term learning goals than learners with less vivid or vague images of their future.

Kim (2015) conducted a qualitative study of 29 Korean college students, in which she investigated links between demotivation and the participants' ideal and ought-to selves. She found that three factors contributed to demotivation: the lack of a meaningful purpose of studying English, particularly in reference to the focus on test-taking, the lack of improvement and success experiences, and a lack of self-determination to study English. Kim found that students who primarily studied English to achieve high test scores tended to be more susceptible to demotivation and had strongly formulated ought-to L2 selves, whereas those who studied English primarily with communicative aims in mind tended to be less susceptible to demotivation and had more strongly formed ideal L2 selves.

In a more recent study Lee and Lee (2019) investigated the effects of the L2MSS on L2 willingness to communicate. In their mixed method study of both high school and university students, they found that high school students expressed more strongly formed ought-to selves than university students. They suggested that the pressures of the CSAT, sustained by parents and teachers, contributed to the development of these ought-to L2 selves. They also found a positive correlation between those learners (both high school and university students) with strongly formed ideal L2 selves and a willingness to communicate, and, interestingly, a negative correlation between the ought-to selves of the university students in the study and

their willingness to communicate. This implies that university students who have more strongly formed ought-to selves are less willing to communicate in English. Interestingly, the reverse was found to be true for high school students.

These qualitative studies highlight several important strengths of qualitative research. L2 motivation is a highly complex issue, yet qualitative research allows a researcher to make sense of such complexity. By focusing on individuals' attitudes and experiences, a researcher can attempt to understand and interpret complex phenomena on an individual level. The abovementioned study by Kim (2009), for example, revealed how the ought-to L2 self operates at the level of the individual, to what degree the participants of his study internalised it or rejected it, and how it impacted their goals. The aims of this study require such richness and depth of data, which explains the decision to take a predominantly qualitative approach.

3.4. Summary

This chapter has reviewed the main motivational frameworks in the field of SLA and presented some of the more significant studies of English language learning motivation conducted in the South Korean context. The chapter has highlighted how, compared to the significant body of quantitative research of L2 motivation using the L2MSS, there has been relatively little qualitative research. A greater body of qualitative research will enrich the literature on L2 motivation in the Korean context and will develop a more holistic understanding of this field of study.

Though the quantitative studies mentioned in this chapter do present the social background to their studies, such studies are unable to explore the social environment as experienced by the language learners themselves. With regard to studies of L2 motivation in a Korean context, where students of English engage with the language under the heavy influence of strong societal attitudes towards its prestige and cultural capital, expanding the scope of investigation to include more qualitative studies would allow for greater insights into the attitudes, beliefs and experiences of Korean language learners, how these reflect societal stances towards English and how these come to bear on learners' motivation.

In terms of the main theoretical framework to be selected for the study, there are several key features of the Korean social milieu and educational context that suggest the L2MSS is

particularly suited as a lens through which to view the motivation of Korean learners of English. A recurring theme appearing throughout the abovementioned studies is that Korean students' studies of English are strongly shaped by environmental factors, such as the importance of test-taking. This raises the question of how learners' individual language learning objectives align with the learning objectives imposed on them from the outside, and how this interaction affects actual learning outcomes. The two constructs of the ideal L2 self and the ought-to L2 self map onto this distinction between an individual 's language learning goals and those externally imposed upon them, therefore suggesting that the L2MSS can provide insight into the experiences of English language learners in the Korean context.

This study is an attempt to fill the research gaps in the Korean context by exploring the experiences, language learning objectives and motivational attitudes of a small cohort of Korean college students. A mixed method approach will be used. The qualitative element will make up the main part of the study, however due to the relevance of the Korean-specific sociocultural background, a quantitative element will also be included to provide background context to the individual experiences of the participants. Three research questions will be addressed:

1. What goals do the participants have for their futures and what role do they see English playing in achieving those goals?
2. How do the participants' past and current educational environments affect the formulation and achievement of their English language learning goals?
3. How do the participants view the place of English in Korean society and what role, if any, does the social context play in the formulation and achievement of the participants' English language learning goals?

The following chapter will describe the research design of this study and the methodological approach taken and will explain why these were judged to be the optimal choices based on the objectives of the study and the context in which it was carried out.

Chapter Four: Methodology

4.1 Introduction

This study began with the general aim of investigating the English learning motivation of a group of female college students. Given the wide range of motivation frameworks available and the challenges in choosing just one from the outset, the study was instead designed to take an exploratory, "bottom up" approach guided by very broad research questions. As such, the study did not begin within a firmly established conceptual framework in mind, or with a predefined set of analytical categories, but allowed the collection and exploration of the data to identify emergent themes and, later on, potential models that best interpret the findings. This approach, then, could be said to be loosely based on the principles of grounded theory (Strauss & Corbin, 1998).

This chapter presents the methodological approach to this study. It begins with an explanation of the decision to adopt a mixed method approach. The following section introduces the participants of this study and explains how they were recruited. A discussion of the two research instruments used then follows. The next section addresses ethics considerations, and finally a summary is presented.

4.2 Choosing a methodological approach

Throughout the history of research into language learning motivation, research practices have varied according to evolving conceptualizations of motivation, as well as changes in wider research paradigmatic trends. Prior to what Block described as 'the social turn in applied linguistics' (2003), the majority of studies of L2 motivation took a quantitative approach (Lazaraton, 2005). The Attitude/Motivation Test Battery (Gardner, 2004) is an example of an attempt to measure motivation, a squarely quantitative approach. Since the mid-1990s there has been an increase in the visibility and acceptance of qualitative research in applied linguistics (Duff, 2008), including L2 motivation research. This 'turn' acknowledges that "almost every aspect of language acquisition and use is determined or significantly shaped by social, cultural and situational factors, and qualitative research is ideal for providing insights into such contextual conditions and influences" (Dörnyei, 2007, p. 36).

The overall goal of the current study is to explore the English language learning motivations of the participants both as individuals and as members of Korean society. This is a rather broad scope and employing only a quantitative or qualitative approach may have limited the exploration of these research areas. Therefore, this study follows a mixed method design. Mixed method research employs elements of both quantitative and qualitative research. Such an approach is particularly suited to the current study which aims to explore motivation on multiple different levels. The mixed method design is seen as a way to employ what Greene, Caracelli and Graham's (1989) call the *complementarity function*; a questionnaire being used to gain an understanding of the wider sociocultural context, and being complemented by rich, in-depth interviews which facilitate an exploration of the participants' unique lived experiences.

In acknowledgment of the relative value of both quantitative and qualitative approaches to studying L2 motivation, the current study adopts a mixed-method methodology. In particular, following a typological symbol system developed by Johnson & Christensen (2014), it follows a 'quan → QUAL' approach, where the arrow indicates the sequentiality of the research, with the questionnaire (a quantitative instrument) being conducted first, and the interviews (being a qualitative form of inquiry) coming second. That 'quan' is in lower case and 'QUAL' is in upper case indicates that the qualitative phase of the study (the interviews) was the 'major' instrument and the quantitative phase of the study (the questionnaire) was the 'minor' instrument.

A quantitative-only approach would have been appropriate if the aims of this study were solely to measure the motivation of the participants. However, the objectives of this study went beyond that, as it aimed to understand the individual participant's attitudes, beliefs and experiences pertaining to their language learning goals and behaviours. As explained, qualitative research is best suited to capture the nuances and meaning of these phenomena, which is why more weight was given to the qualitative aspect of this study. However, the quantitative aspect of this study provided essential background information which contextualized the qualitative data. Hence the ultimate decision to adopt a mixed method approach. Both the quantitative and qualitative components of this study will be discussed in greater depth in section 4.4.

4.3 Participants

The participants for the study were recruited from the student population at the researchers place of employment, a women's university in Seoul, South Korea. Different cohorts of participants were involved in the different stages of the study. What follows is an overview of the participant groups involved with each stage.

4.3.1 Questionnaire participants

The questionnaire was delivered to 180 students. These students were almost all first-year university students (a small percentage were students who had failed the course the previous year and were therefore retaking it), almost all 18 or 19 years old and Korean (a few will have been older, and a few will have been international exchange students), and all female. It was made clear to the students present in the classroom that the responding to questionnaire was optional.

All participants were taking a course called *College English*, a mandatory one-semester general English class, which was taken by a total of 1260 students. All students enrolled at the university must take this course in either the first or second semester of their first year. Seven classes were surveyed, one A-stream class, two B-stream classes and four C-stream classes. The streaming was based on a level test conducted at the beginning of the program; the A-stream consisted of the highest scoring 20% of students, the B-stream consisted of the middle 40%, and the C-stream consisted of the lower 40%.

Although I did not teach any classes as part of the College English course, some of the respondents may have been in other classes I taught. However, any potential ethical issues that may have arisen from this fact were ameliorated by the anonymous nature of the questionnaire.

4.3.2 Interview participants

There were three phases of participant selection for the interviews. Initially two were planned and a third was added out of necessity. A first selection was carried out using the questionnaire as a recruitment tool. At the bottom of the second page of the questionnaire (see appendixes 2 and 3), below the questionnaire items, it was explained that the researcher

was conducting a series of interviews and that interested individuals should answer a brief question (*How important is it for you to be a capable English speaker and why?*) and write down their contact details. Although Dörnyei (2007) considers such an approach a strength of the 'quan → QUAL' research design, this attempt to recruit interview participants was less successful than predicted, as only nine students indicated a willingness to participate in the interviews, and for various reasons only two of these were able to attend the screening interview.

A brief ten-minute screening interview was held with these two potential participants, where they were informed of the goals of the study and the interview process. Both individuals seemed enthusiastic to participate.

The need to recruit more participants for the interviews led me to explore alternative channels. I decided to interview two of my ex-students who had graduated in 2017, and who had spent most of 2018 outside the university system. The two students were selected based on the criteria of being relatively successful learners of English, and, at least on a superficial level, appeared to be motivated English language learners. Fortunately, both individuals agreed to participate.

After the first round of interviews, it became clear that there would be some difficulties in obtaining sufficiently rich data from two of the participants. This was a result of limitations of communicative ability, of the two individuals in English, and mine in Korean. This was unfortunate, because one of the two participants was a highly successful learner of Japanese, and her story may have added an interesting flavour to this study. A request was made to colleague, an instructor in the English department to recommend students who he thought would be appropriate for my study. He provided the contact details of three additional students, who all agreed to participate. Interviews were then held with these three new participants. Overall, seven students took part in the interview study. The below table gives the age, major, degree program, of the seven participants who participated in the first round of interviews, and also indicates whether they were current students or had graduated at the time of the first interview, and whether they participated in the second round of interviews.

	Age*	Major	Degree program	Current / Graduated*	Second interview?
Claire	24	International tourism	Bachelor's Degree (4 years)	Graduated	Yes
Blair	21	English	Associate Degree (2 years)	Current	Yes
Julia	19	Japanese	Associate Degree (2 years)	Current	No
Jin	20	English	Associate Degree (2 years)	Current	Yes
Karen	22	International tourism	Associate Degree (2 years)	Graduated	Yes
Sarah	19	Interior design	Associate Degree (2 years)	Current	No
Soo	21	English	Associate Degree (2 years)	Current	No

* At the time of the first interview.
Note, these names are pseudonyms, as explain in Appendix 1.

4.4 Instruments

4.4.1 Questionnaire

The first phase of the data collection consisted of a questionnaire being administered to 180 students. As explained, this study follows a 'quan → QUAL' approach with the qualitative interviews being the more significant element of this study. The main purpose of the questionnaire was not to collect data that could offer a statistical reading of the students' motivation and its various components. Rather, the aims of the questionnaire were fourfold: 1. to provide background information of students' attitudes and motivations, 2. to generate initial themes and points of discussion to be further explored in in the interviews, 3. to recruit interview participants (as outlined above in section 4.2.2.), and 4. to act as a primer for students who would later participate in the interviews.

Dörnyei (2010) points out a number of advantages of using questionnaires for motivational studies. The most significant advantage is efficiency. A researcher can collect and analyse a large amount of data relative to the time, effort and financial resources required. In the

current study, the questionnaire was chosen as an effective way to get a snapshot of the main motivational themes as a starting point for the deeper investigation of the interviews. A particular advantage of using a questionnaire as a preliminary to the interviews is what Greene, Caracelli and Graham (1989) call the *development function*, which describes how research instruments can shape the development of subsequent instruments. Following this, the questionnaire was used in part to help develop and shape the content and character of the interviews.

4.4.1.1 Questionnaire Design

It was decided to use a 6-point Likert scale for the questionnaire. Likert scales are the most widely used questionnaire technique due to their simplicity, versatility and reliability (Dörnyei, 2010). An even number of points was deliberately chosen so as to avoid having a "neutral" or "neither agree nor disagree" response, as Chen, Lee and Stevenson (1995) found that Asian respondents are more likely to use a neutral response than North American respondents, which was in line with my own intuitions of how Korean students would respond.

The starting point for the selection of items was a review of existing questionnaires relating to motivation such as by Taguchi, Magid, & Papi (2009) and You, Dörnyei, & Csizér (2016), from which some items were adapted to suit the goals of this study.

In the final version of the questionnaire (see Appendices 2 and 3) there were 32 items, 31 Likert-scale questions and one open question. Items 1 to 9 were designed to gauge the respondents' English learning backgrounds and general attitudes towards English, such as to what degree they enjoyed studying English, and to what degree they are likely to use English in their futures. It was hoped that these the results of these core items would suggest potential relationship with the subsequent items. Items 10 to 25 asked respondents to indicate to what degree they valued English in various domains in their potential futures, such as their careers and hobbies. Questions 26 to 32 had quite a different function. They were designed to provide potential points of discussion in the subsequent interviews.

Once the questionnaire items were selected the questionnaire form was designed, a process informed by the chapter "Constructing the questionnaire" in Dörnyei's book *Questionnaires*

in Second Language research (2010.) Following that, the questionnaire was translated from English into Korean by a native Korean speaker.

4.4.1.2 Questionnaire Implementation

Once completed, the questionnaire was piloted with a class of nine fourth-year students. The process consisted of asking them to complete the questionnaire, followed by a discussion. The students were timed, and (somewhat surprisingly) it only took them two or three minutes to complete. For the discussion, students were asked for general feedback plus a number of pre-planned questions such as how easy they found it to understand the questions. Only one issue was identified, which was in regard to item 30, which asked whether they thought that males and females may have different reasons for studying English. About half of the students found this question problematic, although didn't clearly elucidate exactly why. This reaction was possibly informed by current events, Korea was going through its own version of the '#metoo discussion' at the time, which had in turn prompted a wider discussion about gender imbalances in Korean society. Despite this, the item was not discarded, as it was judged that it may lead to interesting points to be discussed in the interviews (though this did not turn out to be the case).

The questionnaire was conducted on the 15th of June, 2018. Prior to this date, communication had been ongoing with the College English program administrator to ask for permission, and with the nine class teachers who were to conduct the questionnaire. It was originally intended that nine classes would be surveyed: three each from each of the A, B, C-streams. However, there was some miscommunication with the teaching assistant who was coordinating the questionnaire implementation, and furthermore one of the (A-stream) class teachers forgot to conduct the questionnaire. In total, 180 questionnaires were responded to from seven classes; 26 from the one A-stream class, 56 from two B-stream classes, and 98 from the four C-stream classes.

4.4.1.3 Analysis

It was decided to use the statistical analysis software package SPSS to store and process the data from the questionnaire. Though the features of SPSS program were far beyond the

analytical requirements of this study (which were limited to simple descriptive analyses) it provided a purpose-built and convenient option for handling the data. After inputting the data into SPSS, several descriptive analysis tools were utilized to explore the data. The analysis helped construct an overall picture of the context and some emerging motivational themes, which were then used to shape the questions in the interviews.

4.4.2 Interviews

The second phase of the data collection consisted of two rounds of semi-structured interviews. Interviews are a highly versatile research instrument and the most widely used method in qualitative inquiry (Dörnyei 2007), and according to Silverman (2000, p. 291), are the "gold standard of qualitative research". An interview is a not merely a process of asking questions and giving answers, but a data collection method that enables a researcher to explore a person's experiences, attitudes and beliefs (Richards, 2009). This feature of the interview as a method of data collection makes it an appropriate choice for a qualitative study such as the present one.

Generally, there are three types of interview used for research purposes: structured interviews, unstructured interviews and semi-structured interviews. Of these, semi-structured was selected as the most appropriate choice for this research project. Dörnyei (2007) notes that semi-structured interviews offer a compromise between structured and unstructured interviews, and also points out that they are the most commonly used type of interview in applied linguistics research.

Semi-structured interviews usually follow a list of pre-planned questions that guide the interview, however the researcher is free to explore and expand upon any points that are raised throughout the course of the interview. Semi-structured interviews offer *some* structure, but not so much as to limit the ability of a researcher to gather a rich and deep picture of an interviewee's story.

4.4.2.1 Design, implementation and transcription

The interviews were conducted mostly in English. This was largely due to the researcher's limited proficiency in Korean, and the logistic difficulties that would have been present if the

interviews had been conducted in Korean. It is acknowledged that this was not an ideal mode of data collection, and this limitation will be address later in this study.

The design phase of the interviews consisted mainly of preparing the interview guide. Based on the original broad research questions, as well as the themes emerging from the questionnaire data, 35 questions were chosen which fell into five broad categories, which were 1) English learning background, 2) questions about participants' futures, 3) pressures to study English, 4) the place of English in Korean society, and 5) specific questions that explored the questionnaire results (see appendix 4). When deciding on the phrasing of the questions, special attention was paid to McCracken's (1988) principle that questions should be "general", "nondirective" and "allow respondents to tell their own story in their own terms" (p. 34). The final interview guide for this first interview is attached as Appendix 5.

The interview guide was piloted with a student from the 4th year class with whom I piloted the questionnaire. It became apparent that 60 minutes would be insufficient to allow all five sections to be covered in depth. However, the decision was made not to reduce the number of questions, and instead embrace the exploratory nature of this project by 'going with the flow' of the interviews, and to make mid-interview decisions on which sections of the interview guide to focus on. No major issues were noted during the pilot, in fact, had this been an actual transcribed interview it may have offered quite useful data.

Prior to the interviews I contacted the seven participants to arrange a time and a place convenient for them for the interview. At this point I sent the interview participants the interview information sheet (see Appendix 6) and the interview consent for (see Appendix 7) asked students to contact me if they had any questions about the interview process. I also sent a copy of the interview guide to each participant to help them prepare, although I highlighted that they were not expected to prepare written answers. This was done as an acknowledgement of the difficulties of discussing the interview topics in a second language. Four of the participants chose to have the interviews in cafes, (three on-campus and one off-campus), and the other three elected to have the interviews in my office. Immediately prior to the interviews, I collected the singed consent forms after making sure the participants understood the interview process. The interviews all lasted approximately an hour, and the audio was recorded by smartphone.

After the interviews the five of the seven which were going to be analysed for this study were transcribed in full. At that point, it was felt that more time was needed with the participants in order to get more detailed pictures of their experiences, and it was therefore decided to conduct a second round of interviews.

The question guide for the second round of interviews consisted of three sections (see Appendix 8). The first section asked participants to imagine the next ten years of their lives bring them happiness and success, and to describe what their lives might look like in 2028 (or 2029). The aim of this was to explore the relationship between English and the visions the participants had of their futures, a key area of interest to this study. The second section of the interview guide was a list of questions specific to each participant, based on themes raised in the first interview. The third section was a more general list of questions tailored to each participant covering topics and themes that other participants had raised, but they had not addressed.

The second round of interviews was conducted in much the same way as the first. The interview guide was sent to the participants prior to the interviews, the interviews were conducted at times and places convenient to the participants, the interviews lasted approximately an hour, and were recorded by smartphone.

4.4.2.2 Analysis

After each round of the interviews, the transcripts were analysed and coded according to emerging themes. The themes that emerged from this process of data analysis from the first round of interviews helped shape some of the questions asked in the subsequent interviews.

4.5 Ethical considerations and procedures

As part of this study, two applications were made to Massey University's Human Ethics Committee, one for the questionnaire, and one for the interviews. Both were judged to be low risk and accepted (see Appendixes 9 and 10). A small amount of money was provided to each interview participant at the time of the interview to reimburse them for their time and travel expenses. Such a practice is consistent with the expectations of Korean culture. No

further ethical considerations were present.

Chapter Five: Findings

5.1 Introduction

The current chapter presents the findings from the background questionnaire and the interviews. The questionnaire findings will be presented first, as these findings provide a general overview of the language learning attitudes, beliefs and experiences of the questionnaire respondents, and will help put the interview findings in context. Prior to presenting the interview findings, a brief profile of each of the five interview participants will be given in order to give some background context for the presentation of the interview findings. Several recurring themes emerging from the interview data will be highlighted in an order which approximately mirrors the structure of the study's research questions, beginning with a discussion at the individual level and moving on to a discussion of broader societal implications.

5.2 Questionnaire

As previously mentioned, one of the key aims of the background questionnaire was to provide a broad perspective on the attitudes and experience of respondents towards English as a second language, and to provide information that would help contextualize the data from the interviews. The key findings from the questionnaire are presented in this section as general, non-individual findings. The later section, which presents the interview findings, will take these as a starting point to explore the participants' individual attitudes and experiences in more detail.

To recap, the background questionnaire asked participants to respond to 31 items on a 6-point Likert scale (from 1, '*strongly disagree*' to 6, '*strongly agree*') and one short answer items. The 32 items explored respondents' general attitudes towards English, and to what degree they envisioned English playing a role in various domains of their potential futures. Some of the questionnaire items were included specifically to provide discussion material for the subsequent interviews.

4.5.1 Key findings

Reponses to item 9 (*I am likely to use English a lot in my future*) had a relatively high mean score of 4.49, suggesting that generally, respondents expect that English will in fact play some role in their futures (the questionnaire results are tabulated and presented in appendix 10). Scores for this item were fairly uniform across the three streams suggesting that there was little or no relationship between students' English ability (as tested by the level test) and their expectations to use English in their futures. Five associated items (10, 11, 12 16 and 23) look at the different aspects of their lives in which respondents expect to use English in their futures.

Amongst the highest-scoring responses were those to items 10, 11 and 12 (*Studying English is important to me because… I may need it in future studies, it will help me find a good job, I may need to use English in my career*), each with a mean score of 4.77. Reponses to item 15 (*Being able to use English will help me communicate with future colleagues*) were similarly high, with a mean score of 4.62. These responses suggest that respondents viewed English as having a significant instrumental value associated with further education and career prospects. The responses to two further items also suggest that the respondents view English as a means to pursuing personal goals and interests: item 16 (*Studying English is important to me because it will help me achieve my personal goals*), which had a mean score of 4.56, and item 23 (*Being able to use English well will offer me a wider range of hobbies and interest in the future*), which had a mean score of 4.75.Whether related to career or personal interests, results from these questions may be seen as pointing to the overall significance of extrinsic motivating factors. On the other hand, the one item pointing most directly to intrinsic motivation, item 1 (*I enjoy studying English*), had a mean score of 3.24, the second-lowest scoring response.

The single highest-scoring response was to item 28 (*Being better at English would make me feel better about myself*), suggesting a strong relationship between how respondents perceived their English abilities and their sense of self. Interestingly, the responses to this item were highest for the A-stream students and lowest for the C-stream students, suggesting that the highest achieving students perceived a stronger connection between their self-concept and English language skills.

Item 6 (*It is important for me to improve my English abilities*) also scored highly, with a mean score of 4.77. Contrastingly, item 8 (*I try hard to improve my English abilities*) was one of the lowest-scoring responses, with a mean score of 3.57. This is a peculiar contrast and suggests a dissonance between respondents' perceived value of English and their efforts to learn it, and that the perceived value of English is not, in itself, a strong predictor of motivation.

The single lowest-scoring response was to item 3 (*I am happy with my achievements as an English learner*), which had a mean score of 2.87. Perhaps not surprisingly, for this item there was a significant difference between the scores of the A-stream students (3.62) and those of the B-stream (2.73) and C-stream (2.87).

Item 4 (*The English classes I have taken have helped me achieve my English language learning goals*), had a relatively low mean score of 3.78, again there was a difference between the scores of the students in the A-stream (4.12) and those in the B-stream (3.61) and C-stream (3.79) classes. This relationship between perceived levels of achievement and how respondents viewed their language learning experiences suggests that respondents attribute significant importance to their learning contexts in terms of achieving their goals.

The responses to two items in particular, both relatively high, were indicative of major themes that would emerge from the interview data. Item 7 (*I feel under pressure to learn English*), with a mean score of 4.27, suggests that respondents feel some pressure to study English, which the interview findings will show can be conceived as both an internal pressure and a pressure exerted by the respondents' institutional and social environments. Item 25 (*Being good at English will improve my social standing and image*), with a mean score of 4.49, hinted at the multidimensional nature of the students' construction of the value of English as part of their education, which will be explored in more detail in the discussion of the interview findings.

Taken together the findings from the initial questionnaire suggest that generally, respondents expect to use English in their futures, and to some degree, desire to be competent users of English. The responses to item 6 (*It is important for me to improve my English abilities*) in particular, underscores this. The findings suggest that the respondents' desires to become competent English speakers are driven by both instrumental factors as well as socio-

psychological factors. At the same time, these findings also reveal phenomena that are not commensurate with, and in some cases contrary to, the respondents' learning goals. The data suggests that the respondents generally don't enjoy studying English, don't try very hard to improve their English abilities and are generally unsatisfied with their past English learning experiences and levels of achievement.

5.3 Interviews

This section presents findings that emerged from the two rounds of semi-structured face-to-face interviews, and it comprises of two parts. In the first, a brief profile of each of the interview participants is offered in order to give an overview of their individual language learning experiences and histories, which will provide some context for the interview findings. In the second, the main findings are presented.

4.5.2 Participant profiles

4.5.2.1 Claire

The two interviews with Claire were conducted a year after she graduated with a four-year bachelor's degree in international tourism. At the time of the first interview, Claire was planning on participating in a 10-month oversea experience program where she would help chaperone a group of high school students. After that, she planned to get an office job, although she saw this only as a steppingstone to achieving her goal of working as travel planner. Claire pointed out that English would be very useful in such a job and gave an example of planning a tour to Egypt and having to research Egyptian history. In such a situation, Claire thought she would only have limited access to Korean language resources and would therefore benefit from being able to read English-language resources. Claire outlined her ultimate dream of owning a "travel café", a space where people could study, drink coffee, meet people, and discuss and learn about travel.

Claire talked about a 12-month early morning intensive English course she took in 2016, which required her to wake up five days a week at 4:30 a.m. When asked why she took this class, she explained that she particularly enjoyed the teacher's approach teaching English, and that

she was “desperate” to learn English, partly because she hoped to be a tour guide and saw English as a key requisite for this job.

During the second interview, conducted three months after the first, Claire explained that her future plans had changed, that she had realized she was no longer “crazy about the travel and meeting new people” (Claire, interview 2) and had instead decided to work as marketer, and was considering which industry she would like to work in. She expressed a desire to work with people from other countries because that would offer her a broader perspective of her work. When asked why she was attracted to marketing, she answered that her curious nature and love of people made her feel particularly suited to this line of work.

A strong theme to emerge from Claire’s interviews was the importance she places on relationships with other people. She talked a lot about her friends from other countries and her hopes of making friends with more people from across the world and explained that she enjoyed learning about other cultures and ways of thinking. She felt that her present English proficiency limited her ability to fully express herself when conversing with her foreign friends and that greater proficiency would allow her to have deeper conversations.

4.5.2.2 Blair

In the first interview with Blair, conducted mid-October 2018, halfway through her final semester, she stated that after graduating, she intended to transfer to a four-year university, and that she would probably major in a subject other than English. She expected she would graduate in 2022, and felt she was too young to set specific goals for her future such as the kind of career she will pursue upon graduation. She did, however, express an interest in working in the cosmetics industry and felt that because her abilities to speak English were better than average, a job in import and export at a cosmetic company would be a good fit for her interests and abilities. Blair felt that English would be very important to any future job as she imagined herself dealing with other companies, participating in conference calls and creating documents and giving presentations in English, and stated that she would continue to study English to facilitate her work, despite the fact that she did not particularly enjoy studying English.

The second interview with Blair was conducted several months later. She had graduated, and in two weeks was to begin studying at her university. Her application to a four-year university had been accepted, and she had chosen to major in public administration. When asked why she had selected this subject as a major, she replied “I don’t very much care for the major, just I want to transfer this university” (Blair, interview 2). After graduation, Blair explained that she hoped to get a job in an airport corporation, perhaps in human resources. When asked whether she still had a desire to work in the cosmetics industry, she replied that she did, however felt that, based on her major, it would be easier for her to get a job in a public corporation.

Of the five participants, Blair had the least clear image of her future. When asked about this, she stated that up until recently, her sole aim was successfully transferring to a four-year university and had only since then began seriously contemplating her future career.

5.3.1.1 Karen

At the time of the first interview, conducted in December 2018, Karen had recently abandoned her studies at a police college where she had been studying police administration, and was considering studying computer science in 2019. In the first interview, Karen stated that her ultimate goals were to become a “really rich freelancer” (Karen, interview 1), travel to many countries and to become a YouTube content producer, and that she saw English as an integral part of achieving those goals. Her five-year plan was to be working in a “normal” company, most likely in a field related to computer science. Karen stated that she hoped to live abroad and work for a foreign company at some point in the future, and that she had become interested in studying business English for this reason. However, she stated that she hoped to have returned to Korea by the age of 40.

The second interview with Karen was conducted several months later, and at the time she was considering applying for a job at Hong Kong International Airport. However, she was still considering career in computer engineering and the hospitality industry. During the second interview I asked Karen to expand on her plans to live and work abroad, and also her long-term goals. Karen reiterated her intention to live abroad in the future and explained that this is a goal she has had since the age of 13. She offered three reasons for this, all connected to

the welfare of her future children. Firstly, to avoid the intense pressures of the Korean education system, secondly, to give her children more chances to play and travel, and thirdly, to escape the poor air quality of Korea. When asked about her goal of becoming a YouTube content producer, Karen explained that this is her ultimate life goal, and she sees it both as a hobby and as a way to make money. She explained she would like to share her way of life with the world, and hoped to do so in Korean, English and perhaps other languages also.

Throughout both interviews Karen expressed a desire to experience as much of the world as possible and talked about her hopes to travel to many different countries, have friends from different countries, and to understand different cultures. Karen explained how originally, English was important to her because it would enable her to pursue her childhood dream of studying cooking at the Culinary Institute of America, however as an adult English has helped her to form friendships with people from other cultures, which has in turn affected the way she understand her own culture, as well as the wider world.

5.3.1.2 Jin

The first interview with Jin was conducted in October of 2018, halfway through her final semester, and she planned to continue studying in 2019. She was considering two options: to take the bachelor's degree program majoring in English at her current institution, involving an additional two years of study, or to transfer to a four-year university, in which case she would study business. Jin explained that as a high school student, she had wanted to be a flight attendant, however, had since decided against that career. When asked where she might be five years in the future, she replied that she'll be working at a trade company, because she would enjoy using English in her work and dealing with people from different cultures, and that she had particularly enjoyed her trade English classes at college. When asked to imagine her life ten years in the future, she outlined her dream of owning a rice cake café in Seoul.

Jin explained that she thought while being able to speak English would help her travel, she did not see it as particularly important for daily life, and that English "is important to get a job, get a promotion" (Jin, interview 1).

The second interview was conducted several months later. At this time, Jin had graduated and had been admitted to a four-year college, where she planned to major in business, as well as take Chinese language classes. Early in the interview Jin stated her new goal, to have a career as a merchandiser for CJ Group. She was employed at the time as a retail assistant in a cosmetics store which was part of the same conglomerate (or *chaebol* as explained in chapter two), which therefore offered her path into fulltime employment with the company. Jin stated that English would be very important to get this job, in terms of the application and selection process, which required a high TOEIC score, but beyond that she did not feel English would be of much use, and instead she would need to use more Chinese on a day-to-day basis in this work. In fact, Jin did not seem to see much of a role of English in her long-term future; she outlined a number of goals such as having enough money to buy a house, and reiterated her goal of owning a rice cake café, although this was now something she planned to do after retirement. Jin stated that she did not see English as an important part of achieving these goals.

5.3.1.3 Soo

The one interview with Soo was conducted in October 2018, she was unavailable for a second interview. At the time of the interview Soo only had two months left of her studies and was planning on graduating in February 2019, after which she was planning on getting her first job. She had already begun the process of looking for a job. She explained that she had particularly enjoyed her trade English classes and therefore hoped to get a job related to trade. Soo had a rather clear ten-year plan for her future. After three years, she planned to be studying to become a customs house broker and hoped to continue in that line of work for many years and become a specialist in her field. Soo saw English as being very important to this career and imagined herself using English daily when speaking with clients.

Soo planned to enrol in an English language academy in the near future to improve her oral competence and explained that this was not only for work-related reasons, but also for personal reasons such as traveling and making new friends.

Soo explained that she was an avid movie fan and particularly enjoyed movies directed by David Fincher. She believed that watching English-language movies with Korean subtitles

insufficiently conveyed the nuances of the dialogue, and therefore saw English as a means to more fully understand the meanings and messages of movies.

4.5.3 Summary of participant profiles

Several recurring themes can be seen in these participant profiles, all of which will be highlighted further later in this chapter and analysed in the discussion chapter. Perhaps the most significant is that all the participants see English as having some role in their future careers. Also significant is the desire the participants expressed to have friendships with people from different cultures, and believed English proficiency would help them form these friendships. Another recurring theme is that the participants considered two modes of English use to be particularly important for their futures, oral communication, and the skills required to get a high score on the TOEIC test.

4.5.4 Key findings

In order to present the main findings obtained from the interview data, the following section is organized around the six major themes that emerged from the data. The theme of pressures to study English is divided into two separate sections: pressures to study English at school and pressures to study English at college, as they are two quite distinct phenomena. These themes (with the exception of the first, changing future goals and dreams) had already emerged as significant in the questionnaire data. It is here that this significance is further examined through an exploration of the personal experiences of the five interview participants. Here the reader may wish to reference Appendix 1 which offers some notes on how the participant data is presented.

5.3.1.4 Changing goals and dreams

A theme that emerged from the interview data was how the participants' goals and dreams for their futures had changed, both throughout their journeys as high school students to become college students, and more strikingly, in the few months between the first and second interviews. This phenomenon was observed in all four participants with whom two interviews were conducted, and applied varyingly to their short-, medium-, and long-term goals.

Karen, for example, who had graduated with a degree in international tourism, had recently abandoned her studies at a police college, and at the time of the first interview was considering starting a degree in computer engineering. When the second interview was conducted, she explained that was applying for a job at Hong Kong Airport.

In the cases of the three students majoring in English, at the time of the first interview they all expressed an interest in working in a job relating to trade, and explained how they saw English having a role in this job preference:

> Well I like cosmetics, so I hope to join cosmetics company. I think my speaking skills is better than average person, so I hope to, in cosmetic company, like importing and exporting. Using English. (Blair, interview 1)

> I'll be an officer. Trading company. I can use English. I can meet various people. I can improve my language skills more than other job. … I learned about trade English, it's quite fun and interesting. (Jin, interview 1)

> Actually, I've been searching for a job, right now. I want to go to a trade company. I studied trade English certificate. I passed the exam. While I was studying, I felt it was really interesting and I feel I am good at it. (Soo, interview 1)

However, during the second interview, Blair and Jin had quite different plans for their futures (Soo did not participate in a second interview). The timing of the two interviews is significant and should be noted here. The first interviews were conducted during October of 2018, halfway through these participants' final semester. The second interviews were conducted four months later, in February 2019, at which time these participants had all successfully graduated. Blair and Jin had both transferred to a four-year university. Blair had enrolled in a degree in public administration, perhaps specialising in human resources, although she explained she was not particularly interested in this as a major, and that her decision to transfer universities was motivated by two factors: delaying having to get a job, and that having a four-year degree (in any subject) was more important to her than having a two-year degree.

> Well, actually I don't very much care the major, just I want to transfer to this university. … [my current institution] is not a real university, it's more like a college. (Blair, interview 2)

> I think I'm too young to take a job, for now. I just want to … take some time. (Blair, interview 2)

Jin had decided to pursue a career as a cosmetics merchandizer for CJ Group, a large conglomerate in South Korea, and had enrolled in a degree in business administration.

> .. because I like cosmetics and beauty. (Jin, interview 2)

The timing of the two interviews highlights a common thread in the career plans of the three students of the English department and how they evolved. At the time of the first interview, all three had a somewhat similar plan, to get a job in the trade industry related to import and export. This goal is closely aligned with that of the English department. A key metric for college departments in Korea, as well as individual professors is the 'employment rate', an index of what percentage of their graduate students find fulltime employment within six months. College department therefore have a vested interest in steering students towards particular occupations and industries. However, at the time of the second interview, conducted after the students had graduated and were therefore less subject to the pressures of the institutional context, Blair and Jin's career plans had diverged from the those they expressed in the first interview.

Jin still planned to work an industry that included some minor elements of trade and import and export, however Blair's had changed quite significantly. This evolution suggests that as students of the department of English, their educational context exerted a certain influence on their goal formulation.

This raises the question of how the participants' individual agency might be affected by the institutional context. Prior to graduation, Jin and Blair's goals were in alignment with those of the English department. However, after graduation their goals began to evolve, and a more individualised expression of their agency emerged. At the time of the second interview, Blair and Jin had both re-imagined their futures. Jin's new goal to work in the cosmetics industry was more closely aligned with her personal interests, whereas Blair's main focus had changed to graduating from a four-year university, in part a reflection of her dissatisfaction of being a graduate of a two-year college.

Claire too, had changed her career goal in the time between the first interview and the second interview. During the first interview, she explained that she wanted to get a job doing clerical office work. However, in the second interview, she had decided to work in marketing.

> Right now, I'm trying to get a job in an office. (Claire, interview 1)

> I want to work in the marketing industry. Because I'm interested to learn everything, and to understand people's thinking, what they want. And I'm a curious person. … So nowadays I'm trying to find what industry is good for me but I'm not sure. (Claire, interview 2)

In fact, Claire had recently applied for a social media marketing however had been unsuccessful, which she attributed to her English translation skills.

> Some weeks ago, I had an interview to be a marketer. The company is marketing Korea to foreigners. … I passed the first step and the next step and the last step was to translate some Korean to English but I'm not got at that. I failed. But that's okay. That's why I think it's really important to speak English, for example. (Claire, interview 2)

5.3.1.5 Pressures to study English at school

As outlined in chapter two, students, parents and teachers see the College Scholastic Aptitude Test (CSAT), sat during the final months of the final year of high school, as having a vastly important bearing on a person's life, as it is the results of this test that largely determine a student's tertiary education prospects, and in turn have a significant influence on their career prospects.

All five interview participants expressed the opinion that like most Korean high school students, they had experienced a lot of pressure to study English while at high school. The participants generally held a negative view of this pressure, however held differing opinions on how the pressure to study English had affected them as individual language learners.

Blair compared her experience as a high school student studying English to her friend's. Her friend was not interested in studying English and did not care about grades yet was constantly pushed by her teacher to study harder, which resulted in a great deal of stress. However, in

her own case, Blair explained that pressure from teachers pushed her to achieve better results, although she pointed out that it was an unpleasant and stressful process.

> … but when I had a pressure, it wasn't really that nice because it's a lot of psychological and physical stress. And it's a really hard time. (Blair, interview 1)

When asked to take a step back and assess the importance of the CSAT and the quest to get into a good university in Korean society, Blair expressed a nuanced view. Although she agreed that in reality these are important steps in the lives of a Korean student, she thought parents, employers and society at large placed too much importance on the college admissions process.

> It's like an ancient thing. In Asia we think going to like, good university is the most important thing in a teenager's life. So everything about English is for the SAT, Korean SAT. (Blair, interview 1)

> Because only going to college is not everything in our lives. Even if we don't go to a good college, it's fine, you know. We can find out what we want to be and want to do. But it's caused by our parents' worries, because they want us to live better. Because in Korean society going to a good university looks like living better, and is for getting a better job. (Blair, interview 1)

> [Unlike in America], in Korea teachers don't really care about our lives. Only university entrance. (Blair, interview 2)

Jin too, saw both positive and negative aspects of the pressures to study English. Like Blair, when taking a broad view, she believed that this pressure pushes students to study harder and therefore attain greater levels of achievement. However, in her own case, she felt that the pressures she experienced from both her parents and society at large were negative.

> I felt pressure to enter the university. Two years ago. From parents and social atmosphere. Cause in Korea, many Koreans think we have to go to a good, better university. (Jin, interview 1)

In the following excerpt Jin highlights a conflict between her personal goals, and the wishes of her parents, which also resulted in a form of pressure.

> In the past, I felt pressure from my parents. High school. I thought I didn't need to go to a great university because a flight attendant doesn't need great grades. But my parents said I have to go to a better university because my dream could change. (Jin, interview 2)

In an interesting anecdote about her cousin, Jin revealed a tension between her dissatisfaction with the college entrance process and an acknowledgment of its importance.

> Jin: My cousin graduated [from high school] this year. She didn't want to go to university. She got a job, but she didn't get a good salary or good benefits.
> Interviewer: What was your advice to her?
> Jin: Keep studying. Go to university because it's important. (Jin, interview 2)

Karen's experience as an English learner was quite atypical, a fact she attributed to her mother. She explained how her mother's career as a flight attendant had given her a different perspective on English learning, and that her mother had eschewed the rote learning teaching methods common in both the public and private educational systems in Korea, and therefore had never enrolled Karen or her sister in any private language academies.

> Thankfully, I did not [feel any pressure to study English when I was young] because my mom thinks differently than the usual Korean mom. … When I was in kindergarten, even at that time, many Korean moms makes their children study English at hagwon [private language academy]. … So, because of my mom, I learned how to approach English differently. (Karen, interview 1)

Although Karen never felt any pressure from her family, she explained that she did feel pressure at school from her teachers.

> In school, yes. But I didn't care. That's why I didn't know how to write the alphabet even when I was 13. After I met the Canadian friends, I decided to learn English. … So, I just chose the book I want to read, and watch media. The only time to get a pressure to learn English when I was in the last grade in the high school. For university entrance exam. (Karen, interview 1)

Karen also narrated two particularly unpleasant aspects of her English education, which drove her to "hate" English.

> I was eight years old, first time to learn English, the teacher bullied me when I make a mistake, so it was kind of traumatic. (Karen, interview 2)

> After I finished the university entrance exam, I was like "I hate English". (Karen, interview 1)

Karen explained how she found these experiences so unpleasant that she had decided that she wants to raise her future children abroad in order to avoid this having her children go through similar experiences.

> At that time, I feel the study pressure … The teenager age, in that time just study so hard and not play enough in their life or not have experience to go abroad. … It's not helping to think broadly because they always concentrate on study, stuck in a chair, stuck in a building, just study, and the only way to hang out with friends is go to a PC bang [room]. It is not good. … So that's why I want to raise my kids abroad. (Karen, interview 2)

Like Karen, Claire also related how her school English language learning experiences drove her to "hate English".

> I remember I had a test but I didn't know English very well. And the score is really low and the teacher hit me. (Claire, interview 1)

> I only learned grammar, I never learned how to speak. They only taught me how to read this meaning, and I memorize the word. … I didn't want to do that because I hate English at that time. (Claire, interview 1)

4.5.4.1 Pressures to study English at college

The interview participants all stated that compared to their years at high school intensively preparing for the CSAT exam, their college years were considerably less stressful. The words "free" and "freedom" were often mentioned. However, for the participants a different form of pressure persisted while at college, a phenomenon inextricably linked to the study of English: the pressure to get a job quickly after graduating.

Chapter two presented the background context to this situation, which is created by a mix of social and economic factors such as the competitive job market and government policy.

Chapter two also outlined the importance of the TOEIC test in Korea, particularly when applying for a job. The interview participants were acutely aware of this.

> TOEIC is always needed for any company to get a job, so I'm preparing. (Jin, interview 1)

> Even hotel cleaners need to have a high TOEIC score, I heard. (Blair, interview 1)

> In Korea, like Samsung, or government, if you want to go there, people have to get a really high TOEIC score. That's why. At work, sometimes they need English, but sometimes they not. That's why some people who can speak English very well can get a lot of money and experience. (Claire, interview 1)

> The TOEIC test is important to get a job, and to get promotion. (Jin, interview 1)

Blair also explained how a high TOEIC score was required to transfer to a good university, and in the second interview, after she had transferred to another university, stated that because she didn't have a high TOIEC score, her choice of universities was limited.

> If I want to transfer to a good university, I need above 980, so I push myself. (Blair, interview 1)

> Transfer universities is very hard, and my TOEIC score is not good, so I choose a public university, and don't care my major. (Blair, interview 2)

This anecdote from Karen offers a succinct example of how much importance Korean companies place on having a high TOEIC score.

> At the time I applied to the company in the service industry, they requested me to give my TOEIC score, and they said like "Your TOEIC score is only 600?" and then, "I think you can't even half speak English". I try to explain but they never listen because they just see the TOEIC score. And you know what? One of my friends who has the TOEIC score more than me, higher than 900, but she never speaks English. Just kind of weird. (Karen, interview 1)

Interestingly however, when asked what kind of attitude she would take towards the TOEIC Speaking test if she owned a small business and were employing staff, she replied:

> Half yes, half no. Half yes is … actually it is a kind of English test, and the other half is having a conversation in English. (Karen, interview 1)

These excerpts show that Karen felt that neither her own TOEIC score of 600, nor her friend's score of 900, was reflective of actual communicative ability. At the same, she does accept that to some degree, the TOEIC test does have some value as a test of English aptitude.

Jin's assessment of the value of the TOEIC test was more explicit:

Interviewer:	Do you enjoy studying TOEIC?
Jin:	No. It's just a skill for solving problems.
Interviewer:	Do you think studying TOEIC helps you communicate in English?
Jin:	Listening is helpful to me, but reading is not.
Interviewer:	How about speaking?
Jin:	No.

These above excerpts show that the participants clearly view the TOEIC test as an important requirement for their futures, and as having a role to play in achieving their goals.

The three participants from the English department all stated that they felt a degree of pressure from their department to get a job after graduating. However, two of the three participants were also considering transferring to a four-year college after graduating.

> I think I'm too young to take a job, for now. I just want to … take some time.
> (Blair, interview 2)

> Because I don't want to get a job now. Because I think too early to get a job.
> (Jin, interview 1)

This reveals a tension between the personal goals of Jin and Blair; to delay their entry to the job market, and the goals of their college, their departments and their professors; to have students find fulltime employment within six months of graduation.

Soo explained that despite feeling pressure to get a job, she felt this to be a positive phenomenon.

Interviewer:	Do you feel any pressure to study English now?
Soo:	Yeah. To get a job. Almost all trade companies need applicants to be very fluent.

Interviewer: Would you say this is a positive kind of pressure or a negative kind of pressure?

Soo: Positive.

Interviewer: Why?

Soo: Because I just want to be better. So it helps me improve my patience and diligent attitude. (Soo, interview 1)

4.5.4.2 Perspectives on English education in Korea

Chapter two outlined some systemic features of English education in Korea, a major theme being how English education is oriented towards passing tests, as opposed to achieving communicative competence, and how this focus "washes back" into English teaching practices in Korea. This is reflected throughout the participants' responses.

> [English education in Korea] is not very useful for communication. But it can improve reading skills. Memorizing many words, and knowing many words is important. So the system is not really good, but it is still helpful. (Blair, interview 1)

> Until high school, the Korean SAT is really important and [the teachers] only teach for that. And very strictly. So it's not really useful for improving my English skills. (Blair, interview 1)

> What I want to say is the way of learning English is really wrong, because we learn English we don't use in normal life. The phrases come from National Geographic magazine, like that. Really difficult and not useful in normal life. (Karen, interview 1)

> [The English education system in Korea] is really bad. Because we never learn how to speak. I have a cousin and she hopes to speak English like me. She's a high school student and I asked about her English class. They have English class for one hour every day, but they just read and memorize words and that's it. They never speak or watch videos. (Claire, interview 1)

> I think improving my real English skills is mainly about writing and speaking. For improving speaking skills, I should talk with the other person. But in high school we don't do that because SAT is just a paper test. (Blair, interview 1)

As the above excerpts show, these participants believe that English language teachers in Korea focus on developing students' reading skills and building their vocabulary, two skills associated with written test taking, to the detriment of oral communicative competence. Judging by some of their word choices the participants used such as *not useful* (used in three of the above five excerpts), *wrong, bad*, they evaluate this to be a negative phenomenon. When considering the various language learning goals outlined earlier in this chapter, it becomes clear that there is a lack of alignment between the participants' personal English language learning goals, and their previous English language classroom experiences. Karen, Claire and Soo, for example, expressed a desire to use English to communicate with people from different cultures. Such a goal does not align with an educational system that focuses primarily on test taking. Soo's goal of using English to communicate with clients in her future career serves as another example of this lack of alignment. Jin highlighted this lack of alignment explicitly.

> Jin: I want to speak fluently, but we don't learn how to speak. … We always take written exams, but it doesn't help us use English in other countries. When I travel or learning other cultures, I think communication is important but I can't do that.
>
> Interviewer: Why do you think there is this focus on written tests?
>
> Jin: The teachers are taught by written exams too so they're not good at speaking. (Jin, interview 1)

In this excerpt, Jin also drew a link between the non-achievement of her language learning goals and pedagogical approaches in Korea by suggesting that English language teachers lack the ability to teach oral communicative competence. Soo also expressed dissatisfaction with her previous English teachers.

> My middle school and high school teachers weren't good. They just read textbooks. Not much input. And they taught without any introduction, they just gave us materials and told us to study. (Soo, interview 1)

Blair, who spent a year in New York when she was 16, drew some interesting comparisons between her educational experiences in Korea and in New York.

> When I was in the USA, teachers gave me assignments every week to think about the class things deeply. Like geography. But in Korea they don't have much homework, nor think about the class really deeply. (Blair, interview 2)

> Obviously in Korea, it's like, we have the SAT. Everything is for the SAT. That's what's different from the US, the teachers really try to make us understand the class. (Blair, interview 2)

> I felt the teachers [in the US] really cared about our lives, like how we should grow and be adults. But in Korea they don't really care about that. … Like in USA, teachers just really want to be a teacher, but in Korea, it's just a job. (Blair, interview 2)

These excerpts reinforce the participants' views that the main focus of English education in Korea is passing tests, and not, as Blair's comparison suggests, "thinking deeply", "understanding the class", or "growing and being adults". Blair seems to value these teaching qualities she witnessed in Canada, and states that teachers in Korea do not demonstrate these qualities.

The strongest emerging theme here is that participants feel that their predominant classroom experience, test-focused learning, is "not useful" in relation to their individual language learning goals. Several participants also expressed dissatisfaction with pedagogical approaches in Korea. These two themes can be seen as constituents of the wider education context. Revisiting the participants' long-term goals as outlined in the participant profiles, it is clear that there is a lack of alignment between these goals, their English previous learning experiences, and their desired learning outcomes.

This and the preceding two sections have looked at pressures the participants experienced both at high school and at college, and their reflections on English language education in Korea. Clearly, some of the participants had quite unpleasant English language learning experiences, perhaps no better illustrated than by Claire recounting being hit by her English teacher for making mistakes. Overall, it can be seen that the participants hold quite negative views of English education in Korean both in a general sense, and also as it pertains to their own individual experiences and learning goals.

These various factors, the pressures of education, unpleasant classroom experiences, and negative views of English education and associated pedagogical approaches, influenced the participants in uniquely different ways throughout their learning experiences. The discussion chapter will explore how these factors affected the participants in terms of how they formulated and reformulated their language learning goals and employed learning strategies to achieve those goals.

4.5.4.3 Confidence, grammar and expectations of perfection

Two connected sub-themes recurred throughout the interviews: the difficulties of learning English grammar and low confidence when speaking. Both Jin and Karen linked these two concepts with a socio-cultural dimension by suggesting that Korean people have an expectation of perfection when it comes to communicating in English.

Interviewer:	Why do you think you don't feel confident?
Jin:	I think grammar is really difficult. Especially in speaking and conversation, grammar is too difficult. And I always care about the grammar.
Interviewer:	Have you had teachers tell you that making mistakes is normal and natural?
Jin:	Yes, but we always want to be perfect.
Interviewer:	Why do you think that is?
Jin:	I have no idea why we want to be perfect. But I think it's customs. Social customs. (Jin, interview 2)

Karen:	Korean people judge people's English skill, not their expression skill, they judge them by their grammar skill. So that's why it's so hard to speak English. … If I'm speaking English in front of other people they think like "Oh my gosh she making grammar mistake and used the wrong vocabulary". They are not listening to my expression, just judge grammar and vocabulary skills, so that's why I don't want to speak English in front of Koreans.
Interviewer:	Oh, you mean this is how you personally feel?
Karen:	Yeah. This is the Korean style. Because they are really obsessed about all kinds of education, so that's why Korean style is judging people. … At school making mistakes about anything, math or English or science, gets bullied.

Interviewer: Bullied by who?

Karen: Teachers, seniors, academy teachers, everyone. That's why before getting perfection we don't want to try at all. It is the first step in the problem in learning English. (Karen, interview 2)

Both Jin and Karen seem to be suggesting that this emphasis on grammatical perfection has a specifically Korean aspect ("social customs", "Korean style is judging people"). Such a phenomena would have wide ranging implications on language teaching and learning practices, and would question any one-size-fits-all approach to language teaching pedagogy. As any language teacher or learner knows, grammatical perfection is not a reasonable standard in many learning contexts. If such a standard were expected, whether by their teachers, or of themselves, invariably these expectations will be unmet. Karen usage of the word "bullied" in reference to making mistakes invokes her earlier comments of how much she disliked learning English at school. Karen comments that students are unwilling to attempt speaking English unless it is perfect and believes that this is a significant problem in learning English. Few language teachers would disagree with this sentiment.

The above excerpts from Jin and Karen introduce an interesting dimension to how Korean students learn to speak English, and one that is both psychological; anxiety to speak English in front of other Korean people yet is also reflective of broader socio-cultural phenomena. This highlights the complexities of understanding language learner motivation. The upcoming discussion chapter will explore some of these complexities, both on and individual level by looking at psychological and affective factors, but also on a societal level by looking at the educational system in Korea and other socio-cultural phenomena. By looking at these different levels of analysis and their dynamic interplay.

4.5.4.4 Perspectives on the place of education and English in Korean society and 'social recognition'

Another emergent theme from the interview data was that of 'social recognition', and how it relates to English abilities. The term 'social recognition' was frequently used by the participants but a more accurate English translation may be 'social status' and relates to how people are viewed by others in society. The word 'respect' was also frequently used to explain

Korean attitudes to those who were seen to be capable English communicators. The respect afforded to those proficient in English could be seen as a symptom of the wider emphasis on education.

Chapter two outlined how central education is in Korean society, and how for many Korean people 'being educated' is a goal in itself, and how 'educated people' tend to be respected members of Korean society, particularly those who attended a prestigious university. The following two excerpts from Blair highlight this concept of a 'good' university. In the second of these excerpts Blair suggests a link to historical and societal factors to this belief.

> In Korean society going a good university is like living better. And getting a better job. (Blair, interview 1)

> It's like an ancient thing. In Asia we think going to like, good university is the most important thing in a teenager's life. (Blair, interview 1)

Jin echoes this belief, and in the below excerpt draws a link between the prestige of attending an American university, English, and social position.

> Rich people in Korea doesn't go to university in Korea. They go to American university. For English, and for social recognition. (Jin, interview 2)

Here Jin and Blair expressed their personal beliefs about the importance of a university education in Korea, but by connecting this with the concept of 'social recognition' there are asserting that this belief is shared by wider Korean society. This reinforces the participants aforementioned opinions about the value of education in general in Korean society.

The following anecdote from Jin further buttresses the importance of a university education, and also hints at the stratification of Korean society and its relationship to education and qualifications.

> My cousin, she graduated this year from high school and she got a job, but she didn't get high salary, and not good welfare. CJ Group and others like Samsung require four-year degrees, and actually, they don't employ high school graduates. Or if they do, they only have a temporary contracts. (Jin, interview 2)

This excerpt highlights how those who choose not to go to university in Korea, like Jin's cousin, find it difficult to find stable, well-paying employment.

In another anecdote about her friend, Jin suggests that not attending university will have implications to an individual's social status.

> Interviewer: Why do some people attend college if they're not interested in studying?
>
> Jin: Because of social recognition. In Korea we need to have a degree. … Actually, one of my friends doesn't want to go to college. But her family and social recognition makes her go. (Jin, interview 2)

These excerpts from Jin highlight how important tertiary education is in Korean society, and that those on the lower end of the educational hierarchy will face limitations in terms of career prospects and social mobility. Interestingly, when asked what advice Jin gave her friend, she replied:

> Just go to university. Keep studying. (Jin, interview 2)

This suggests that despite whatever circumstances influenced her friend's initial decision not to go to university, Jin believed that ultimately it was in her friend's best interest to pursue a university education. This further underscores the importance of a university education in Korean society.

In yet another interesting anecdote from Jin, she tells the story of another cousin.

> My cousin lived in America for over 10 years, but he didn't graduate or finish college, but he came back to Korea ... but he doesn't have any degree, or certificate, or anything. But he could get an okay job just because he's good at speaking English. (Jin, interview 1)

This seems to be a counterpoint to Jin's previously stated beliefs about the importance of a university education. However, it is an illustration of the value of English proficiency in Korean society. Based on his English proficiency, Jin's cousin was able to find a job and did not face the same limitations as Jin's earlier-mentioned cousin who started working after graduating high school.

Several of the participants highlighted the relationship between English proficiency and social status. This excerpt from Jin demonstrates this relationship most explicitly.

> Envy. Good image. More competitive person. Intelligent. I look up to them. … Korean people respect other people who speak English well. (Jin, interview 1)

Jin is clearly stating that Korean people respect and look up to those who can speak English well, and perceive them to be "competitive" and "intelligent". Blair expresses a similar belief and connects this to the notion of university prestige.

> They envy them. And think they're smart. And well-educated. First we think they graduated from good university. That's not good, I know, but we usually think like that. … If I'm fluent and good at English, they might think, the other people think I'm smart and well-educated, like I do. (Blair, interview 1)

Like Jin, Blair is explicitly commenting on how those who can speak English well are perceived by others, specifically they are seen as "smart" and "well-educated." Interestingly, both Jin and Blair used the word "envy", which suggests that Korean people have a desire to be proficient in English and to have the social status that comes with it.

Claire also commented on how proficient English speakers are perceived by others in the below succinct excerpt.

> When someone speaks English well, we're like 'wow'. (Claire, interview 1)

Jin and Soo both drew some interesting connections between family wealth, English and social status.

> Jin: Families with a lot of money have more opportunities to go abroad. If they want to live there, they can easily afford it. They can hire more tutors. … Actually, rich people in Korea don't go to university in Korea. They go to America university.
>
> Interviewer: Why?
>
> Jin: For English. Social recognition. (Jin, interview 2)
>
> Interviewer: How do Korean people view those who can speak English well?

Soo: They've tried very hard, done their best. And cool. I want to be like that. … And if they've lived abroad, their parents are rich. (Soo, interview 1)

Jin explains how families with more money are able to afford English tutors for their children, and both Jin and Soo discuss how wealthy families can afford to live abroad (or send their children to study abroad). Jin also ties these factors in with the notion of university prestige. The implication is that wealthy families have a greater ability to invest in the English education of their children and further highlights how English proficiency interacts with the economic and educational stratification of Korean society.

Karen's views on the relationship between English and social status were particularly insightful and suggests a connection between a person's English proficiency with their self-esteem. This reflect the questionnaire results, as item 28 (*Being better at English would make me feel better about myself*), was the single highest scoring response.

Interviewer: How do Korean people view those who can speak English well?

Karen: Another level. Really respect. Because people who can't speak English suffer. In the subconscious we are always thinking about English, in school, in the university exam, and also getting a job. English is crucial.

Interviewer: What do you mean by another level?

Karen: They overcome the difficulties. … It's like they solved the most difficult problem in life. (Karen, interview 1)

Karen's usage of the word "suffer" suggests that the desire to achieve English language learning goals is a source of negative emotions for some learners.

This raises the question of how societal and cultural factors influence the emotional and affective aspects of a language learner within the Korean social milieu. And, in turn, how such emotional and affective aspects influence language learning goal formulation and outcomes.

Blair also hinted at this relationship between English and self-esteem in these two excerpts.

Interviewer: Why exactly would they [some people] want other people to look up to them [people who speak English well]?

Blair: They feel like special, feel like better than them. (Blair, interview 1)

[I study English hard because] I want to be a better person than others. … English is important in Korean society, even like 60 or 70-year-old grandmothers use English so the society, teachers and parents, companies, push us so we must be good at English. (Blair, interview 1)

Here Blair is commenting on the relationship between English proficiency and social status, and in the excerpt is highlighting her personal desire to have a higher position in the social hierarchy by improving her English abilities.

5.4 Summary

Some broad points can be drawn from these findings. The attitudes and beliefs of both the questionnaire respondents and the interview participants provide individualised examples that reinforce the discussion of Korean society and the place of English as outlined in chapter two. Clearly, English is very important in Korea. From the point of view of a school or university student, English competence is desired, and in many cases, expected by parents, teachers, admissions departments, university professors, and potential employers. The experiences of the participants of this study bear this out. The participants described the various ways that these expectations exerted pressures on them to be good at English, and resultingly their language learning experiences, while at times positive, were more often negative. Two particularly germane examples, recurring throughout the interview data, are the test-focused English classes common in the participants' language learning histories, and the emphasis on grammatical and lexical competence at the expense of communicative competence.

The participants expressed particularly strong, and in many cases, overlapping, views on the place of English in Korean society. The participants believe that being perceived as a proficient English speaker comes with assumptions about competence, social position and being "cool". Therefore, the value of English proficiency in Korea society goes beyond utilitarian functions of getting into a desired university or getting a good job. That Korean society places such value on English has wide ranging implications which will be discussed in the following chapters. Furthermore, this highlights that specific Korean cultural and societal factors create a learning

context with unique characteristics which must be taken into account in order to understand the experiences of English language learners in Korea.

Perhaps the most significant theme to emerge from the interview data, and one that weaves many of the abovementioned findings together, is the lack of alignment between the participants' personal English language learning goals, and the expectations foisted upon them by their educational and broader social environments. All five interview participants, though to varying degrees, believed that English had an important role to play in their futures and imagined themselves using English in those futures. This remained true as the participants' life goals continually evolved throughout the various phases of their education, however there persisted a gap between the participant's individual English learning goals and the expectations of their societal and educational context. For the three participants who majored in English, it appeared that the context of their tertiary education had a significant influence on their goal formulation, although their goals shifted once they moved out of this context. This process of goal formulation, and how it is affected by language learning experiences, as well as social and cultural contextual factors, will be discussed in the next chapter.

Chapter Six: Discussion

6.1 Introduction

This chapter provides a discussion of the findings presented in the previous chapter and positions these findings in relation to existing literature. Particularly, the two concepts of ideal L2 selves and ought-to L2 selves will be discussed at length. The first section explores the participants' ideal L2 selves. The following section discusses the participants' ought-to L2 selves, and how these self-images are shaped by cultural and societal factors. The next section explores how the participants' goals, both in terms of language learning goals and more general life goals, evolved over time and how these changes can be understood in terms of the L2MSS. The following section looks at the participants' broader social contexts and discusses some of the uniquely Korean aspects of their learning experiences and how they ultimately affected their language learning motivation. The final section offers a brief summary of the chapter.

6.2 The participants' ideal L2 selves

It is clear that the participants in this study believed English would play an important role in their futures. This was true of the questionnaire respondents (in general) and of the interview participants. The five interview participants expressed differing visions of how English would feature in their futures, although a distinction can be drawn between Jin and Blair, who saw the primary function of English in their futures as being related to their career, and Claire, Karen, and to a lesser degree, Soo, who imagined English playing a wider role in their future lives, especially in the social realm in their personal relationships.

By applying the L2MSS to these findings, the participants' future goals can be interpreted as aspects of their ideal and ought-to L2 selves. There are several aspects of a language learner's possible L2 selves that affect the motivational power they exert. Dörnyei (2009) refers to these as the "conditions for the motivating capacity of the ideal and ought to selves" (p. 18). Three of these conditions are particularly relevant to this study as they recur throughout the participant interviews.

Most obviously, an individual must first have a mental representation of their possible selves. Although it can be assumed most people think about their future to some degree, many may not include a language specific aspect in their representations of their futures. Ruvolo and Markus (1992) observed that individuals differ in their ability to generate possible self-images, and some people may not have access to developed representations of their possible selves.

Secondly, for a self-image to have motivational efficacy, it must be sufficiently elaborate and vivid. Many studies have shown that language learners who have more clearly defined and detailed L2 self-images are more motivated learners (see Csizér & Dörnyei, 2005, and in relation to the Korean context, Yang and Kim, 2011; Lyons, 2014; Kim 2019).

The third condition to be discussed here is "accompanying procedural strategies" (Dörnyei, 2009, p. 18), which links the mental processes of generating and activating possible self-images, and action. To be effective, possible self-images must be accompanied by a set of sub-goals, strategies to achieve them, learning behaviours and action plans. Here, elements of Dörnyei and Otto's process model (1998) can be seen, particularly the preactional and actional phases. Oyserman, Bybee and Terry (2006) state that such procedural strategies are necessary in order for possible self-images to lead to successful outcomes. This is an important part of the L2MSS that may not have received sufficient attention in the literature. Without such strategies, possible L2 selves will remain mental abstractions with little practical relevance, akin to a daydream or a fantasy (Miller & Brickman, 2004).

Throughout the interviews, considerable time was spent discussing the participants' goals and dreams for their futures. All five participants articulated various goals in different areas of their lives, and all expressed aspects of the people they would like to become. Elements of their ideal selves were evident in these visions. Yet the degree to which there was an L2-specific aspect (i.e. an ideal L2 self) evident in these possible self visions varied. The following section will apply the construct of the ideal L2 self to the participants' past experiences and future goals in order to assess the degree to which this construct has explanatory power.

Broadly speaking, the participants can be divided into two groups. The first is those who exhibited of strongly formed aspects of ideal L2 selves, comprising of Claire, Karen and Soo, and the second is those who exhibited less strongly formed aspects of ideal L2 selves,

compromising Blair and Jin. However, this distinction is complicated by the fact that in the time between the first and second interviews, both Blair and Jin had reformulated their future life goals, which in turn led to a signification reformulation of their ideal L2 selves.

4.5.5 L2MSS condition #1: L2 self images

Claire, Karen and Soo appeared to be strongly goal-driven individuals, and in the interviews described many different goals that had guided their behaviours in the past, as well as goals they had for the future. Varyingly, they discussed the different ways English featured in these goals, thus providing an image of the L2 aspect of their possible L2 selves. Dörnyei's primary condition of the L2MSS is that learners' possible self images "need to exist" (Dörnyei, 2005, p. 19). Claire, Karen and Soo all clearly met this condition, as will be explored later in this chapter.

In Blair's case however, it was not so clear-cut that she possessed an ideal L2 self-image. Blair's relationship with English raises some interesting points and therefore merits discussion at some length. Blair explained that she chose English as a major because it was the subject she disliked least, and after two years studying at university level, still did not particularly enjoy studying it. In the first interview, Blair explicitly stated that she thought she was too young to set specific long-term goals for her life. At the time of the second interview, Blair explained she had successfully transferred to a new four-year university and was planning to major in public administration, although she was not particularly interested in this field. When asked if she had thought about the kind of career she'd like to have, she explained that although she was still interested in the cosmetics industry, she would probably end up working in public administration as she felt it would be easiest to get a job based on her major. She further explained that although she would require a certain level of English proficiency to get a job, beyond that she would have little need or interest in the language, and it would not be an important part of her life.

If a reader is surprised by Blair's seeming ambivalence to her career path, it is worthwhile noting the importance of "getting a good job" in Korean society. The job market, particularly for recent graduates, is highly competitive and graduates are often unable to pursue a career path they truly wish to (Seth, 2002). The goal of finding a well-paying, stable and respected job is more important for many students than pursuing their dream job, or one that is

commensurate with their interests or hobbies, although it should be pointed out that this is hardly a Korea-specific phenomenon.

Blair's approach to her future, combined with her statement that she did not particularly like English, or the process of learning it, presents some difficulties when attempting understand what role an ideal L2 self plays in her life. Essentially, she did not seem to possess clear goals for her future. That is not to say she didn't think about and consider her future life, but perhaps she is one of those individuals Ruvolo and Markus (2006) had in mind when they postulated that some people may not have access to well-developed images of their possible selves. In terms of an ideal *L2* self, Blair demonstrated little evidence of possessing such an image. Her future representations relating to English did not go beyond the utilitarian function of getting a job. Unlike Karen, Claire and Soo, (and generally, the questionnaire respondents), Blair was rather ambivalent about travel and did not seem to value English as a tool for international travel.

Jin also showed little evidence of having an ideal L2 self-image. She did however, describe a number of long-term goals she had for her future such as buying a house and owning a rice cake café. These goals could be seen as aspects of her ideal self although Jin specifically stated that she did not believe English was important to achieving these goals. By the time the second interview was conducted, having settled on a career path as a merchandiser for the CJ Group, Jin stated that she saw little value in English beyond getting a job.

Whereas Claire, Karen and Soo saw English as an important part of achieving their future goals and realizing their ideal L2 selves, Blair and Jin did not seem to place much value on English. This of course is not a bad thing in itself. However, the participants are situated in a social context in which English proficiency is highly valued, and this points to a gap in the values of the participants and the social context in which they live. This will be explored in greater depth later in this chapter.

The second condition to be discussed here is that for ideal L2 self-images to have motivational power, these images must be elaborate and vivid (Dörnyei 2005, 2009). Claire and Karen, and to a lesser extent Soo, described detailed plans for their futures and the role of English in those plans, thus fulfilling this condition of the L2MSS.

English was a major theme of Claire's envisioned future. Claire clearly valued relationships with other people and expressed a strong desire to make new friends, particularly with people from other cultures. As an example, she shared a recent experience of participating in a flash mob with international exchange students, an experience she highly valued. In the first interview, Claire offered a detailed vision of the travel café she hoped to own one day, where people from around the world could meet and share their travel experiences. Claire believed her English ability was too limited to allow her to communicate freely and have deep conversation with English speakers, and that greater English proficiency would 'unlock' her ability to have the relationships and interactions she hoped to have in the future. This gap Claire perceived between her actual L2 self and her ideal L2 self is an important aspect of self-discrepancy theory (Higgins, 1987) that undergirds the L2MSS.

Karen had clearly thought a lot about her future and described many different aspects of what she hoped to achieve. Karen described the next 15 years of her life in quite specific detail – getting married, having two children, living and working abroad, and using English on a daily basis, including in her workplace. She planned to spend the next five to ten years in Korea, then move abroad with her future husband and children, and eventually move back to Korea where she planned to realise her ultimate goal of becoming a successful YouTube content producer and share her life with the world. Karen believed English to be a very important aspect of this future, as she expected she would need to use English regularly in her work in Korea, her work abroad, her daily interactions while living abroad, as well as when making English language YouTube videos. Like Claire, Karen expressed a strong desire to have many friends from different cultures and saw English as an integral part of achieving this. Karen described several friendships she already had with people from around the world, and how these friendships had helped her deepen her understanding of different cultures, and her own culture. She believed that it was her level of English proficiency that allowed her to connect to this wider perspective.

In the one interview she participated in, Soo demonstrated that she had thought about her future in some detail and she outlined several of her short- and long-term plans. Her career goal was to become an expert and specialized customs house broker. Soo explained that this job would require her to communicate using English with clients on daily basis and would therefore require a high degree of English proficiency. Like Claire and Karen, Soo also valued

having friendships with people from other cultures, and also expressed an interest in traveling abroad, and saw English as a means to achieving these goals. Soo also saw English as being an important part of her primary hobby of watching movies, particularly those directed by David Fincher. She stated that her due to her limited English proficiency, she had to rely on English subtitles to understand the movies she watched, yet was aware that by doing so she would miss much of the nuances of the dialogue. She believed greater English proficiency would allow her to more deeply understand these movies. This is another illustration of the gap between an individual's actual self, and their ideal self as outlined by self-discrepancy theory (Higgins, 1987).

4.5.6 L2MSS condition #3: Procedural learning strategies

This next section will discuss how and to what degree the participants implemented procedural strategies in order to realize their ideal L2 self-images, another of Dörnyei's conditions of the L2MSS (Dörnyei, 205, 2009). This important part of the L2MSS is what connects the mental processes of forming possible L2 self-images and accompanying language goals and action. The interview participants described many different instances of implementing procedural strategies in their pasts, as well as those they were planning on implementing in the future.

For example, Karen explained that while at high school her dream was to study culinary arts at the Culinary Institute of America. Though later abandoned, this dream of Karen's may be conceived as an aspect of her ideal self she envisioned at the time. Karen explained that to achieve this goal she

> … stud[ied] English like really really crazy, like almost ten hours every day. Yeah! Seriously, yes. So, in that time, I studied TOEFL and the high school English test, and I just memorizing all the paragraphs, and memorizing all of the grammars, and even when I was in the public transportation I just memorizing, keep listening, memorizing. (Karen, interview 1)

Karen stated this was a period of accelerated English acquisition for her and attributed much of her ability to communicate in English to her learning experiences during this period. It can be reasonably surmised that at the time, Karen was committed to realising this dream of studying at culinary arts in the US and created a road map of language learning strategies in order to do so. Though we cannot be sure to what degree these strategies were "packaged"

with the associated mental imagery (following Cross & Markus, 1994), here Karen shows evidence of fulfilling this condition for motivational effectiveness.

Claire also showed evidence of having implemented procedural strategies. Claire explained that after graduating with an Associate Degree in International Tourism, she had intended to become a tour guide. (After a one-year gap Claire re-enrolled for a further two years and completed a bachelor's degree.) She explained that English was a prerequisite for this job and was therefore "desperate" to learn English, so she enrolled in a 12-month early morning intensive English class. Claire explained that she did this despite having great difficulties waking up at 4:30 a.m. five days a week to attend this class, but she persevered. As mentioned earlier, Claire thoroughly enjoyed this class due to her teacher's pedagogical approach. Claire's goal of becoming a tour guide can be seen as an aspect of her ideal self, and possessing the requisite English skills can be seen as an aspect of her ideal L2 self. She stated that she took this class specifically to realize her dream of becoming a tour guide as therefore this may be conceived as the implementation of procedural strategies to realize and ideal L2 self.

Soo outlined a near-future procedural strategy that she was planning to implement, enrolling in an English language academy. She explicitly stated this was based on her career plan, her hobby of watching movies, as well as her goal of making friends with people. Following up this point with Soo would have provided interesting data on how these language classes had affected the achievement of her learning goals, but unfortunately, she was unavailable for a second interview.

6.3 Summary of the participants' ideal L2 self-images

To wrap up this section, it can be seen that the participants expressed aspects of their ideal L2 selves to varying degrees. Their possible self images differed greatly not only in their content, but also in terms of how elaborate and vivid they and the degree to which they are accompanied by procedural strategies. Meeting these conditions is what Dörnyei originally conceived as being necessary for the L2MSS to have motivational power (Dörnyei 2005, 2009). Several studies have investigated this link (Csizér & Dörnyei, 2005, Yang and Kim, 2011; Lyons, 2014; Kim 2019) and verified that learners' with more elaborately formed ideal L2 self-images achieve better learning outcomes. However, the goal of the present study is neither to

validate the theory or to reconfirm the causal link between ideal L2 selves and the achievement of learning outcomes. Rather, this study aims to investigate what role these possible L2 self-images play in terms of language learning motivation.

6.4 Ought to L2 selves and the educational context

The second key component of the L2MSS is the ought-to L2 self (Dörnyei, 2005, 2009). This possible self-image is a representation of the L2-specific aspects of who a person believes they should become, based on externally imposed expectations, duties and responsibilities. As Dörnyei points out, an individual's ought-to self may be quite different from their personal desires and wishes. A simple example of an ought-to L2 self-image is the obligations a child might feel to fulfil their parents' wish for them to pass an English test. Dörnyei discusses the influence of social norms and pressures on an individual's ought-to self, and explains that these external forces can manifest as expectations and responsibilities, thus shaping an individual's ought-to self-image.

Boyatzis and Akrivou (2006) raise an important point regarding the effect of social norms on possible self-images. Social norms play a role in shaping the values of the participants in a society, which can complicate the process of exploring individuals' possible selves. We, as members of societies, internalise our ought-to selves to some extent. This can make it unclear whether a particular goal one has for their future is a result of genuine personal desire, or a reflection of a desire to conform and adhere to social norms.

Another condition for the motivation effectiveness of the L2MSS, particularly relevant to this section, is that an individual's ideal and ought-to L2 selves should be in harmony (Dörnyei, 2005, 2009). According to this condition, maximal motivational effectiveness is achieved when a future image an individual desires for themselves aligns with the future image others desire for them. Conversely, when an ideal self-image and an ought-to self-image diverge, or worse still, are in conflict or are contradictory, motivational effectiveness is reduced. This situation may give rise to negative emotions relating to the learning process and is clearly a counterproductive situation which may negatively affect learning motivation.

As discussed in the preceding chapter, the participants of this study experienced significant pressures to study English throughout their lives. Two particularly significant sources of these

pressures were the CSAT as a means to get into a good university and getting a good job. Chapter two introduced the CSAT and explained the hugely significant effect a student's performance on this test has on their future. It also outlined the gruelling life of study of the typical Korean high school student, whose singular focus for their three years at high school is very often getting a good score on the CSAT in order to gain admission to their desired university. Chapter two also discussed how English proficiency is intertwined with the university admissions process and the labour market, and as a result, plays a very important role in Korea. It emerged from the interviews that these Korean-specific societal factors had a significant bearing on the participants' past and current motivation to learn English.

The interview participants' attitudes and personal experiences relating to the CSAT and the university admission process strongly suggest their learning behaviours were significantly motivated by their ought-to self images. These ought-to self images were strongly influenced by the Korean social context, specifically the participants' desire to get into a good university and to get a good job. Although these ought-to self-images manifested differently for each participant, the participants similarly described how their studies of English were strongly influenced by the social context and related expectations, constraints and norms.

4.5.7 The participants' ought-to self images and CSAT

During the participants' three years at high school, they described having a singular, near-term goal of getting a score on the CSAT that will enable them to apply for the universities they hoped to attend. Though some of the participants did have a longer-term career goal, such as Jin wishing to become a flight attendant, all five participants described the CSAT as being the main focus of their lives during this time. The English section of the CSAT focuses on listening, reading comprehension and grammar, and the participants stated that they spent significant amounts of time trying to improve these skills, particularly by practicing previous year's versions of the CSAT.

All five interview participants described how they found this to be an unpleasant and stressful experience, and how much of this negative emotion is the result of the pressures they experienced to get a high score on the CSAT. The participants variously described being "pushed" by their parents and teachers to study hard. Furthermore, the participants

explained how they were cognizant of effect their CSAT result would have on their futures (as explained in chapter two) which added an extra layer of pressure.

Karen, for example, explicitly stated that she came to "hate" English as a result of her experiences preparing for the CSAT. This was also the period when Karen was studying English "like really really crazy" (Karen, interview 1) in order to achieve her dream of studying culinary arts abroad, and, was also the period Karen experiences great improvements in her English abilities. Karen's learning behaviours during this time suggest that the harmony condition of the L2MSS were fulfilled, that her ideal L2 self image of her studying culinary arts abroad was in alignment with her ought-to L2 self image of having achieved a high score on the English section of the CSAT. Interestingly, despite the harmony between her ideal and ought-to L2 selves, and the improvements to her English abilities made during this time, Karen still found this experience highly unpleasant.

A recurring theme that emerged from the interviews was that the participants expressed dissatisfaction with the way English is taught in Korean schools. Specifically, that their classes focused on preparing for the CSAT which necessitated a focus on reading, vocabulary and grammar. This focus conflicted with the participants' desires to be competent speakers of English. The participants' future L2 self images did not exclusively feature oral fluency, Soo, for example, envisaged herself working with English language documentation in her future work, the participants expressed a strong desire to be capable oral communicators. This desire may be conceived as an aspect of the participants' ideal L2 self images. The personal English language learning goals of the participants did not align with the expectations of the CSAT-based learning paradigm. Invoking the harmony condition of the L2MSS, it is clear that the participants ideal L2 selves are not in harmony with their ought-to L2 selves. Rather, they are in conflict, which, according to Dörnyei (2005, 2009), reduces the motivational effect of the L2MSS.

6.4.1 The pressures at college: The TOEIC test and getting a job

After entering college, the participants found themselves subject to a new form of pressure, albeit less intense than that experienced at high school, centred around the search for employment. This pressure was most keenly felt by Blair, Jin and Soo, who were in the process of finishing their studies and soon to be graduating.

One source of this pressure for the participants was the TOEIC test. As explained in chapter two, a high TOEIC score is a requisite for many jobs, and Blair, Jin and Soo, potentially soon-to-be job hunters at the time of the interviews, were clearly concerned about their TOEIC scores. The participants did not hold the TOEIC test in high regard and did not believe their TOEIC score accurately reflected their oral communicative competence. This point was highlighted by Karen's comparison of her friend with a much higher TOEIC score that her, but who was unable to converse in English. Jin also expressed similar sentiments when she stated that The TOEIC test is "… just a skill for solving problems" (Jin, interview 1). Park (2011) made a similar point when he pointed out that a high TOEIC score is more a reflection of time invested studying for the test (possibly at a specialized cram school) than genuine English communicative ability.

Clearly, the participants were not driven to study for the TOEIC test by intrinsic factors. The need to have a high TOEIC score was a result of expectations embedded in the wider labour market in Korean society, and therefore it can be reasonable surmised that the participants were driven to study for the TOEIC test by facets of their ought-to L2 self images.

Understanding the possible L2 self images of the three students of the English department, Blair, Jin and Soo presents a certain difficulty. In the first interview, they all expressed a desire to work in the trade industry. This is significant because the trade industry is one of three general fields the English department steers its students towards, in order to increase their employment rate, which, as explained previously, as a key indicator of department performance. Notably, none of the three participants had considered this career choice prior to college, and both Jin and Blair had abandoned it soon after graduation. This raises the question of where these future visions of working in the trade industry came from. Had they formed as a result of exposure to the trade industry through their studies, and represented a genuine desire to work in this industry, thus constituting aspects of their ideal selves? Or, had the goal of the English department to achieve a high employment rate filtered down to the students and manifested as a form of pressure, thus shaping the participants' goals? The selection of courses available, internship opportunities available, and influence from professors could all conceivably contribute to such a process. Yet another possibility is Blair and Jin's plans to work in the trade industry were no more than vaguely formed goals, and therefore lacked sufficient imaginative content to constitute possible self-images. These are

interesting questions, however unfortunately there is insufficient interview data on this point to effectively address these questions.

4.5.8 Positives aspects of the pressures to study English

Clearly, the participants experienced significant pressures to study English throughout their time as school students, and to a lesser extent and in different ways, as college students. Although in a general sense the participants found these pressures to be unpleasant and stressful, they responded to these various pressures of the education environment in different ways at different times. Soo, for example, explained that the pressures she experienced at college were generally positive because they pushed her to more diligent in her studies, and would help her achieve her career goal of becoming a customs house broker. Blair explained that although she did not enjoy the process of studying English, she felt the language skills she acquired as a result would help her later in life when she needed to find a job.

6.5 Summary of the participants' ought-to self images

This and the preceding section have shown how various aspects of both the participants' ideal and ought-to L2 selves have influenced and motivated their learning behaviours. Each participant exhibited a unique mix of reasons for studying English, and accordingly, their future possible L2 self images manifested in different ways. Claire, Karen and Soo all expressed strong ideal L2 self images, and explained how these images had motivated their learning behaviours in the past. Jin expressed a weaker ideal L2 self image, and Blair showed little evidence of possessing one at all. A significant finding to emerge from this discussion was that the participants ought-to L2 selves had a very strong influence on their learning behaviours. Although in some cases a harmony between the participants' ideal and ought-to L2 selves could be observed, leading to higher levels of target outcome achievement, in most cases the participants' ought-to L2 selves exerted a stronger influence on their learning behaviours than their ideal L2 selves. This has important implications, as research has shown that target outcome achievement is more strongly correlated with ideal L2 selves than ought-to L2 selves (Csizer & Kormos, 2009; Taguchi, Magid & Papi, 2009; Kim, 2019). The participants' ought-to L2 selves were in part of product of unique features of the Korean social

and educational context. The CSAT and the university admissions system, as well as the TOEIC test and the process for finding employment, all had significant effects on the participants' relationship with English.

6.6 Changing goals and the reformulation of L2 self images

As presented in the previous chapter, the interview participants' plans and goals for their futures, both in terms of their life goals, and more specifically their English language learning goals, changed over time. Henry (2015) points out the tendency of researchers to view ideal and ought-to selves as being static constructs. This view echoes the critique of psychological approaches to motivation by some sociocultural researchers such as Norton (2013). However, Markus & Nurius (1986) originally conceived possible selves as being highly dynamic. Dörnyei (2005, 2009) also explained that L2 selves were phenomenologically constructed; they arise from the ongoing interactions and experiences of an individual.

Henry (2015) explains that language learners' L2 selves are constantly being reformulated and revised as a learner interacts with the target language. Therefore, every time an individual uses a target language, they are likely to be fine-tuning their relevant L2 selves. This process also occurs when an individual learns a language, which introduces several pedagogical implications. Language teachers should at the very least be aware of these processes. Henry highlights the importance of how a language learner assesses the likelihood of realising an ideal L2 self. This invokes Dörnyei's (2005, 2009) *perceived plausibility* condition of the L2MSS necessary for "the motivating capacity of the ideal and ought to selves" (2009, p. 18), and is also a point made by Carroll, Sweeny, and Shepperd (2006) and Carroll, Shepperd, and Arkin (2009). Henry (2015) explains a language learner may revise their possible self-images "upward" or "downward" in order to regulate the distance between their actual self-image and their possible self image. Therefore, a language learner who comes to the realization that their ideal L2 self is less plausibly achievable than previously imagined might revise that self-image "downwards" in order to reduce the distance between their actual L2 self and their ideal L2 self as a means to increase the motivational power of an ideal L2 self.

4.5.9 Changing goals: From high school to college

A broad trend emerged from the findings. While high school students, the language learning behaviours of all five participants were motivated by strongly formed ought-to L2 self images. This is evident from the descriptions the participants gave of the various pressures they were under at this time, related to the CSAT and their desires to get into a good university, and how they felt about pressures. During this time, some of the participants did exhibit aspects of ideal L2 selves, most notably Karen who recounted studying English "like crazy" to achieve her dream of studying culinary arts abroad. However, generally speaking, the participants' ought-to L2 selves had a much greater impact on their learning behaviours that their ideal L2 selves while at high school. Essentially the participants' ideal L2 selves were out-balanced by their ought-to L2 selves. This paper has already discussed how the CSAT becomes the main focus of high school students' lives during their three years at high school. This raises an interesting question about Korean high school students' capacity to form genuine long-term goals beyond the CSAT, such as language learning goals and broader life goals. As previously mentioned, a student's results on the CSAT have a huge bearing on their futures, and affect which university they attend, career prospects, and even social position. Any career goal a Korean high school student developed would (in most cases) be conditional on a certain level of performance on the CSAT, and this fact may affect the capacity to form goals while at high school.

Jin's dream of becoming a flight attendance serves as an example of a career goal that did not survive the transition from high school to college. Becoming a flight attendant is a popular job for young women in Korea and is the application process is extremely competitive. By the time Jin had become a university student, she stated that she felt she wasn't well positioned to pursue this dream, partly due to what she saw as her insufficient English and Chinese abilities, and had therefore abandoned it. This invokes the perceived plausibility condition of the L2MSS (Dörnyei, 2005, 2009), which states that a possible self image will have more motivational power if the individual believes it is likely to be achieved. Jin may have come to believe that gap between her actual self and ideal self was too large, and rather than revising her ideal self 'downward' (Henry, 2015), she abandoned it all together.

4.5.10 Changing goals: As university students

The participants all described their college years as being significantly less stressful than their time at high school, primarily because the CSAT was now behind them and they had achieved college admission. Although, notably, the participants differed in how satisfied they were with their university, particularly as it is a two-year college, not a four-year university. Blair in particular, was dissatisfied with her status as a student of a two-year college. As university students, the participants' goals and plans for their futures began to change, and this was reflected in their possible self images, and their corresponding possible L2 selves. A shift in the balance between the participants' ideal and ought-to selves can be observed. Whereas prior to college, the immense stresses and pressures of the CSAT and college admissions process meant that the participants' ought-to selves outbalanced their ideal selves, at college, the role of the ideal selves increased. All five participants developed clearer and more detailed ideal self images, as reflected in their various plans and goals, for example, Claire's long-term plan of owning a travel café, Soo's career goal of becoming a successful customs house broker, or Karen's long-term goal of become a "really rich YouTuber". These participants all stated that they believed English proficiency to be a requirement for achieving these goals, thus providing the L2-specific facet of the future images. Soo, for example, described how she envisioned communicating with clients in English on a daily basis as part of her work.

4.5.11 Changing goals: The few months between interviews 1 and 2

Quite surprisingly, all four of the participants who participated in two interviews (Soo was unavailable for a second interview) had made quite significant changes to their plans for their futures in the time between the two interviews. This was true of Blair and Jin, who had graduated only a few weeks before the second interview, as well as Claire and Karen, who had graduated one year prior. Claire had changed her long-term goal of owning a travel café to working in marketing, Jin from working in the trade industry to becoming a merchandiser, and Blair also from working in trade to working in the field of public administration. Karen had retained her long-term goal of becoming a famous YouTuber, however had made several changes to her short- and medium-term future plans. She had abandoned her plan to apply for a job in an airport in Hong Kong and instead intended to enrol in a Bachelor of Computer Science degree.

These changes may be partly attributed to the timing of the interviews, particularly for Blair and Jin, who graduated just prior to the second interview. That all four participants had reformulated their future goals and plans could simply be a coincidence with no theoretical implications. There is after all, nothing unusual about a person in their early twenties revaluating their future. Shoaib and Dörnyei (2005) have pointed out that individuals' language learning goals often change when they enter a new phase of life, particularly when entering university or when it comes to finding employment. This was certainly the case for Blair and Jin, whose entire visions for their futures changed shortly after graduation. These new future visions reflected significantly changed language learning goals. The previous section raised the question of whether and to what extent their educational context shaped their English language learning goals. One possible analysis is that the goals of their college department (i.e. to increase their employment rate) manifested as expectations and obligations on the participants, which in turn became aspects of their ought-to L2 selves. This may have affected the formation of their desire to work in the trade industry, and their associated English language learning goals, such as being able to use English to communicate with clients.

Blair and Jin had both abandoned their goal of working in the trade field; Jin intended to become a merchandiser and Blair planned to work in public administration. With the abandonment of their plans working in international trade, a field in which the participants saw English as being a requisite skill, Jin and Blair no longer saw English as an important part of their futures. Put simply, neither of them particularly liked English, enjoyed learning it, or saw themselves using English in their future workplaces, and therefore the value they placed on English had been reduced the purely utilitarian functions of getting a job and earning promotions.

It can be reasonably surmised that the institutional pressures experienced by Jin and Blair did indeed shape their life goals as well as their language learning goals. Their future images of working in the trade industry were only active while students of the English department. They did not have this goal prior to enrolling in this major, and their career goals shifted quickly after they had completed their studies.

It is unfortunate that Soo was unavailable for a second interview, as it would have been

interesting to see if her post-graduation plans had shifted in a similar fashion to those of Jin and Blair, especially so because her future images of working in the trade industry were quite strongly formed. Based on the one interview she participated in, Soo's ideal L2 self, and the aspects of her ought-to L2 that came from the pressures exerted upon her by her institutional context seem to be in alignment, fulfilling the harmony condition of the L2MSS (Dörnyei, 2005, 2009).

6.7 The effects of the social context

Many scholars have noted the link between English and social status (Zeng, 1995; Kwon, 2000; Kim, 2006; Park, 2009; Park and Abelmann, 2004). Chapter two outlined some of the historical factors for this and described how education in general is greatly valued by Korean society.

In a 2004 study, Park and Abelmann explore the experiences of three Korean mothers who "manage" their children's extra-curricular English education and point out the widely-held belief in Korea that greater English proficiency is seen as a way to increase social mobility.

As a constituent of her concept of investment, Norton (1995, 1997) invoked Bourdieu's construct of cultural capital (1977, 1984, 1991), suggesting that individuals invest in learning a language in order to increase their cultural capital, which, in Bordieuan terms, will allow them to increase their social status. Bourdieu's notion of *linguistic capital* (1991) is a form of cultural capital and refers specifically to the power language has to increase social status. Kim (2010) states that English proficiency is a valuable form of linguistic capital in Korean and is deeply intertwined with the *hakbul* system (see chapter two).

Questionnaire item 25 asked respondents whether they felt that being good at English would improve their social standing and image scored relatively highly with a score of 4.49, suggesting that in a general sense, respondents did believe there was a connection between English proficiency and social status.

This connection was also discussed by all five interview participants. Korean people who could speak English well were described as "well-educated", "[having] graduated from a good university", "special", "better than [others]" (Blair, interview 1), "[as having a] good image", "more competitive", "[people I] look up to" (Jin, interview 1), "cool" (Soo, interview 1), "[on]

another level", "respect[ed]" (Karen, interview 1).

Soo and Jin also saw a connection between English proficiency and high-status affluent families. They explained that well-off Korean families could finance their children studying abroad in countries such as the U.S. where they would acquire English language proficiency. Jin remarked that the very wealthy in Korea send their children to American universities.

That all participants in this study, the questionnaire respondents (in a general sense) and the five interview participants expressed similar views on this point suggests that the connection between English proficiency and social status is an influential aspect of the Korean socio-educational system.

When asked to assess the place of English in Korea, and the relationship between proficiency and social status, several participants expressed critical, and at times contradicting views. Blair stated that although she knew it was "not good" (Blair, interview 1) to assume English proficiency was an indication of intelligence or which university a person attended, she found herself thinking that way anyway.

From the results of his 2010 study, Kim found that Korean high school students exhibited a high degree of *competitive motivation.* Applying this concept to the sphere of SLA, he described it as "the desire to learn an L2 to keep pace with other L2 learners (2010, p. 215). Interestingly, Kim found no correlation between learners' competitive motivation and English test scores. Kim's notion of competitive motivations is in line this Seth's (2002) various descriptions of the Korean educational system as being highly competitive. In the discussion of his findings, Kim concluded that competitive motivation was an expression of the study participants' desire to achieve a higher social position than their peers and to be respected by others. He states that is within the *hakbul* system that such competition takes place, that is, obtaining high scores on the CSAT and gaining admission to a prestigious university, and by extension, getting a well-paying and stable job. The concept of competitive motivation does however seem to have a particular explanatory power in the case of the Korean context as it aligns with the competitive nature of Korean socio-educational system, and connects historical, economic and social factors to the reasons students study English.

Reinterpreting the concept of competitive motivation as facets of ought-to L2 selves allows for a broader analysis that includes a wider range of social phenomena. Kim states that

competitive motivation “arises from external environment faced by each student” (2010, p. 215) which overlaps with Dorynei’s conception of ought-to selves as being “representations of someone else’s sense of duties, obligations and moral responsibilities” (Dörnyei, 2009, p. 13).

Dörnyei, Csizér, and Németh have pointed out that motivation to learn a language is ‘‘not merely an individualistic affair but is strongly related to various social attitudes prevailing in the learner’s community concerning the target language group’’ (2006, p. xi). One of the main themes of their 2006 book, *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective* is how an individual’s motivation to learn a language may be shaped by wider social, economic and political influences.

The interview participants discuss the relationship between the study of English and societal norms and expectations at some length. These societal norms and expectations exert various pressures on students to study hard, get into a prestige university, get a well-paying and high-status job, and to be respected members of society. As the participants explained, English proficiency is intertwined with these expectations. The ought-to L2 self concept, with its emphasis on the influence of external expectations and obligations, maps neatly on the Korean socio-educational context.

Though individuals will have hopes and dreams for their future, from a structural point of view, Korean students are encouraged to have specific, short-term goals, such as getting a high score on the CSAT or entering a prestigious university. Therefore, though individuals may have visions of their ideal selves, the socio-educational structure, particularly with its focus on short-term goals, is not optimally conducive to students achieving these visions.

To summarise, the nature of the Korean socio-educational system will do more to prompt students to form visions of their ought-to selves than their ideal selves. As previous studies have suggested, ideal L2 selves have more motivation efficacy than ought-to L2 selves (Csizér & Kormos, 2009; Taguchi, Magid, & Papi, 2009, and in Korea, Kim, 2019) which has implications for the role of teaching and learning English within the Korean context.

4.5.12 'Social status' and its effect on the participants' as English language learners

This chapter has previously discussed how the interview participants reformulated both their life goals and language learning goals several times throughout their lives. An interesting question here is to what extent the concept of 'social status' affects the formulation of language learning goals. Dörnyei, Csizér, and Németh (2006) pointed out that social attitudes have an impact on language leaning motivation

Chapter two described how educated people in Korea society are respected and held in high esteem by others. Seth (2002) linked this to the highly pressurized and competitive educational environment, and the participants discussed at length the various pressures they experienced as students, particularly at high school.

When taken together, the importance placed on education, the university admission system, social norms such as notions of social status, create rather specific and narrow definition of success in Korea. Chapter two outlined the traditional conception this success; attending a prestigious university and getting a well-paying high-status job. As observed by Seth (2002), achieving this conception of success outside the Korean socio-education system is a challenging enterprise. Jin also commented on this point, "… most of people need to get a degree, need to have a degree. Even if they don't want to go to college, they need it … [if they] graduate high school and go to get a job, their pay and welfare is not good" (Jin, interview 2). Jin backed this up with an anecdote about her cousin who didn't go to university, and was unable to find stable, well-paying work.

The interview participants largely bought into this conception of success, although to varying degrees. Both Blair and Jin expressed dissatisfaction with attending a two-year college and transferred to a more prestigious four-year university. In Blair's case, her decision to do so seemed entirely driven by the desire to attend a four-year university, and not based on any desire to study a specific field or pursue a particular career path. Interestingly, this is despite her view that "going to college is not everything in our lives" (Blair, interview 2).

For the interview participants, achieving both their life goals and their language learning goals was largely predicated on being successful within the Korean socio-educational system. For example, Blair and Jin both planned to study at a TOEIC academy in order to increase their

employability. Though some the participants stated that they themselves respected those who could speak English well, none of them explicitly stated that they studied English in order to gain social status. Although they may not have consciously prioritised the accrual of social status, the participants were members of a society in which social status is a deeply embedded notion (Seth, 2002). After all, Seth proposed that social status was in fact the main purpose of education in Korea.

6.8 Summary

This chapter has attempted to analyse the findings of this study by drawing on a range of relevant literature. The L2MSS has been shown to have significant explanatory power as a framework through which the participants' motivations as language learners can be understood. This is particularly true of the construct of the ought-to L2 self, which this study has used to understand how several unique aspects of Korean society, in particularly the education system bear on language learner motivation. The following chapter uses the insights of the above discussion to address the research questions.

Chapter Seven: Conclusion

7.1 Introduction

The aim of this study was to explore the English language learning motivation of Korean university students at a women's university in Seoul. Specifically, this study looked at the participants' English language learning goals, both past and current, and how these goals impacted their language learning behaviours. This study also looks at how the participants' English language learning goals were influenced by external factors such as their educational contexts as well as societal structures and norms.

Having reminded the reader of the aims of this study, the following three sections will provide answers to each of the research questions. Then, the implications of this study will be presented, followed by the limitations of this study and some suggestions for future research. Lastly some final thoughts and reflections will be offered.

7.2 Research question 1

What goals do the participants have for their futures and what role do they see English playing in achieving those goals?

The interview participants outlined many different goals for their futures across a range of domains of life such as career, relationships and hobbies. Some of participants had more clearly defined goals than others, and the extent to which English featured in these goals varied significantly.

Chapter two outlined the important role English plays in Korean society, and how English proficiency offers increased access to universities, employment opportunities and is connected to social status. Perhaps unsurprisingly then, English featured strongly in the future goals of the participants of this study. The responses of the 180 questionnaire respondents suggested that they (generally) thought it likely that they would need to use English in their futures, particularly in their careers. Likewise, for the interview participants, the use of English in their future careers was a significant and recurring theme, albeit to varying degrees and in different ways. The interview participants all acknowledged the gatekeeping role English plays

in Korean society, and therefore shared a short-term goal of getting a high score on the TOEIC test as they believed it would help them find employment. Two of the interview participants believed English would have only a limited role their futures beyond this point. The other three participants saw a greater role for English, connected to their hobbies, travel, friendships and their long-term career and life goals. Claire and Karen had particularly clearly defined goals for the futures and were able to describe quite vividly the person they hoped to become. English important to realizing their vision.

Though this was not a longitudinal study, changes were seen in the interview participants' life goals as well as their language learning goals throughout the course of the project, and in some cases these changes were significant. This raised the question of what factors influenced these changes. The following research question attempts to address this.

7.3 Research question 2

How do the participants' past and current educational environments affect the formulation and achievement of their English language learning goals?

This study suggests that certain aspects of the interview participants' educational contexts had a significant effect on both the formulation and achievement of their language learning goals. To understand this, it is helpful to separate the participants' experiences into two periods, as high school students (or more specifically, prior to taking the CSAT), and as university students. As high school students the participants described being under great pressures to get high scores on the CSAT, in English as well as other subjects, as their scores would determine which tertiary institutions they may apply for. The participants expressed similar attitudes about this experience and reported that they found it stressful and unpleasant (even driving Karen to "hate" English). The participants expressed a desire to be competent communicators of English, and pointed to the fact the CSAT focuses on listening and reading comprehension. These foci wash back through the schooling system, and as a result there is comparatively little focus on oral communicative competence in Korean schools. The participants expressed dissatisfaction with this, and this lack of alignment suggests that as a mode of study, preparing for the English section of the CSAT was not commensurate with their English language learning goals of becoming competent oral communicators.

Questionnaire item 3 (*I am happy with my achievements as an English learner*), the single lowest scoring questionnaire response suggests that the a feeling of dissatisfaction with their English learning achievements goes beyond the interview participants, although it cannot be necessarily assumed this is linked to issue of oral communicative competence.

An interesting phenomenon was observed in the three participants who were students of the English department. In the first interview, all three stated that they planned to work in the trade industry, and that they had formed this goal during their two years at university. However, very soon after graduating, both Blair and Jin had decided to pursue quite different career paths, and subsequently the value they had previously placed on English proficiency had markedly decreased.

This study posits that certain institutional objectives of the university and of the English department (explained previously) exerted an influence on the formulation of the participants' goals, although the exact processes by which this may have occurred are not clear. This has many implications and raises a number of questions that could be addressed by future research.

7.4 Research question 3

How do the participants view the place of English in Korean society and what role, if any, does the social context play in the formulation and achievement of the participants' English language learning goals?

The participants held a range of views, often nuanced and at times even contradictory on the place of English in Korean society. Karen, for example, believed Korean students should study more English in order to be competitive in the global job market. Other participants however believed that too much emphasis was placed on English by society which manifested throughout the education system. The one area of uniform agreement was a deep dissatisfaction with how English is taught in Korean school, which, as suggested in the previous section, was connected to a lack of alignment between their learning goals and the educational system.

The interview participants all saw a strong connection between English proficiency and social status. University prestige and affluence recurred as sub-themes in their discussion of this topic. In Bordieuan terms (Bourdieu, 1991), the participants viewed English proficiency as an important form of linguistic cultural capital in Korean society. Varyingly, the participants seemed to accept the position of English in Korean society yet were also critical of it.

7.5 Implications of the study

This study has a number of implications. As mentioned in chapter two, one of the goals of the Seventh National Curriculum is to increase Korean students' oral communicative competence. However, the participants of this study uniformly believed that prior to university, their English language learning experiences were not particularly conducive to improving oral fluency. This points to a dissonance between the goals of education policy and its implementation, suggesting a need for a review of English language teaching practices in Korea.

Another implication is raised by the lack of alignment between the participants' language learning goals and the context of their tertiary institution. If, as this study posits, the participants' language learning goals were indeed shaped by the objectives of their tertiary institution (themselves a result of government policy), it raises the question of where the goals of individual language learners fit into the tertiary education system, and whether changes to this system could potentially produce better outcomes for learners as well as institutions.

The participants expressed significant dissatisfaction with the English education they received throughout their schooling. Much of this was based on the importance placed on the CSAT and its washback, particularly in terms of pedagogical approaches to teaching English. This study suggests that current English language pedagogy in Korea may benefit from a re-examination of its aims and approaches. Perhaps a more student-centred approach would better support a view of students as unique individuals and promote the achievement of their individual English learning goals.

Theoretically, the results of this study add to the body of literature that discusses the L2MSS, and specifically the constructs of the ideal and ought-to L2 selves. Although the goal of this

study was not to test the validity of the L2MMS, its findings suggest, like a number of previous studies, that there is indeed a link between ideal L2 selves and language learning achievement in the Korean context.

7.6 Limitations of the study

There were multiple limitations to this study. This study presents the stories of only five main participants. Though some strong themes emerged from the data, it should be noted that the five participants were all female, similar in age and majored in one of only two subjects, tourism and English. Their attitudes, beliefs and experiences are unique to them as individuals. Although the questionnaire data often supported the interview participant data, it was not a rigorously designed quantitative instrument, and ultimately the findings of this study cannot be generalized beyond the context of this study.

Another limitation was the relatively short time period over which the interviews were conducted. This is particularly poignant because of the way participants' goals changed over time. This study could have been enriched by more data regarding the longitudinal evolution of the participants' life and English learning trajectories.

Discussing the participants English learning stories, especially the more successful ones, prompted certain feelings of dissatisfaction with my own motivations as a learner of Korean language. This can be seen as yet another limitation of this study. Had my own Korean abilities been better, perhaps I would have been able to explore the themes in this study, especially the more complex and abstract themes, in greater depth leading to richer analysis.

7.7 Some suggestions for future research

This study demonstrates the richness of qualitative inquiry. Despite their being over 60 journals dedicated to English education in Korea (Moodie & Nam, 2016), it is surprising how little qualitative research has been conducted on the subject of language learning motivation. This study suggests that there are significant opportunities for further qualitative study to add much more to the wider literature on language learning motivation.

Towards the end of this project, some important questions emerged regarding the participants' agency as language learners. If, as this study posits, the participants' agency was shaped by certain aspects of the educational environment, it might be fruitful to explore similar experiences by focusing on agency and its relationship to motivation.

This study suggests that a language learner's social context has a significant effect on their language learning motivation. On one level, this could be taken as a given. However, the role of English is so important in Korea and as this study has shown, deeply embedded in the culture, educational system and social structures. If, according to some of the participants of this study, English does play an outsized role in Korea, then the Korean context offers a fertile area in which to further explore the interaction of language learning motivation and social context.

7.8 Final reflections

Reading back through the near-final draft version of this paper, it strikes me that it could almost be read as "A study on various problematic aspects of English Education in Korea". Such an approach was never envisioned at the outset of the study. I strove to present the findings as objectively as possible and hope that the critical tone that emerged is simply a reflection of the participants' beliefs and experiences. However, I wonder if my own preconceived notions as an English language teacher in Korea have clouded my analysis of the findings. It is perhaps a shame that I didn't pay more attention to the positive aspects of the participants' English learning journeys.

Upon reflection, the messy nature of qualitative study presented some challenges. Throughout the process of this study, I found myself wondering if there were sufficient data, whether it was of sufficient quality, and whether I had structured the interviews correctly and asked the right questions. During the writing up process, I constantly found myself thinking of questions I wish I had asked in the interviews. To some degree, this was a product of the research design and the decision to start with no fixed theoretical approach or paradigm. Yet an awareness remains that there was much about the participants' attitudes, belief and experiences as English language learners that this study did not capture. That said, and

despite the limitations described above, it is hoped that this study contributes to the field of language learning motivation research.

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Appendix 1: Notes on data presentation

4.5.13 Quoting the participants

Where the participants have expressed themselves in imperfect English, I have tried to strike a balance between adhering as much as possible to their original utterances, and avoiding presenting difficulties for the reader. As such, quotes have been lightly edited to improve readability where necessary.

4.5.14 Participants' names

All names in this thesis are pseudonyms. In most cases, they were selected by the participants themselves.

Appendix 2: Questionnaire (English version)

Questionnaire

This questionnaire is being conducted as part of a study of the motivations to study English of female Korean college students. The data collected will be analysed and presented in a final research report. It is anonymous, so you don't have to write your name on this form. It would be highly appreciated if you could answer the questions on this form. There are no 'right' or 'wrong' answers. Your answers will only be used for research purposes, so please answer as truthfully as you can. You may answer all, some or none of the questions. By filling out this form you are giving consent for your responses to be anonymously used for this research. Thank you very much.

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher named in this document is responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher, please contact Associate Professor Tracy Riley, Acting Director (Research Ethics), email humanethics@massey.ac.nz.

Please indicate your response to the statements by circling the number which best reflects the extent to which you agree or disagree.

Strongly disagree	Disagree	Partially disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5	6

For example:

Ex.	Fried chicken is delicious.	1	2	3	4	5	(6)

By circling 6, you would be indicating that you strongly agree that fried chicken is delicious.

1.	I enjoy studying English.	1	2	3	4	5	6
2.	I wish I didn't have to study English.	1	2	3	4	5	6
3.	I am happy with my achievements as an English learner.	1	2	3	4	5	6
4.	The English classes I have taken have helped me achieve my English language learning goals.	1	2	3	4	5	6
5.	I have many reasons for studying English.	1	2	3	4	5	6
6.	It is important for me to improve my English abilities.	1	2	3	4	5	6
7.	I feel under pressure to learn English.	1	2	3	4	5	6
8.	I try hard to improve my English abilities.	1	2	3	4	5	6
9.	I am likely to use English a lot in my future.	1	2	3	4	5	6
10.	Studying English is important for me because I may need it in future studies.	1	2	3	4	5	6
11.	Studying English is important for me because it will help me find a good first job.	1	2	3	4	5	6
12.	Studying English is important for me because I may need to use English in my career.	1	2	3	4	5	6
13.	Studying English is important for me because I will need to use English when I am travelling.	1	2	3	4	5	6
14.	Studying English is important for me because I'd like to live in an English-speaking country for some time.	1	2	3	4	5	6
15.	Being able to use English well will help me communicate with future colleagues.	1	2	3	4	5	6
16.	Studying English is important to me because it will help me achieve my personal goals.	1	2	3	4	5	6
17.	I want to have many online friends from other countries on social media services.	1	2	3	4	5	6
18.	Studying English is important to me because English will help me communicate with people from other countries.	1	2	3	4	5	6
19.	Studying English is important to me because English will help me communicate with people via social media services.	1	2	3	4	5	6
20.	Being able to use English well will enable me to participate in the global community.	1	2	3	4	5	6
21.	Being able to use English well will help me pursue my current hobbies and interests.	1	2	3	4	5	6
22.	↳ What are these hobbies and interests? _____						

Please turn over.

Strongly disagree	Disagree	Partially disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5	6

23.	Being able to use English well will offer me a wider range of hobbies and interests in the future.	1	2	3	4	5	6
24.	I study English because I am interested in the culture of English speaking countries.	1	2	3	4	5	6
25.	Being good at English will improve my social standing and image.	1	2	3	4	5	6
26.	If my English abilities were better, the people I know would treat me differently.	1	2	3	4	5	6
27.	My life would be better if I could speak English well.	1	2	3	4	5	6
28.	Being better at English would make me feel better about myself.	1	2	3	4	5	6
29.	My will to study English changes over time.	1	2	3	4	5	6
30.	Males and females may have some different reasons for studying English.	1	2	3	4	5	6
31.	If I woke up tomorrow able to speak English well, my life would be much better than it is now.	1	2	3	4	5	6

32. Is there anything else you would like to add that you think may be interesting to the researcher?

_____

_____

_____

_____

The researcher is looking for several students to participate in two to three face-to-face interviews. These will be informal conversations, at a time and place convenient to you, where the researcher will ask you some questions about your experiences as an English learner, as well as some of your plans, goals and hopes for the future. These interviews will take 30 to 60 minutes each. Like this questionnaire, these interviews will be anonymous, and you will not be identified in any way at any point during or after the research.

If you are interested in participating, please answer this short question in English, and write down your contact information.

How important is it for you to be a capable English speaker and why?

_____

_____

_____

_____

_____

_____

Your name: _____

Your department: _____

Your phone number: _____

Researcher:

James Forscutt

james.forscutt@gmail.com

Thank you very much for taking the time to complete this questionnaire! ☺

Appendix 3: Questionnaire (Korean version)

설문지

이 설문지는 한국 여대생들의 영어 학습 동기에 대한 연구의 일환으로 실시하게 되었습니다. 수집 된 데이터는 분석하여 최종 연구 보고서에 제시될 예정입니다. 설문은 익명이므로 응답해 주신 다면 매우 감사하겠습니다. 질문에 대한 정답은 없으며 귀하의 답변은 연구 목적으로만 사용되므로 최대한 진실하게 작성 부탁드립니다. 귀하는 모든 질문에 대답 할 수도 있고, 질문의 일부 또는 전부를 답변하지 않을 수 있습니다. 완성된 답변은 해당 연구에 익명으로 사용되도록 동의되게 됩니다. 대단히 감사합니다.

이 프로젝트는 동료 평가를 통해 평가되었으며 위험이 낮은 것으로 판단되었으며 결과적으로, 대학의 인간 윤리위원회 (Human Ethics Committee)에서 검토되지 않았습니다. 이 문서에 명명 된 연구원은 본 연구의 윤리적 행위를 책임집니다.

이 연구의 수행에 대해 연구자 이외에 이의 제기할 경우 있으시면 Tracy Riley 부교수 (연구 윤리), humanethics@massey.ac.nz에게 문의하십시오.

귀하의 답변이 잘 나타나도록 동의하거나 동의하지 않는 정도에 따라 해당 번호에 동그라미로 표시 하여 주십시오.

매우 그렇지 않다	그렇지 않다	부분적으로 그렇지 않다	부분적으로 그렇다	그렇다	매우 그렇다
1	2	3	4	5	6

예시)

Ex. 후라이드 치킨은 맛있다.	1	2	3	4	5	(6)

6번에 체크하게 되면 후라이드 치킨은 맛있다라는 질문에 매우 그렇다 라고 답변한 것이 됩니다.

1. 나는 영어 공부를 즐긴다.	1	2	3	4	5	6
2. 나는 영어를 공부할 필요가 없었으면 좋겠다.	1	2	3	4	5	6
3. 나는 영어학습자로서 내 영어 학습 성적에 만족한다.	1	2	3	4	5	6
4. 지금까지 수강했던 영어 수업들이 나의 영어 학습 목표를 달성하는데 도움이 되었다.	1	2	3	4	5	6
5. 내가 영어를 공부하는 데는 여러 가지 이유가 있다.	1	2	3	4	5	6
6. 나에게 있어 영어 실력을 향상시키는 것은 중요하다.	1	2	3	4	5	6
7. 나는 영어를 배워야 한다는 압박감을 느낀다.	1	2	3	4	5	6
8. 나는 영어 실력을 향상시키기 위해 열심히 노력한다.	1	2	3	4	5	6
9. 나의 장래에는 영어를 많이 사용하게 될 것 같다.	1	2	3	4	5	6
10. 영어가 나중에 필요할 수 있기 때문에 영어공부 하는 것은 나에게 중요한 일이다.	1	2	3	4	5	6
11. 영어가 좋은 일자리를 찾는데 도움이 될 수 있기 때문에 영어공부는 나에게 중요하다.	1	2	3	4	5	6
12. 내 경력을 쌓는데 영어를 사용해야 할 수도 있기 때문에 영어공부는 나에게 중요하다.	1	2	3	4	5	6
13. 여행 할 때 영어를 사용해야하기 때문에 영어 공부는 나에게 중요하다.	1	2	3	4	5	6
14. 영어를 사용하는 나라에서 얼마 동안 살고 싶기 때문에 영어공부는 나에게 중요하다.	1	2	3	4	5	6
15. 영어를 잘 하면 미래의 동료들과 의사 소통하는 데 도움이 될 것이다.	1	2	3	4	5	6
16. 영어는 내 개인 목표를 달성하는 데 도움이 되기 때문에 영어공부는 나에게 중요하다.	1	2	3	4	5	6
17. 소셜 미디어 서비스를 통해 온라인상에서 다른 나라 친구들을 많이 만나고 싶다.	1	2	3	4	5	6
18. 영어는 다른 나라 사람들과 의사 소통하는 데 도움이 되기 때문에 나에게 영어 공부가 중요하다.	1	2	3	4	5	6
19. 영어는 소셜 미디어 서비스를 통해 사람들과 의사 소통하는데 도움을 줄 수 있기 때문에 나에게 영어 공부가 중요하다.	1	2	3	4	5	6
20. 영어를 능숙하게 사용하면 글로벌 커뮤니티에 참여를 할 수 있게 하는데 도움이 될 것이다..	1	2	3	4	5	6
21. 영어를 잘하면 나의 현재 취미와 관심사를 추구하는데 도움이 될 것이다.	1	2	3	4	5	6
22. ↳ 현재 추구하는 취미와 관심사는 무엇입니까? _____						

다음장으로

매우 그렇지 않다	그렇지 않다	부분적으로 그렇지 않다	부분적으로 그렇다	그렇다	매우 그렇다
1	2	3	4	5	6

23. 영어를 잘 사용할 수 있게 되면 미래에 더 넓은 범위의 많은 취미와 관심사들이 생길 것이다.	1	2	3	4	5	6
24. 나는 영어권 문화에 관심이 많기 때문에 영어를 공부한다.	1	2	3	4	5	6
25. 영어 공부는 내 사회적 지위와 이미지를 향상시킬 것이다.	1	2	3	4	5	6
26. 영어 실력이 더 좋아진다면 내가 아는 사람들은 나를 다르게 대할 것이다.	1	2	3	4	5	6
27. 영어를 잘 할 수 있다면 내 인생이 나아질 것이다.	1	2	3	4	5	6
28. 영어 실력이 나아질수록 나 자신에 대해 더 기분이 좋을 것이다.	1	2	3	4	5	6
29. 영어공부에 대한 의지는 시간이 지남에 따라 변한다.	1	2	3	4	5	6
30. 남자와 여자는 영어 공부를 하는 이유가 같다.	1	2	3	4	5	6
31. 내일 당장 내가 영어를 잘 할 수 있다면 내 인생은 지금보다 훨씬 좋아질 것이다.	1	2	3	4	5	6
32. 해당 연구에 도움이 될 수 있는 추가 사항이 있습니까?						

_____

_____

_____

_____

인터뷰에 참여할 2~3명의 학생을 찾고 있습니다. 인터뷰는 면접형식 이고, 참가자가 편한 시간과 장소에서 가능하며 영어학습자로서 지금까지의 경험 ,영어학습에 대한 계획,목표 장래 희망사항 등 격식 없는 대화 형식으로 진행됩니다. 인터뷰는 30 ~ 60 분 정도 소요될 예정 입니다. 설문지와 마찬가지로 익명성이 보장되므로 연구 중 또는 추후에도 실명은 확인되지 않을 것입니다.

참여하는 데 관심이 있으시면 짧은 질문에 영어로 답하고 연락처 정보를 적어주십시오.

How important is it for you to be a capable English speaker and why?

_____

_____

_____

_____

_____

_____

이름: _____

학과: _____

전화번호: _____

연구자:

James Forscutt

james.forscutt@gmail.com

설문에 참여하기위해 귀한시간 내주셔서 대단히 감사합니다! ☺

Appendix 4: Questionnaire Results

		Stream A			Stream B			Stream C			Total		
		Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1	I enjoy studying English.	3.92	26	1.294	3.41	56	1.172	2.97	98	1.214	3.24	180	1.253
2	I wish I didn't have to study English.	3.31	26	1.644	3.39	56	1.498	3.51	98	1.613	3.44	180	1.576
3	I am happy with my achievements as an English learner.	3.62	26	1.359	2.75	55	1.190	2.73	97	1.343	2.87	178	1.329
4	The English classes I have taken have helped me achieve my English language learning goals.	4.12	26	1.143	3.61	56	1.021	3.79	98	1.151	3.78	180	1.116
5	I have many reasons for studying English.	4.77	26	1.210	4.39	56	1.090	4.33	98	1.274	4.41	180	1.213
6	It is important for me to improve my English abilities.	5.12	26	1.107	4.84	56	0.890	4.64	98	1.278	4.77	180	1.152
7	I feel under pressure to learn English.	3.81	26	1.674	4.14	56	1.495	4.47	98	1.349	4.27	180	1.456
8	I try hard to improve my English abilities.	4.00	26	1.386	3.63	56	1.229	3.43	96	1.203	3.57	178	1.248
9	I am likely to use English a lot in my future.	5.00	26	1.095	4.48	56	1.206	4.36	97	1.416	4.49	179	1.321
10	Studying English is important for me because I may need it in future studies.	5.15	26	0.967	4.79	56	0.803	4.66	97	1.376	4.77	179	1.175
11	Studying English is important for me because it will help me find a good first job.	5.04	26	0.999	4.71	56	0.868	4.73	98	1.297	4.77	180	1.138
12	Studying English is important for me because I may need to use English in my career.	5.00	26	1.020	4.68	56	0.936	4.77	98	1.242	4.77	180	1.123
13	Studying English is important for me because I will need to use English when I am travelling.	4.88	26	1.177	4.59	56	1.141	4.50	98	1.357	4.58	180	1.268
14	Studying English is important for me because I'd like to live in an English-speaking country for some time.	4.23	26	1.478	3.91	56	1.431	4.11	98	1.585	4.07	180	1.519
15	Being able to use English well will help me communicate with future colleagues.	5.00	26	0.849	4.50	56	1.191	4.58	98	1.268	4.62	180	1.197
16	Studying English is important to me because it will help me achieve my personal goals.	4.69	26	1.123	4.57	56	0.970	4.52	97	1.370	4.56	179	1.218

17	I want to have many online friends from other countries on social media services.	4.16	25	1.375	3.70	56	1.536	3.52	98	1.541	3.66	179	1.525
18	Studying English is important to me because English will help me communicate with people from other countries.	4.77	26	1.142	4.52	56	1.062	4.40	98	1.337	4.49	180	1.230
19	Studying English is important to me because English will help me communicate with people via social media services.	4.31	26	1.192	3.95	56	1.407	3.98	98	1.339	4.02	180	1.339
20	Being able to use English well will enable me to participate in the global community.	4.96	26	0.916	4.40	55	1.180	4.55	98	1.219	4.56	179	1.176
21	Being able to use English well will help me pursue my current hobbies and interests.	4.48	25	1.475	3.91	55	1.391	4.00	97	1.436	4.04	177	1.432
23	Being able to use English well will offer me a wider range of hobbies and interests in the future.	4.88	24	1.227	4.71	55	1.066	4.74	96	1.172	4.75	175	1.142
24	I study English because I am interested in the culture of English speaking countries.	4.13	24	1.569	3.85	55	1.268	3.61	95	1.475	3.76	174	1.430
25	Studying English will improve my social standing and image.	4.63	24	1.135	4.48	54	1.005	4.46	96	1.273	4.49	174	1.172
26	If my English abilities were better, the people I know would treat me differently.	3.50	24	1.351	4.07	55	1.345	3.88	96	1.453	3.89	175	1.410
27	My life would be better if I could speak English well.	4.54	24	1.179	4.53	55	1.184	4.54	96	1.132	4.54	175	1.148
28	Being better at English would make me feel better about myself.	5.00	24	1.022	4.91	55	1.093	4.73	96	1.110	4.82	175	1.092
29	My will to study English changes over time.	4.08	24	1.349	4.25	55	0.947	4.24	96	1.003	4.22	175	1.035
30	Males and females may have some different reasons for studying English.	4.71	24	1.398	4.56	55	1.316	4.65	96	1.353	4.63	175	1.341
31	If I woke up tomorrow able to speak English well, my life would be much better than it is now.	4.58	24	1.213	4.55	53	1.324	4.63	94	1.320	4.60	171	1.300

Appendix 5: Interview 1 interview guide

Questions about your English learning experience

- When and where are you studying English at the moment? (Why?)
- How often do you use English? (When / where / who with?)
- What are some things you enjoy about studying English?
- What are some things you don't enjoy about learning English?
    - (How do you deal with any challenges?)
- In your past, what efforts have you made to improve your English?
- How do you feel about…
    - … your past teachers?
    - … your past English classes?
    - … your current classes?
    - … your English abilities?
    - … the English abilities of your classmates and peers?
- Why do you think some people seem to find it easier that others to learn English?
- Do you feel any different when speaking English?

Questions about your future

- What are your plans after you graduate?
- How about in 5 years? … 10 years? … 20 years?
- In your future, in what kind of situations do you imagine using English?
- What plans do you have to study English in the future?
- Do you foresee any challenges or obstacles to you improving your English abilities in the future?

Questions about the questionnaire results

- Students tended to agree most strongly with the following statements. Why do you think so?
  (The scale was from 1 [strongly disagree] to 6 [strongly agree.])
    - 20. Being able to use English well will enable me to participate in the global community. (score = 4.56)
    - 25. Studying English will improve my social standing and image. (score = 4.49)
    - 27. My life would be better if I could speak English well. (score = 4.54)
    - 28. Being better at English would make me feel better about myself. (score = 4.82)
    - 30. Males and females may have some different reasons for studying English. (score = 4.63)

Questions about pressures to study English

- What pressures do you feel to study English?
- How do you feel about these pressures?
    - In what ways are these pressures positive?
    - In what ways are these pressures negative?
- How have these pressures influenced your personal reasons for studying English?

Questions about the place of English in Korean society

- How important is English in Korean society?
- How do you view the importance of English in Korean society? (too much, too little? Etc.)
- What do you think of English education in Korea?
- In Korean society, how are people who can speak English well viewed by others?

Appendix 6: Interview information sheet

MASSEY UNIVERSITY
COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES
TE KURA PŪKENGA TANGATA

Information Sheet

date

Dear *Jeff*,

1. My name is James Forscutt and I am studying towards a master's degree of Applied Linguistics from Massey University. I'm currently doing research for my thesis and am investigating motivation and identity of female Korean English language learners. This research is being supervised by Dr. Arianna Berardi-Wiltshire.

2. I'm contacting you because I believe your experiences as an English learner would be very valuable to my research, and I would like to invite you to participate in a series of meetings.

3. If you accept this invitation, I'd like you to meet with me two, or perhaps three times. These meetings will be informal and relaxed. Each meeting will take between 30 and 60 minutes. During these meetings, I'll ask you some questions about your experiences as an English learner, and also about some of your goals and hopes for your future.

4. These meetings will take place in October and November, and perhaps also December this year. I'll be happy to meet you anywhere you choose. We'll plan the date, time and place of these meetings well in advance.

5. You are under no obligation to accept this invitation. If you do, you have the right to:
   - decide not to answer any question I ask you.
   - withdraw from this study at any time.
   - ask me any questions about the study at any time.
   - ask me to stop recording at any time during our meetings.

6. I would like to make digital audio recordings of our meetings, and then make transcripts of our meetings. Everything you say during our meetings will be confidential and anonymous. I will be the only person who listens to the recordings or reads the transcripts. Your name will not be used at any point of this study, including in the final written submission. I undertake to keep the data and the transcripts in a safe place that only I can access. After the study, the audio data will be deleted, and the transcripts destroyed.

7. The findings of this research will be included in my thesis. If you wish, I will provide a summary of my research.

8. This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher named in this document are responsible for the ethical conduct of this research.

9. If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher, please contact Professor Craig Johnson, Director (Research Ethics), email humanethics@massey.ac.nz.

10. If you have any questions, please email me at james.forscutt@gmail.com or contact me on 010 9794 8006.

Appendix 7: Interview consent form

MASSEY UNIVERSITY
COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES
TE KURA PŪKENGA TANGATA

PARTICIPANT CONSENT FORM

This consent form will be held until my study is complete

I have read the Information Sheet and have had the details of the study explained to me. I understand that I may ask further questions at any time.

I understand that I have the right to withdraw from the study at any time.

I understand that I can choose not to answer any question at any time.

I agree to give information to the researcher, and understand my name will not be used without my permission.

I agree that the conversations with the researcher will be digitally recorded, and then transcribed.

I agree that the audio recordings and the transcripts of those recordings will be kept by the researcher.

I understand I can ask for the recording device to be turned off at any time.

I agree to take part in the study under the conditions described in the Information Sheet.

Signed: _____

Name: _____

Date: _____

Appendix 8: Interview 2 interview guides / interview information sent to participants

Chanhee
Interview 2

Thank you so much for agreeing to participate in this second interview. I understand time is a precious commodity these days (especially in Korea and the 빨리 빨리 culture!), so I really do appreciate it. Whereas the first interview is quite general and broad in scope, I hope this interview will be a bit more focused on a few particular themes. Hopefully, this will allow us to delve deeply into these themes. There'll be three parts to this interview, which I have outlined below. I hope to spend 20 to 30 minutes on each part. Please read them and have a think about how you might answer them in the interview. It is not necessary to prepare answers (although you may if you wish).

Part 1

Imagine the next ten years of your life go really well. You achieve most of your goals in terms of education, your career and your personal life. In 2029 you're satisfied with your life, happy, and have a sense of fulfilment about how you've lived the last 30 or so years of life. In the interview, I'd like to you to describe what this life might be like. Some things we may discuss: What happened between 2019 and 2029?, What kind of work are you doing? What do you do when you're not working? What's happening in your personal life? etc. I'm interested to know if English plays any role in this future vision, and if so, what kind of role?

Part 2

In this part, I've selected are few of the most interesting topics we discussed in the first interview, and would like to explore them in greater depth:

1. You mentioned that foreigners' "*thinking is different*". Could you explain this a little more, and perhaps give some examples?
2. You obviously have a lot of experience chatting with foreigners in English. Do you find there are any differences to chatting in Korean? Do you *feel* any different? Do you talk about similar topics, or different topics?
3. I'd like to talk a little more about the early morning class that you really enjoyed. Most people would not wake up so early to study English, but you did. So, I guess that class must have been really special. What, exactly was so special? What motivated you to attend this class?
4. In your opinion, how important are these factors in learning English?
    - Fun
    - Interest
    - Confidence
5. You mentioned that "*If I can speak very well … I can share lots of things in the global community*." Could you explain this a little more, and perhaps give some examples?

(Part 3 on next page.)

Part 3

These are some general questions raised by other interview participants. This part is less important than parts 1 and 2, and we'll only discuss these questions if we have time.

- If you didn't have to study English, would you? Why or why not?
- What are biggest challenges (past & present) for you about learning English?
- Do you think people/families who have a lot of money have different opportunities to learn English?
- Have you studied any other languages apart from English? If so, what are some similarities or differences to learning English?
- Do you think men and women have equal employment opportunities in Korea? Can English be a factor in this?

Please remember you may choose not to answer any questions you don't want to.

Thank you!!! 😊

Gayeun
Interview 2

Thank you so much for agreeing to participate in this second interview. I understand time is a precious commodity these days (especially in Korea and the 빨리 빨리 culture!), so I really do appreciate it. Whereas the first interview is quite general and broad in scope, I hope this interview will be a bit more focused on a few particular themes. Hopefully, this will allow us to delve more deeply into these themes.
There'll be three parts to this interview, which I have outlined below. I hope to spend 20 to 30 minutes on each part. Please read them and have a think about how you might answer them in the interview. It is not necessary to prepare answers (although you may if you wish).

Part 1

Imagine the next ten years of your life go really well. You achieve most of your goals in terms of education, your career and your personal life. In 2029 you're satisfied with your life, happy, and have a sense of fulfilment about how you've lived the last 30 or so years of life. In the interview, I'd like to you to describe what this life might be like. Some things we may discuss: What happened between 2019 and 2029?, What kind of work are you doing? What do you do when you're not working? What's happening in your personal life? etc. I'm interested to know if English plays any role in this future vision, and if so, what kind of role?

Part 2

In this part, I've selected are few of the most interesting topics we discussed in the first interview, and would like to explore them in greater depth:

6. I asked you about your time in Canada, and you said that it became easier to speak English once you began to "*think like them*." This is a very interesting statement, and I was hoping you could explain this little more and perhaps give some examples.
7. You said that you lived in New York 6 or 7 years ago, so now you are totally Korea. Does that mean that while you were in New York you felt a little American?
8. When I asked you why you study hard for your exams, you replied by saying you "*want to be a better person than others*." Again, very interesting. What do you mean exactly by '*better*'?
9. You stated that you thought that there were some differences in speaking English and speaking Korean. I'm just wondering what you meant by *differences*. Did you mean differences in grammar and vocabulary? Or other differences?
10. I'd like to discuss this statement you made: "*We try to be nice to America*." Could you give me some examples? Is it a good thing or a bad thing? Is there any connection to Korean peoples' desire to learn English?

(Part 3 on next page.)

Part 3

These are some general questions raised by other interview participants. This part is less important than parts 1 and 2, and we'll only discuss these questions if we have time.

- When you were in New York, did you take any language classes? How were they similar or different to your language classes in Korea?
- Do you ever feel like a different person when speaking English? If so, how?
- If you didn't have to study English, would you? Why or why not?
- Do you think confidence is an important part of learning English?
- Do you think people/families who have a lot of money have different opportunities to learn English?

Please remember you may choose not to answer any questions you don't want to.

Thank you!!! 😊

Jinyeong
Interview 2

Thank you so much for agreeing to participate in this second interview. I understand time is a precious commodity these days (especially in Korea and the 빨리 빨리 culture!), so I really do appreciate it. Whereas the first interview is quite general and broad in scope, I hope this interview will be a bit more focused on a few particular themes. Hopefully, this will allow us to delve deeply into these themes. There'll be three parts to this interview, which I have outlined below. I hope to spend 20 to 30 minutes on each part. Please read them and have a think about how you might answer them in the interview. It is not necessary to prepare answers (although you may if you wish).

Part 1

Imagine the next ten years of your life go really well. You achieve most of your goals in terms of education, your career and your personal life. In 2029 you're satisfied with your life, happy, and have a sense of fulfilment about how you've lived the last 30 or so years of life. In the interview, I'd like to you to describe what this life might be like. Some things we may discuss: What happened between 2019 and 2029?, What kind of work are you doing? What do you do when you're not working? What's happening in your personal life? etc. I'm interested to know if English plays any role in this future vision, and if so, what kind of role?
I know we kind of talked about this in the first interview (your dream of opening a rice cake café), but I'd like to hear about this in more detail, as well as other aspects in your life in 2029.

Part 2

In this part, I've selected are few of the most interesting topics we discussed in the first interview, and would like to explore them in greater depth:

11. We talked about ***willpower***, and I'd like to discuss this further. Some questions I may ask: What exactly do you mean you by 'willpower'? Why do you think some students seem to have more willpower to study English than other students? Can you think of any examples of a student with a lot of willpower, or a student with little willpower?
12. We also talked a bit about ***confidence***, which I'd also like to discuss this further. Some questions I might ask: Why is confidence so important for learning English? Do you imagine foreign learners of Korean have a similar issue? Do Korean schools and academies help students improve their confidence of using English? If so, how? Why are some students more confident than others? If you were an English teacher, how might you help students deal with the confidence issue?
13. If your English were better, would you use social media any differently?
14. You obviously have some experience chatting with foreigners in English. Do you find there are any differences to chatting in Korean? Do you *feel* any different? Do you talk about similar topics, or different topics?
15. *You mentioned that "Korea respects America."* Could you explain this a little more, and perhaps give some examples?

Part 3

These are some general questions raised by other interview participants. This part is less important than parts 1 and 2, and we'll only discuss these questions if we have time.

- If you didn't have to study English, would you? Why or why not?
- What are biggest challenges (past & present) for you about learning English?
- What would you like to change about the English education system in Korea?
- Do you think people/families who have a lot of money have different opportunities to learn English?
- Have you studied any other languages apart from English? If so, what are some similarities or differences to learning English?
- Do you think men and women have equal employment opportunities in Korea? Can English be a factor in this?

Please remember you may choose not to answer any questions you don't want to.

Thank you!!! 😊

Karen
Interview 2

Thank you so much for agreeing to participate in this second interview. I understand time is a precious commodity these days (especially in Korea and the 빨리 빨리 culture!), so I really do appreciate it. Whereas the first interview is quite general and broad in scope, I hope this interview will be a bit more focused on a few particular themes. Hopefully, this will allow us to delve deeply into these themes. There'll be three parts to this interview, which I have outlined below. I hope to spend 20 to 30 minutes on each part. Please read them and have a think about how you might answer them in the interview. It is not necessary to prepare answers (although you may if you wish).

Part 1

Imagine the next ten years of your life go really well. You achieve most of your goals in terms of education, your career and your personal life. In 2029 you're satisfied with your life, happy, and have a sense of fulfilment about how you've lived the last 30 or so years of life. In the interview, I'd like to you to describe what this life might be like. Some things we may discuss: What happened between 2019 and 2029?, What kind of work are you doing? What do you do when you're not working? What's happening in your personal life? etc. I'm interested to know if English plays any role in this future vision, and if so, what kind of role? I know we kind of discussed this in the first interview, but I'm hoping to explore this in a bit more detail.

Part 2

In this part, I've selected are few of the most interesting topics we discussed in the first interview, and would like to explore them in greater depth:

16. Early in the first interview you stated that it *"is really hard to learn English because Asian culture and English culture are really different*." Could you explain this a little more, and perhaps give some examples?
17. You mentioned that ***interest*** is an important factor in learning English. Would you say it is the *most* important factor? How does interest compare to other factors like having a lot of confidence, or having a good teacher, a good curriculum or a good textbook etc.?
18. You stated that your foreign friends "*think more broadly*" compared to Korean people, who you mentioned tend to think more "*inside the box*". Could you explain this a little more also, and perhaps give some examples? Does this have any impact on your English learning experience or desire to learn English?
19. What are some general differences between Canadian and Korean culture?
20. You mentioned that you studied English super hard (10 hours a day) when you were in the 11^{th} and 12^{th} grade. This is much more than the average Korean high school student. What exactly motivated you to study this hard?

(Part 3 on next page.)

Part 3

These are some general questions raised by other interview participants. This part is less important than parts 1 and 2, and we'll only discuss these questions if we have time.

- If you didn't have to study English, would you? Why or why not?
- Do you ever feel like a different person when speaking English? If so, how?
- Do you feel more connected to global society when speaking English? Why or why not? If so, how?
- What are the biggest challenges (past & present) for you about learning English?
- Do you think people/families who have a lot of money have different opportunities to learn English?
- Do you think men and women have equal employment opportunities in Korea? Can English be a factor in this?

Please remember you may choose not to answer any questions you don't want to.

Thank you!!! 😊

Appendix 9: Questionnaire – Ethics approval

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Date: 15 April 2018

Dear James Forscutt

Re: Ethics Notification - **4000019326 - A sociocultural exploration of motivation and identity, in the context of students studying English as a second language at a women's college in Korea.**

Thank you for your notification which you have assessed as Low Risk.

Your project has been recorded in our system which is reported in the Annual Report of the Massey University Human Ethics Committee.

The low risk notification for this project is valid for a maximum of three years.

If situations subsequently occur which cause you to reconsider your ethical analysis, please contact a Research Ethics Administrator.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:
"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Associate Professor Tracy Riley, Acting Director - Ethics, telephone 06 3569099 ext 84408, email humanethics@massey.ac.nz. "

Please note, if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to complete the application form again, answering "yes" to the publication question to provide more information for one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand **T** 06 350 5573; 06 350 5575 **F** 06 355 7973
E humanethics@massey.ac.nz **W** http://humanethics.massey.ac.nz

Human Ethics Low Risk notification

Associate Professor Tracy Riley, Dean Research
Acting Director (Research Ethics)

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand **T** 06 350 5573; 06 350 5575 **F** 06 355 7973
E humanethics@massey.ac.nz **W** http://humanethics.massey.ac.nz

Appendix 10: Interviews – Ethics approval

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Date: 04 October 2018

Dear James Forscutt

Re: Ethics Notification - **4000020195 - A sociocultural exploration of motivation and identity, in the context of students studying English as a second language at a women's college in Korea.**

Thank you for your notification which you have assessed as Low Risk.

Your project has been recorded in our system which is reported in the Annual Report of the Massey University Human Ethics Committee.

The low risk notification for this project is valid for a maximum of three years.

If situations subsequently occur which cause you to reconsider your ethical analysis, please contact a Research Ethics Administrator.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:
"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Professor Craig Johnson, Director - Ethics, telephone 06 3569099 ext 85271, email humanethics@massey.ac.nz."

Please note, if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to complete the application form again, answering "yes" to the publication question to provide more information for one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand **T** 06 350 5573; 06 350 5575 **F** 06 355 7973
E humanethics@massey.ac.nz **W** http://humanethics.massey.ac.nz

Human Ethics Low Risk notification

Professor Craig Johnson
Chair. Human Ethics Chairs' Committee and Director (Research Ethics)

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand **T** 06 350 5573; 06 350 5575 **F** 06 355 7973
E humanethics@massey.ac.nz **W** http://humanethics.massey.ac.nz