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An Examination of Motivation Types and Their Influence on English Proficiency

for Current High School Students in South Korea

Euiyong Jung

A thesis submitted to the faculty of
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Master of Arts

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ABSTRACT

An Examination of Motivation Types and Their Influence on English Proficiency
for Current High School Students in South Korea

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Master of Arts

Despite huge investments in national English language policies, few South Koreans develop communicable English proficiency. Yet, English language proficiency for all secondary and college students continues to be the goal of these policies (Moodie & Nam, 2015; Ahn, 2015). One of the fundamental reasons for the lack of communicable English proficiency was based on the social phenomenon, called 'hakbuljueui', or academic elitism, in Korea (Kim. T.-Y., 2006) whereby students seem to be instrumentally motivated to learn English only to pass the College Scholastic Ability Test (CSAT), and gain admission to elite Universities (Kim, T.-Y., 2006; Kim, K., 2016). The current study examines whether current high school students in South Korea are still motivated only by instrumental motivation (the desire to gain entrance into an elite university) or if other motivation also guides their goals of learning English. In addition, the current study sought to understand the relationship between participants' motivation and their English proficiency. To accomplish these goals, 42 current high school students in South Korea were asked to complete a motivation survey and rate their ability to speak, read, write, and understand English. Motivation was defined and divided into six orientations: instrumental, knowledge, travel, friendship, sociocultural, and integrative. In addition, 27 of the 42 students also participated in simulated Oral Proficiency Interviews (OPIs). The data revealed that while previous research demonstrated that Korean students show the evidence of instrumental motivation to learn English, the participants in the current study were motivated by both instrumental and other types of motivation. However, their motivation orientation did not predict their self-rated proficiency levels nor their scores on the OPI. The results suggest that students' motivation is expanding, and the implication of this study suggests bottom-up policy development that can magnify the various motivations to study English among South Korean students.

Keywords: motivation, language policy, communicative proficiency, Korea

TABLE OF CONTENTS

1 INTRODUCTION

The purpose of this study is to examine what motivates current high school students in South Korea to learn English. In previous research, it has been noted that students do not aim for fluent communication but, rather, to get better English score than others (Lee, W., 2018: 45). In other words, most Korean students learn English for instrumental reasons (to receive a reward) than for integrative ones (to make friends or to develop cultural connections with speakers of the target language). Garder and MacIntyre (1991) found that, although instrumentally motivated students showed more effort than non-instrumentally motivated students, the effort stopped once the incentive conditions ceased. With overly focused motivation to succeed on the College Scholastic Ability Test (CSAT), Korean high school students are "trained" to choose the correct response, but they have little or no interest in using English beyond the test once they pass the CSAT (Lee, W., 2018:45).

This thesis explores the motivation and English proficiency of Korean high school students by reporting on qualitative and quantitative research with 42 Korean High School students enrolled in English learning courses in two different types of schools: a private high school in Seoul and a private supplementary English institute (called *hagwon* located in Suwon, Korea)[1]. Although the results are valid for the current study using a convenience sample, they may not be representative of the wider population due to the small number of subjects. However, results are generally in agreement with other qualitative and quantitative research. Results also provide a window into the changing motivations of young South Koreans who are learning

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[1] A hagwon is not a high school, but it is a supplementary school that students go to after their regular school hours. Participants from the hagwon used in this research are from several different high schools within the local area. In addition, there was no particular reason for selecting the schools; they were the two schools that could accommodate the research schedule. In that sense, the survey participants represent a convenience sample.

English. This research was conducted using two instruments: a questionnaire administered to students focused on student motivation (used with all participants) and an oral proficiency interview (conducted only with the participants at the hagwon).

The motivation survey used in this research is a modified version of motivation questionnaires which were originally created by Dörnyei (2009 & 2010) and Taguchi, Magid, and Papi (2009). The survey was conducted in-person (for the hagwon)[2], and remotely (for the private school); however, the format of the survey was created electronically and was the same for both locations. In the process of recreating the motivation survey for Korean students, and the length of the modified survey was designed to take less than 20 minutes due to a request from the local private-school teachers. For similar reasons, the private school only permitted the time to conduct the survey online in order to prevent distractions from their regular school schedule. Because the motivation survey was not meant to test students' English comprehension, the modified survey questions were translated into Korean to avoid any possible misinterpretation of the questions by the participants. (see Appendices A & B).

Students at the hagwon were asked to participate in an oral proficiency interview. The oral proficiency interview was designed to measure students' fluency in English. In order to examine both students' test-driven English learning and their communicative fluency, the results of the proficiency interview were compared with students' average CSAT English scores as the whole. Unfortunately, only the participants from the hagwon (and not the private school) participated in the interview because of conflicts with the private school's schedule. To measure students' communicative proficiency, the interview questions were structured similarly to the

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[2] The proficiency interview was followed as soon as the motivation survey was taken by the participants at the hagwon. The data was collected the same day as the survey was administered.

official Oral Proficiency Interview (OPI) of the Language Testing International (LTI & ACTFL, 2020). To help the participants speak as comfortably as possible, instead of saying the word "interview," it was introduced to them as an opportunity to practice their English with native English speakers. Each interview was recorded with the participant's permission, and the students' proficiency level was rated by two linguistics graduate students who have experience rating ESL students' oral proficiency with the OPI rating at an English language center in the U.S., based on the description written by American Council on the Teaching of Foreign Languages (ACTFL) guidelines (ACTFL, 2012).

As noted above, the major focus of the survey was to measure student motivation. For that reason, I will now briefly review salient research on motivation in second language learning. Studies have shown that motivation and attitude play an important role in language learning (Dörnyei,1998; Masgoret & Gardner, 2003; Oroujlou & Vahedi 2011, Yetkin & Ekin 2018). Gardner and Lambert (1972) defined two major types of motivation in second language learning: integrative and instrumental. According to them integrative motivation involves students having a desire to identify with the target language and its culture, Instrumental motivation involves a desire to learn the language for practical purposes such as getting a job or passing an examination. In more recent years, research has shown that an instrumental motivation, specifically obtaining desired test scores, has become the strongest motivating factor for South Koreans studying English (Lee, K., 2014; T.-H. Choi, 2015; Im, B. B. & Y. J. Jeon, 2009).

Other motivation types were introduced by Deci and Ryan (2000), which they defined as intrinsic and extrinsic motivations. Intrinsic and extrinsic motivations are two distinctive types of motivation that supports Self -Determination Theory (SDT) which was introduced by them in 1980. According to Deci and Ryan (1980), SDT is a human behavior that act on something from

the informational input from the environment or from oneself. They distinguished SDT for intrinsic motivation as "the doing of an activity for its inherent satisfactions rather than for some separable consequence", and extrinsic motivation (Deci & Ryan, 2000:55, 60) as a contrast of intrinsic motivation which is "done in order to attain some separable outcome".

Many motivation related studies focused on South Korean learners apply previous motivational studies (Gardner & Lambert, 1959, 1972; Dörnyei, 2005, 2009; Deci & Ryan, 2000) to the local Korean environment (Kim, K., 2016). From these studies, Kim (2016) concluded that instrumental motivation is more effective than integrative motivation in Korea's EFL environment; however, Kim (2016) references other Korean studies that concluded that the intrinsic-extrinsic motivation model and SDT were more applicable than the integrative-instrumental motivation model in South Korean education.[3] Therefore, the current study has combined the integrative-instrumental motivation model and the intrinsic-extrinsic motivation model in the survey because I am inclined to think that the Korean students' intrinsic-extrinsic motivation and instrumental motivation overlap and are realized in students achieving high scores on the CSAT.

The following section provides details on recent studies concerning Korean EFL students' English learning motivation. In addition, the section contains summaries of two studies concerning factors that have affected secondary school Korean learner's levels of motivation (Kim, K., 2016 & 2019; Kim, T.-Y., 2006).

Kim's (2016) longitudinal study administered a motivation survey to 489 secondary school students across gender and age groups. Her survey questions were based on 7 categories

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[3] Unfortunately, the studies that Kim (2016) cites are not currently available.

of motivations: international posture[4], parental involvement, ideal L2 self, L2 learning attitudes, ought-to L2 self, teacher style, and self-efficacy beliefs. The survey was modeled after several previous studies on motivation (Kim, K., 2016: 147). Among participants, 217 students were high school students. Kim concluded that student "ought-to L2 self" motivation influenced learners' self-efficacy beliefs throughout the semester. In her study, "ought-to L2 self" refers to the learner's perception of the level of importance that society puts on English education. Kim measured this variable with the following statement: I study English because people around me think learning English is important (2016: 158). Results showed that the "ought-to L2 self" motivation was consistently the highest motivation category. She concluded that Korean high school student participants were motivated the most by a feeling of "winning the competition" (2016: 154-155) by being able to enter good universities, which is arguably, for many parents, the highest perception of success. In other words, Korean students are mainly motivated by instrumental and extrinsic motivations.

Previous research on Korean EFL motivations found that high school students in South Korea have a "competitive motivation" which is a more extreme version of instrumental motivation, with an emphasis on getting ahead of others (Kim, T.-Y., 2006). Kim T.-Y. examined correlations between Korean high school students' "competitive motivation" and English proficiency. He concluded that "competitive motivation" was not found to influence participants' English proficiency (2006: 181). Kim (2006) acknowledged that the role of the CSAT affects students' competitive motivation, and that there is a possible negative washback effect of the CSAT-concentrated English education in South Korea (182). While I strongly agree

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[4] Kim (2006: 147) referred to Ryan's (2005) study and explained that the international posture is the learner's perception of the status of English as a lingua franca.

with Kim's conclusion, I found it ironic that Kim (2006) measured students' proficiency through a practice version of the Test of English Proficiency at Seoul National University (TEPS) because the TEPS measures students' proficiency with the same test-taking method as the CSAT: multiple-choice. It is true that the CSAT English sections (17 listening comprehension and 33 reading comprehension) and TEPS are different in their composition: listening, grammar, vocabulary, and reading (Kim T.-Y., 2006: 171). For the current study, however, I wanted to measure students' proficiency by oral interviews rather than using a written form because students are really good at taking written tests. However, written tests may not be a true measure of their English proficiency.

According to a Korean newspaper report, South Korean people are aware that the test scores do not represent one's English proficiency (Yoon, M.-S., 2014). However, not putting a 'passing score' for a certified English test in a resume is considered abnormal in South Korea because so many people have done well with their standardized English tests (Lee C., 2014). For many years, this has been a problem among companies in-and-out of Korea. Many of them have expressed concern about working with Korean college graduates who have a great English test score but show a lack of proficiency in English (Lee, J & Y. Park, 2007; Ahn, S.-B. et al., 2016). As shown in Kim's (2006) study, students' heavy exam-oriented English learning was not found as a significant predictor for acquiring high English proficiency. With this aim, I have focused on identifying the current Korean high school students' English learning motivation and the relationship between their English proficiency.

The previous discussion as well as some aspects as to what follows offers explanations as to why so many South Koreans are so focused on test results as a measure of English learning

success. This then leads to the purpose for the current study which is guided by three research questions:

1. How strongly are current high school students motivated to learn English based on the following six orientations: instrumental, knowledge, travel, friendship, sociocultural, and integrative?
2. Which of the six orientations predicts current Korean high school students' self-evaluated proficiency, reflected on four language abilities: reading, writing, speaking, and listening?
3. Which of the six orientations predicts current Korean high school students' scores on a modified oral proficiency interview?

Based on previous research, two observations can be made about language learning motivation in South Korea:

1. Current high school students in South Korea cannot communicate in English fluently even when they achieve high English scores on the College Scholastic Ability Test (CSAT)
2. The communicative English-language policies in South Korea are difficult to implement because students' motivation to study English is based on the CSAT score.

One of the hopes of this research is to inform students, teachers, and Korean policymakers that high English test scores, although necessary for some measurements, should not be the main focus of language policy or language learner motivation. This remainder of the thesis will proceed as follows:

In order to contextualize the results of this research, in Chapter 2 I provide an overview of the history of English language teaching and learning in South Korea, and explore some of the reasons why Korea's English-education has become focused on test scores more than on language proficiency. I explain that a social phenomenon called 'hakbul-orientedness', which is deeply rooted in Korean culture, plays a huge role on South Korean students' instrumental motivation (Gong, 2011; B.-T. Kim, 1997 & D.-H. Kim, 2001, as cited in T.-Y. Kim, 2006). In Chapter 3, the methodology of the motivational survey and the proficiency interview are

discussed in detail. Then Chapter 4 follows with survey results and discussion. This discussion

reveals that survey participants exhibited high levels of instrumental motivation, but that they

also expressed integrative motivation. They showed less interest in test-taking. Participants'

motivations were not found to affect the proficiency of their communicative ability. In Chapter 5,

I conclude with some implications for learners, teachers, and policymakers followed by some

suggestions for the future study. It is my hope that this current study can contribute to more

effective English language policies in South Korea.

2 LITERATURE REVIEW

The purpose of this chapter is to provide an understanding of today's Korean English

education and how students have developed a strong test-focused educational culture. To this

aim, a brief history of Korean education and its relationship with English is introduced. It is

noteworthy that early Korean society, during the Chosun dynasty (1392–1897), had a strict caste

system (Cho, 2017), in which one's social class determined one's life. People stayed in the same

social class in which they were born. Cho (2017) explains that that common Chosun people

(called sangmin) suffered injustices and were looked down upon by high-class people (called

yangban). Consequently, with reference to the present time, the systemic desire for social

climbing in South Korea is embedded in Korean society and is partially accomplished by scoring

high on English tests. Cho (2017: 46) explains this phenomenon as follows:

> Under such circumstances, mobility desires continued to grow, and English was one of
> the very few tools available to commoners to change their future. With an increasing
> number of English-Korean interpreters achieving both a title and wealth through English
> alone, English was legitimatized and validated as a golden tongue for the general public.

In this chapter, I show that the increasing intensity of social climbing is illustrated as Korea goes

through modernization, and eventually this social phenomenon becomes embedded in English

education and the CSAT. Next, I share some issues and problems of English education in South Korea, which then is followed by the need for a different solution.

2.1 History of English Education in South Korea

According to Bok-Myung Chang's history of Korea's English Education Policy, English education in Korea is divided into three periods: The Chosun Dynasty Period, The Japanese Imperialism Period, and the Post-Korean War Period (Chang, 2009). These periods are summarized below.

2.1.1 The Chosun Dynasty Period (1392–1897)

The Neo-Confucianist Chosun Dynasty ruled Korea from 1392 to 1897. During this time, the Korean language was used in spoken form among Korean people while the Chinese script was used to write Korean until the introduction of a Korean script in 1446. However, even after the Korean script was developed and distributed among the people beginning in 1446, the Chinese language still played a huge role in most records and important documents until the late 19th century. After 1894, the Korean script was officially used in both spoken and written forms, but Chinese characters were still sometimes (Kang, 1995). After initial contact with English-speaking Western nations in 1866, the purpose of English education was mainly diplomatic, and the focus was on modernizing Korea as it interacted with foreign countries (Lee, 1978). Foreign missionaries started to teach English during Bible study. This English was intertwined with Christianity. English education then was not too competitive, and English was mainly used as a means to convey messages or to translate and to adopt Western civilization (Chang, 2009).

2.1.2 The Japanese Forced Occupation Period (1910-1945)

From 1910 to 1945, Korea was under Japanese imperialist rule. During this time, the public education system was established. This system mainly served the purposes of Japanese

colonial rule, which was influenced by Western educational systems (Lee, 2000). Many Korean people had to learn Japanese as their primary language instead of Korean. English became one of the elective language courses in secondary schools. During this time, Japanese teachers taught English using what has come to be called the 'grammar-translation' method (Chang, 2009).

2.1.3 The Post-Korean War Period (1955-1987)

Soon after becoming independent from Japanese rule, Korea suffered through the Korean War, (1950-1953), and the nation disintegrated into becoming a severely war-torn country. Shortly after an armistice was signed in 1953, South Korea adopted U.S. English as its preferred standard variety. It also adopted the U.S. education system due to the strong alliance between the two countries (Chung J. & Choi T., 2016). The traditional grammar-translation English teaching method was mostly emphasized while communicative methodologies were slowly introduced (Lee, 2015). It was also during this time that families started to focus heavily on educational success with the general hope of raising their social status (Oh, S. et al., 2015). After the collapse of traditional social classes, English became a prominent tool to equalize social status. In addition, other modern egalitarian ideas entered from the West (Park, J. K., 2009: 50). This concept of social status climbing through educational achievement was later named "education fever" (Seth, 2002).

2.1.4 After Democratic Consolidation in South Korea (1988-Present)

Around the time of the Seoul Olympics in 1988, the South Korean government started to push the nation toward globalization. To that end, the 6th National Curriculum was implemented officially in 1992. It made revolutionary changes in the teaching of English by moving from accuracy focused English to comprehensive and fluency focused English (Chung J. & Choi T., 2016). It was also the time when English became a required school subject, starting in the third

grade of elementary school (Lee, 2015). In 1994, the college entrance general exam was revised from requiring simple memorization to logical reasoning, and it was renamed the College Scholastic Ability Test (CSAT). English is one of the required subjects on this test.

Similar to the 6th Curriculum, the major features of the 7th National Curriculum (passed in 1997) were moving English as a required subject from the third grade to the first grade of elementary school, adding more elective English classes based on proficiency, and strengthening accuracy and fluency. During this period, many native English speakers were hired at public and private schools to teach English in South Korea (Chung J. & Choi T., 2016; Jeon, J., & H. Lee, 2017). In addition, from early 2000 to 2010, thousands of private after-school English cramming schools (hagwons) began. As Park states, "children as young as five years as well as school-age students [were] studying English until late at night in tens of thousands of cramming schools" (Park, J. K., 2009: 50). English became a pathway to achieve higher social status in Korea.

The most recent curriculum is now called the '2015 revised curriculum'. Under the English education section, the underlying principle is to help students become global citizens who value cultural understanding between nations by improving communicative competence in English (Ministry of Education, 2015: 5). The English education policy, now more than ever, provides elective courses for high school students such as Listening and Speaking, Reading, and Writing, Advanced English, Applied English, Culture of English-speaking countries, and English literature. The implementation of this policy started in elementary schools in 2017 and 2018; it reached middle schools in 2018 and 2019; and high schools in 2019 and 2020 (Ministry of Education, 2015).

2.2 Issues and Problems of English Education in South Korea

2.2.1 Education Fever

Statistics Korea[5] (2020) recorded that in 2019, approximately US $5 billion was spent in

the private English education industry, including hagwons, private tutors, study abroad

experiences. The data was collected from approximately 80,000 students from three thousand

elementary, middle, and high schools.

In order to understand why people pour so much time and money into English education,

one should first understand the meaning of education for Koreans. One way to explain this is to

trace the meaning of the Korean term 'kyoyukyeol' which first made its appearance in 1905 in

the Hwangsung Newspaper (Oh, S. et al., 2015). In the early 1900s, the word was used to

describe a passion for education (Oh, S. et al., 2015: 11). From the late 1900s, the term shifted to

indicate an abnormal phenomenon of excessive academic achievement (Oh, W, 2000). The

literal translation of the word was set as "education fever" by Seth (2002). Seth said, "Education

in traditional Korea was valued as both a means of self-cultivation and a way of achieving status

and power" (2002:9). It is generally recognized that when an individual obtains knowledge in

Korea, that person becomes an influencer of society and is respected by others. Although

education does not guarantee any success in life, it is seen as providing the potential for everyone

to get a job without bias and to be productive. In Korea, it has helped people rebuild and develop

a war-torn country into a country with a strong economy (Lee et all., 2012). Prior to Korea's

modern era, a person was either rich or poor without any opportunity to change their social

standing; however, the chance to receive a higher education brought new opportunities which

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[5] Statistics Korea, also known as KOSTAT, is South Korea's central organization for statistics and is housed under
the Ministry of Strategy and Finance.

therefore brought wealth. As a consequence, education is the gateway for the vertical elevation of one's social status as people achieve higher positions in companies or organizations and became wealthy (Oh, S. et al., 2015: 232-278). Wealthy parents want their children to continue their high-class lifestyle, and poor parents do everything they can to educate their children so that they can live a better life.

This emphasis on education in modern Korean culture can be seen by the "SKY" university phenomenon. SKY is an acronym for Seoul National, Korea, and Yonsei universities. They are recognized as beacons of success for educated elites. It has been noted that, for promotional purposes, some private high schools display banners filled with names of senior students who were admitted to SKY universities (Jang, H. 2017). A notion, which is widely spread among South Korean parents, is that a student should study to get a high score on school exams and the CSAT to go to an elite university (Yang, S., 2019). This phenomenon is called 'hakbuljueui' or academic elitism. Gong (2011) explains that Korea's academic elitism tends to lay emphasis on where a person was educated rather than what the person is capable of. The 'hakbuljueui' is not limited to Korean people only; rather, it is a widespread concept among China, Japan, and Korea where it is described using the catch phrase, "Dragon Gate" (Zeng 1995: 59, cited in Kim 2006). According to Zeng (1995: 59), it is a metaphor of a carp turning into a dragon as soon as a carp flips over the 'Dragon Gate.' The carp represents a person from humble origins, the dragon represents success and glory, and the 'Dragon Gate' represents a high-stakes examination system (Zeng 1995: 59, cited in Kim 2006). Therefore, the problem with Korean education fever is that this determined pursuit of education is focused on getting the title or the status of being part of the SKY community by taking the CSAT. This has led Korean students to focus on the competitive ranking system that is represented by test scores more than

simply enjoying being educated. As will be discussed below, the study of English has become connected with this "education fever".

2.2.2 Competition and the Educational Ranking System

The 'hakbuljueui', a social phenomenon, influenced not only by adults, but also by young students prepares people to become accustomed to the idea of vertical elevation. Although many students are influenced by their parents, a competitive environment created at school makes this accommodation process even more salient. In Korea, gradebooks show a student's scores, points, and their ranks next to the total number of all students of the same year (Shin, H., Sep 28th, 2016). Many hagwons do not miss the opportunity to advertise, on their external commercial banners, their success by writing the names of students who get the highest rank in each specific subject. It is a great honor[6] for a family whose daughter or son achieved a #1 rank; thus, everyone competes for higher ranks. In high school, the educational competition has shifted from local classmates to a nationwide cohort because of the CSAT. In general, a senior student takes three nationwide CSAT practice tests, and the gradebook[7] shows the total number of students including the percentage of students who have lower scores than the individual.

Following the '2015 revised curriculum', schools are implementing an achievement assessment system to all subjects. Within this new grading system, the gradebook does not show students' ranks; however, a student can see his or her score, the average score of the test, and the standard deviation, which is sufficient information to calculate the rank. Consequently, some schools and hagwons still let students or their parents know their rank by request (Shin, H., 2016

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[6] It is a symbol of filial piety taught in Confucian-heritage culture of many Asian countries (Tam, 2016).
[7] This nationwide gradebook is generated by Korea Institute for Curriculum and Evaluation (KICE), and distributed to every student who took the CSAT practice tests.

& Ji, 2020). This competitive environment has led students to think of their friends as their competitors, and the fear of "someone taking my place" in a SKY university has become the strongest motivation to study hard (Lee, Y., 2015).

2.2.3 The Influence of the CSAT on English Education

As noted, in many Koreans' minds, the gateway to a successful life's journey starts by being accepted into top-tier universities (Choe, S-H., Aug 12th, 2008). From 1982 to 1993, high school graduates who wished to go to university had to take the Hakryeokgosa, a university entrance exam. This test was a revised version of the first nationwide college entrance test that started in 1969 (Han, S., 2006). In the 1983 Hakryeokgoas exam, taking English as a test subject was a choice, and students could pick languages other than English. However later, English became a required subject on the exam. (Jungang Daily, 1982) Since then, English education has become a priority in the Korean education curriculum. This emphasis on English caught many parents' attention. Unlike other practical subjects, Korea did not really have an environment where people could use the English language in daily life. Ironically, however, everyone was indirectly forced to study English to achieve a high score on the CSAT in order to go to one of the top-tier universities. This trend eventually led to some people studying English only for test taking purposes. Because of this, many private institutes advertised that they could assist students to quickly reach a high score on the English test.

As this trend of learning test-focused English continued, some curriculum developers detected the inconsistency in English proficiency and started to develop more comprehensive and communicative focused English curricula to be implemented in schools. Since 2015, the Ministry of Education (MOE) has attempted to take competitive pressure off students by introducing an achievement focused curriculum (Ministry of Education, 2015). For example, in December 2014,

15

the MOE announced the implementation of absolute grading for the CSAT English section (Lee, Y.-S., 2019) in a departure from relative grading.[8] The decision was made to enable communicative oriented classes in high school and to reduce the competitive nature of English education (Ministry of Education, 2014). Since 2017, scholars have claimed that this change has many limitations including that "the current cut scores are established arbitrarily without any reference to external achievement standards" (Shin, S.-K., 2018:109-110). In addition, the intention of MOE policy makers, which was to have more communicative oriented classes, was not fulfilled since schools reduced their English class credit hours to focus on other CSAT subjects (Lee, Y.-S., 2019). While the changed grading system has reduced the weight of English on the surface, many students now feel additional pressure to achieve the 90-point cut in order to receive rank 1 on the CSAT English section. This is because college admissions personnel have decided to increase the penalty gap between rank 1 and rank 2 in a hope that this will benefit exceptional students (Choi, Y., 2016).

2.2.4 The Dilemma for English Teachers

The 2015 revised policy encourages teachers to focus on students' needs (Ministry of Education and Human Resources Development, 2015), and English teachers are required by the government to focus on teaching conversational English (Chung, J. & T. Choi, 2016). In 2001, a Teaching English in English (TEE) policy was instituted. It brought massive changes to previous language teaching in South Korea (Lee, K., 2014; T.-H. Choi, 2015). Many Korean English

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[8] With absolute grading, students' grades are assigned based on fixed cut scores. For the CSAT English section, students are no longer graded relatively by other students' grades after the implication of the system. For example, the fixed cut score is divided by 10 points; thus, students receive rank 1 if they get 90 points or higher, rank 2 for points 80 to 89, rank 3 to 70 to 79, and so on until rank 9 for point 0 to 19. Previously with relative grading, students received rank 1 if they made it to the top 4% of the test-taker population, rank 2 for top 11%, rank 3 for top 23%, rank 4 for top 40% and so on until rank 9 for top 100%. Relative grading, as explained, is still a major grading method for other subjects of the CSAT.

teachers were unhappy with this policy in secondary schools. In fact, the policy was found to be rather useless in high school (Lee, K., 2014). Because of 'kyoyukyeol', many parents did everything they could to provide elite education for their children in order to help them get accepted to "SKY"-like universities. In the minds of many parents, students and even some teachers, however, focusing on communicative proficiency or fluency in English was not an effective way to get high test-scores (Lee, K., 2014; T.-H. Choi, 2015; Im, B. B. & Y. J. Jeon, 2009). In other words, the dilemma of teachers is whether or not they should teach communicative English as the government requires or should fulfill the students' and their parents' desires of achieving high scores on English tests. Some parents also doubted the English competence of teachers by questioning and challenging answers to certain test questions (Lee, K. 2014). This pressure on teachers inevitably has led them to focus more on test preparation materials rather than communicative proficiency-focused learning (Lee, K., 2014; T.-H. Choi, 2015; Klish, M., 2015; Jung, M., 2015).

2.2.5 High English Scores Do Not Guarantee English Proficiency

The power of achieving high test scores has become the main goal for Korean students, and it has created an environment where they are pressured to cherry-pick only test-worthy materials for study[9]. They disregard everything else that will not be asked in test questions (Lee, W., 2015). Because the English test score plays such a crucial role in college entrance tests, students are highly motivated to study English, but, as implied previously, even when students achieve high English test scores, there is no guarantee that they are even minimally proficient in

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[9] Subjects such as Korean, mathematics, English, history, and science are valued more since they are the subjects tested on CSAT. In English, for example, listening and reading comprehension parts are on the CSAT. By taking practice CSATs multiple times, both teachers and students calculate what types of questions will be on the actual CSAT for a particular year.

English. (Yoon, M.-S., 2014). One can easily say that the English section of CSAT is not designed to assess students' communicative English proficiency (Park, S., November 16, 2018). This pattern of achieving high test scores, but having no communicative ability in English has been a nation-wide issue for many years (Park, August 25, 2017).

2.2.6 Monoculturalism Affects Attitudes and Motivations for English Learning

In addition to these test washback issues, Korea's historical monoculturalism also inhibits English acquisition. Speaking English fluently seems to imply an individual's embrace of Western or American values while denying one's Korean identity (Park, J. S., 2009). Because English has become the world's dominant international language, (Master, 1998; Xue, J., & W. Zuo, 2013), the English teaching "industry" in Korea has grown considerably. However, Korean people are proud of their homogenous ethnic group identity (Cawley, 2015) and the role the Korean language plays in this identity (Lee, S., 2019; J Lee, 2019). It could be claimed that English, as a foreign language carrying a foreign culture and identity has been assigned a place in the Korean linguistic ecosystem as a symbol not of a functioning linguistic code, but of a gateway to a better life (Heo, 2020).

2.3 A Need for Other Motivations

Studies have shown that motivation and attitude play an important role in language learning (Oroujlou & Vahedi 2011, Yetkin & Ekin 2018). For a long time, instrumental motivation, specifically obtaining desired test scores, has been the largest motivating factor for South Koreans as they study English (Lee, K., 2014; T.-H. Choi, 2015; Im, B. B. & Y. J. Jeon, 2009). A number of studies conducted on high school students' English learning motivation have found changes in their motivation degree throughout a semester (Kim, K., 2016 & 2019) and in their continuation of language learning (K. Hong, 2018). However, those studies suggested the

underlying motivation for high school students were centered around the CSAT, parents, peers, and teachers. Therefore, in the current study, I wanted to know what motivating factors, other than the CSAT, Korean high school students may have. In this study, students' motivation is measured with six orientations: instrumental, knowledge, travel, friendship, sociocultural, and integrative. Previous research found some of these orientations were common among groups of French, English, and Spanish second language learners (Clément & Kruidenier, 1983). In the current study, the orientations are thought of as a spectrum that gradually changes from English being a skill or tool (instrumental) to accepting English as another culture (integrative).

In summary, English was first introduced to Korea as a diplomatic tool (Lee, 1978). After the Korean war, the relationship between Korea and America became closer, and social status raising opportunities were given to people who had English proficiency (Oh, S. et al., 2015; Park, J. K., 2009). The notion of 'kyoyukyeol' swept the country (Oh, S. et al., 2015), and English was chosen to be one of the required subjects in school (Jungang Daily, 1982). The market for English cram schools and private institutes increased together with the market for exam-related books (Park, J. K., 2009: 52). As noted, in contrast to the growing interest in English among Koreans, being fluent in English presented a negative connotation of denying one's Korean identity (Park, J. S., 2009). As noted in studies discussed previously, achieving a high score in English tests has been the priority for many South Korean students for many years (Choi, J., 2019; Jang, J., 2020). If, however, contemporary students show more interest in communicative English, their desire to increase their proficiency should receive more attention from educators, parents, and policy makers.

2.4 The Need for The Current Study

As this brief review of English education in South Korea has revealed, from early days when English was first introduced in Korea until today, English has been a tool used by many people to increase their social status (Cho, 2017; Oh, S. et al., 2015; Park, J.-K., 2009). This concept was combined with the notion of 'hakbuljueui' (Gong, 2011) and has led students to embrace English as a high-valued subject to achieve high scores on standardized tests like the CSAT (Jungang Daily, 1982). With growing interests with the communicative fluency in English by the MOE, scholars and policy makers in South Korea are working on reducing the pressure of the CSAT at least in the English section (Minister of Education, 2014, 2015; Shin, S.-K., 2018). Therefore, it is justified for me to identify the current Korean high school students' motivation for learning English in order to ascertain whether it is still test-focused or not. If so, I hope to see if the current students with this particular instrumental motivation have acquired fluent English proficiency as well.

3 METHODOLOGY

The purpose of this chapter is to give detailed information of how I collected the data and used it in the current study. Using the methodology described below, I hope to discover current Korean high school students' motivation, and to find how this motivation relates to their communicative proficiency. I first discuss student demographics. I then describe the motivation survey. This is followed by a description of the proficiency interview. In the chapters 4 and 5, I report on the results of the survey and the interviews followed by a discussion of the results.

3.1 Participants

The participants in the study were 42 Korean high school students in grade 11 and 12 (30 males, 12 females). Among them, 15 students (15 males)[10] were attending a private high school in Seoul, and 27 students (15 males, 12 females) were attending a hagwon in Suwon, Korea[11]. All students had been studying English for at least 5 years as a mandatory school subject in elementary and middle schools. Fifty percent of the participants (17 students) had attended either an English immersion program or an English kindergarten before they entered elementary school. The director of the hagwon informed us that the students were ranked between 2 and 3 on a nationwide CSAT prep-test in the English section, and a teacher from the private school let us know that their students were ranked 1 or 2.[12]

3.2 Questionnaire

The data on students' motivation was collected using a questionnaire to identify students' motivation to learn English and their satisfaction level with their English classes at school. The motivation survey was distributed to each participant on their personal electronic device such as a smartphone, a tablet, or a laptop. For the participants from the hagwon, I gave instructions on the survey in person, and shared the QR code to access the survey; for the participants from the private school, I sent an email of the survey link to the teacher whom I had contacted previously.

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[10] This private school was a school for male students only.

[11] Not all students in South Korea attend hagwons. There are many different reasons for them to attend. For example, 1) self-motivated, to study more after school, 2) because of parents' demand, 3) peer pressure or wanting to attend a hagwon because his/her friend is attending one.

[12] The English section is graded on a 100-point scale: students who got 90 or above received rank 1, 80 to 90 received rank 2, 70 to 80 received rank 3, and so on until rank 9. Before 2018, most subjects on the CSAT were graded on the curve. From 2018, however, the English section was no longer graded on the curve (Korea Institute for Curriculum and Evaluation, 2015: 3).

The survey has four sections: motivation, attitude, anxiety, and self-evaluation. However, the attitude and anxiety sections were not used in the analysis in this study. Some of the data on the attitude section was excluded because there was too much data to address adequately in the current study. Further, my focus became more centered on motivation and its relationship with students' proficiency. Anxiety section data was excluded because the situations described in that section were not applicable to EFL Korean students. For instance, when the survey was modified and conducted, I thought that Korean high schools had English classes held in English. However, directly after the survey, the participants of this study informed me that their English classes in high schools were conducted in Korean and it is rare for them to speak English on a daily basis. For example, a statement like, "Mark the one that best represents your personal opinion when having a class in English. - It embarrasses me to volunteer answers in our English class" and "When I have to speak in English on the phone, I easily become confused." were not applicable. The entire versions (both English and Korean) of the survey is found in Appendices A and B.

3.2.1 Motivation

The motivation survey of the current study is a modified version of the English Learner Questionnaire (Taguchi, Magid, & Papi, 2009). Among 67 questionnaires, 27 of them were picked to focus on the six orientations which are listed in order: instrumental, knowledge, travel, friendship, sociocultural, and integrative. After constructing the questions, I ran a statistic analysis by using SPSS software to verify the correlations between the questions that I selected. As a result, all correlations were significant at the .05 level or lower, and all correlations ranged between .335 and .910. Students were asked why studying English was important to them. Each orientation category contains 4 or 5 questions which makes a total of 27 questions for this section. Each statement starts with "Studying English is important to me", followed by a reason

22

"because…", "so that…", or "in order to…". On the instrumental section, students were asked how much they agree with the statements related to learning English as a tool to get higher grades, better jobs, or promotions. The knowledge section asks students how much they agree with the statements that are related with learning English to be smart. The travel section asks students how important it is to use English around the world. On the friendship section, students were asked how likely they are to have international friends because of English learning. Statements under the sociocultural section are about the importance of understanding media in English. Lastly, the integrative section statements measure students' desires to embrace the culture of English-speaking nations. The orientation scales are measured on a 6-point Likert scale as shown below:

> (1) totally disagree
> (2) generally disagree
> (3) I have reservations
> (4) agree to a certain extent
> (5) generally agree
> (6) totally agree

3.2.2 Self-Evaluation

In order to examine the relationship between students' perception of their own language proficiency and their motivation, students were asked to evaluate their own English in the four language skills: reading, writing, listening, and speaking. The 6-point Likert scale is as follows:

> (1) very badly
> (2) badly
> (3) more or less
> (4) fairly well
> (5) well
> (6) very well

This section of the survey had four sentences with a blank at the end of each sentence. The participants were instructed in the survey to choose answers that match their own judgement

on their English abilities. The four sentences are the following: "I can read in English (blank),"
"I can write in English (blank)," "I can understand in English (blank)," and "I can speak in
English (blank)".

3.3 Proficiency Interview

The proficiency interviews were held only at a hagwon located in Suwon.[13] After the 27
participants (15 males, 12 females) finished the motivation survey (described above), they were
instructed to have a proficiency interview. The purpose of the interview was to find the
relationship between students' instrumental motivation, if any, and their proficiency.

The interviews were administered by three native English speakers experienced in OPI
testing with the interview questions similar to the Oral Proficiency Interview (OPI).

Before the interview, I gave the students instructions in Korean. Students were told that
they would be able to practice their English with native English speakers in a one-on-one
situation and that the interviews would not take more than 15 minutes. In addition, the
interviewers informed the students that the interviews would be recorded.[14]

The interview questions had three categories: personal/family, community/society, and
abstract topics. Below are questions included on the interview guide sheet. Interviewers asked
questions similar to the following questions, but were not limited by the following questions.

Ex. 1:

Section One: Personal/Familiar topics:
1. How do you feel about the English language? Is learning English a good thing?
2. Tell me about your hometown. What is it like?
3. What are some things that you like to do? Can you tell me about them?

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[13] The participants of the private school were not permitted to have a proficiency interview because the high school
teacher that I contacted expressed concerns about their students losing too much time for the CSAT preparation.
[14] Students were compensated with 10,000 KRW (approximately 9 USD) for participating in both the survey and the
interview (only the participants from the hagwon received the compensation). Funding was received, with
appreciation, from a research grant from BYU's College of Humanities.

4. Tell me about your family. How many siblings do you have? What are they like?

Section Two: Community/Society topics

1. Can you tell me more about South Korea, such as the food, or some of the popular fashions?
2. What are some problems in your community right now?
3. Can you tell me about some current events in South Korea?

Section Three: Abstract topics:

1. English is a language being taught around the world. How does English language learning in South Korea compare to English language learning in another country?
2. Tell me more about your profession. What are some difficulties people in your profession face?

As previously mentioned, the interview was modeled after the OPI. According to the OPI handbook, the interviewer's goal is to find the highest level at which the interviewee can comfortably function (Language Testing International & ACTFL, 2020). The ACTFL guideline on speaking gives clear descriptions for each level of proficiency from novice to distinguished. Interview topics begin from a low level, mainly personal information, or a concrete object, to a high level with abstract ideas and hypothetical discourse.

For the current study, each interviewer started asking questions within the personal and familiar topic domain. If the interviewee could answer comfortably, each interviewer then asked questions within the community or society related topics. Follow-up questions were asked to students who gave one-word answers. Once each interviewer noticed the interviewee's highest functioning topics, the interviewer brought the conversation back to more comfortable topics. After each interview, interviewers wrote down the students' proficiency level according to the description written by American Council on the Teaching of Foreign Languages (ACTFL) guidelines (ACTFL, 2012). All interviews were recorded with the participants' approval, and the

ratings were done by two linguistics graduate students who have experience with the proficiency ratings.

The ACTFL proficiency guidelines present five different levels of proficiency: novice, intermediate, advanced, superior, and distinguished (ACTFL, 2012). Within the first three levels, there are three sublevels: low, mid, and high. The guidelines share very specific descriptions of speakers of each level, and the participants' proficiency based on the interview was rated as closely as possible using these guidelines. The OPI scores of the 27 participants from the hagwon were rated between novice low to advanced low according to the ACTFL guidelines (ACTFL, 2012). Among the 27 students, two were rated novice low, ten were rated novice mid, five were novice high, four were intermediate low, three were intermediate mid, two were intermediate high, and one was rated as advanced low. Some parts of the transcribed interviews are reported in Chapter 4 to provide examples of the participants' OPI scores: novice low, novice high, intermediate mid, and advance low. These samples are reported to ensure validity of the ratings of the participants' oral proficiency. For this report, the names of the participants have been changed, but the full texts of the interviews are found in Appendix C.

3.4 Research Questions

The following chapter provides results and discussion of the motivation survey and its relation to participants' oral proficiency. One major goal of this study was to determine whether current high school students in South Korea continue to have strong test-focused motivations. This led to the development of following three research questions:

1. How strongly are current high school students motivated to learn English based on the following six orientations: instrumental, knowledge, travel, friendship, sociocultural, and integrative?
2. Which of the six orientations predicts current Korean high school students' self-evaluated proficiency, reflected on four language abilities: reading, writing, speaking, and listening?

3. Which of the six orientations predicts current Korean high school students' scores on a modified oral proficiency interview?

The second and the third research questions would address the follow-up question: how the participants' motivation is related to their English proficiency.

4 RESULTS AND DISCUSSION

In this chapter I will discuss the findings of each research question. Six statistical measures were used in this study. The first research question is addressed by the findings from a descriptive analysis of each question in the motivation section that identified the participants' strongest motivation to study English among six orientations (instrumental, knowledge, travel, friendship, sociocultural, and integrative). The second research question is addressed by the results from a series of linear regressions with the four language abilities as the dependent variables and the six motivation orientations as predictor variables. The findings of this section indicate that students' self-reported proficiency of reading and listening is significantly predicted by students' travel-oriented motivation. Lastly, linear regression analyses were conducted to investigate which of the six orientations predicts the participants' modified OPI scores. There was no significant variable among the six orientations that could predict the participants' communicative proficiency.

4.1 Research Question 1

The first research question in this study is, "How strongly are current high school students motivated to learn English based on the following six orientations: instrumental, knowledge, travel, friendship, sociocultural, and integrative?" Participants rated their responses to 27 statements, which were subsequently divided into the six orientations discussed above. To determine what were the strongest motivators for students learning English, I ran a descriptive

analysis on each question to see how strongly the current high school students in South Korea are motivated to learn English based on the six orientations. I quantified each of the participants answers by replacing the answer "totally agree" as 6 and "totally disagree" as 1. Therefore, the higher the mean, the more the participants agreed with the statements.

The response means to each statement ranged from 2.98 to 4.98. The question with the highest mean fell under the instrumental orientation (question Number 1 (see Table 1) 'because I may need it later on for job/studies' ($M = 4.98$) and the statement with the lowest mean (least favored by the participants) was item Number 26 'in order to be similar to the British/Americans' ($M = 2.98$).

As indicated in Table 1, the top 3 items that provided the highest means were Number 23, 'because it will enable me to get to know various cultures and peoples,' Number 7, 'so that I can broaden my perspectives,' and Number 12, 'because it will help when traveling' ($M = 4.81, 4.74,$ and 4.74, respectively).

The four items that were least favored by the participants were Number 27, 'in order to think and behave like the English/Americans do,' Number 5, 'because I have to take the Standardized English Exam. (TOEFL/TOEIC/ILETS)[15],' Number 9, 'because an educated person is supposed to be able to speak English,' and Number 17, 'so that I can keep in touch with foreign friends and acquaintances' ($M = 3.02, 3.93, 4.05,$ and 4.05, respectively).

TABLE 1
Descriptive Analysis of Korean High School Students' Motivation on Studying English

Item		N	Mean	Std. Deviation
1	because I may need it later on for job/studies.	42	4.98	1.259
2	because without it one cannot be successful in any field.	42	4.21	1.474

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[15] The listed standardized English tests are not related to high school related tests. They are usually taken by people who needs the certificates for resumes and study abroad purposes.

3	because I don't want to get bad marks in it at school.	42	4.71	1.453
4	because it is expected of me.	42	4.48	1.418
5	because I have to take the Standardized English Exam. (TOEFL/TOEIC/ILETS)	42	3.93	1.520
6	so that I can be a more knowledgeable person.	42	4.48	1.486
7	so that I can broaden my perspectives.	42	4.74	1.326
8	because I would like to learn as many foreign languages as possible.	42	4.55	1.418
9	because an educated person is supposed to be able to speak English.	42	4.05	1.413
10	so that I can read English books, newspapers, or magazines.	42	4.19	1.383
11	because I would like to spend some time abroad.	42	4.45	1.253
12	because it will help when traveling.	42	4.74	1.270
13	because without English I won't be able to travel a lot.	42	4.19	1.348
14	because I would like to travel to countries where English is used.	42	4.50	1.384
15	because I would like to meet foreigners with whom I can speak English.	42	4.62	1.343
16	because I would like to make friends with foreigners.	42	4.21	1.570
17	so that I can keep in touch with foreign friends and acquaintances.	42	4.05	1.577
18	because it will enable me to get to know new people from different parts of the world.	42	4.57	1.382
19	so that I can understand English-speaking films, videos, TV, or radio.	42	4.52	1.348
20	so that I can understand English pop music.	42	4.38	1.361
21	because it will enable me to learn more about what is happening in the world with different perspectives.	42	4.57	1.399
22	because it will enable me to learn more about the English world.	42	4.57	1.467
23	because it will enable me to get to know various cultures and peoples.	42	4.81	1.469
24	in order to get to know the life of the English-speaking nations.	42	4.19	1.486
25	in order to better understand the English-speaking nations' behavior and problems.	42	4.29	1.503
26	in order to be similar to the British/Americans.	42	2.98	1.630
27	in order to think and behave like the English/Americans do.	42	3.02	1.645
Valid N (listwise)		42		

Although participants responded most positively to an instrumental orientation, the next

highest responses were the questions under sociocultural and travel orientations. In addition, one

of the least favored responses was about taking the standardized tests, which related closely with the instrumental motivation.

In order to determine whether students were more strongly motivated by instrumental than integrative motivation, the 27 questions were first grouped into the 6 orientations. Then the questions in each orientation were averaged to create a single score for each orientation. All correlations among six orientations were found significant at the .05 level or lower and all correlations ranged between .307 and .865. Finally, a one-way ANOVA was run on the data with the six orientations: instrumental, knowledge, travel, friendship, sociocultural, and integrative. Each orientation has four to five questions, and the orientation type was set as the dependent variable. Results demonstrated a significant difference between the six types of orientation $((F(5,41) = 3.32, p = .006, \eta_p^2 = .063)$. However, Tukey's HSD post-hoc analyses revealed that only one of the types of motivation differed from the other five. This was the integrative orientation which differed significantly from all the other motivation orientations except for the friendship orientation (see Table 2).

TABLE 2
Tukey HSD[a,b] post-hoc Analyses

| Orientations | N | Subset | |
		1	2
Integrative	42	3.6190	
Friendship	42	4.3631	4.3631
Knowledge	42		4.4000
Instrumental	42		4.4619
Travel	42		4.4702
Sociocultural	42		4.5714
Sig.		.068	.972

Means for groups in homogeneous subsets are displayed.
Based on observed means.
The error term is Mean Square(Error) = 1.527.

b. Alpha = .05.

TABLE 3
Descriptive Statistics

Dependent Variable: motivations

Orientations	Mean	Std. Deviation	N
Instrumental	4.4619	1.11354	42
Knowledge	4.4000	1.16032	42
Travel	4.4702	1.14125	42
Friendship	4.3631	1.34935	42
Sociocultural	4.5714	1.27457	42
Integrative	3.6190	1.35277	42
Total	4.3143	1.26420	252

By grouping all motivation questionnaires into each orientation as shown in Table 3, we can see that the participants were motivated the most by sociocultural variables. Statements like "because it will enable me to get to know various cultures and peoples," and "because it will enable me to learn more about what is happening in the world with different perspectives" had higher means ($M = 4.81$ and 4.57, respectively) than the others. Those statements are related to sociocultural motivation because English is not simply used as a tool, but as a way to connect with people from other cultures.

In addition, it is noteworthy to see that participants' instrumental motivation was revealed to be not as strong as their travel motivation ($M = 4.46$ and 4.47, respectively). Although the difference between those two orientations is not significant, I had expected the participants to have stronger instrumental motivation since they are expected to take the CSAT.

4.2 Research Question 2

The second research question of this study was, "Which of the six orientations predicts current Korean high school students' self-evaluated proficiency, reflected on four language abilities: reading, writing, speaking, and listening? To answer this research question, four linear regression analyses were conducted to determine whether any of the six orientations (instrumental, knowledge, travel, friendship, sociocultural, and integrative) could predict the participants' self-reported assessments of their reading, writing, listening, and speaking abilities in English. When the significant predictors were identified, the model was rerun with only significant predictors to account for the best fit model. Each of the four regressions is discussed below.

4.2.1 Reading

With regard to predicting self-assessed reading ability, among the six orientations, the results of the regression indicated one predictor explained 11.9% of the variance ($R^2 = .119$, ($F(1,41)=5.38$, $p<.26$). It was found that travel orientation significantly predicted self-assessed reading ability ($\beta = .79$, $P<.01$).

4.2.2 Writing

A similar analysis was run with self-assessed writing scores as the dependent variable and the six orientations as the predictor variables. In this case, for writing, none of the motivation orientations proved to be significant predictors (all t's <1.437, all p's >.160).

4.2.3 Listening

For the self-reported listening scores, only one of the predictor variables, travel, proved significant. The results of the regression indicated one predictor explained 27.5% of the variance

$(R^2 = .275, (F(1,41)=15.14, p<.0001)$. It was found that travel orientation significantly predicted self-reported listening ability $(\beta = .67, P<.01)$.

4.2.4 Speaking

Finally, a similar analysis was run on the self-reported speaking abilities as the dependent variable. In this analysis, none of the variables proved significant (all t's <1.124, all p's $>.269$). To answer the second research question, only the travel motivation was a significant predictor in both self-reported reading and listening proficiency. In other words, the results suggest that instrumental motivation, as well as the other four (knowledge, friendship, sociocultural, and integrative), did not play a role in self-reported assessments of language proficiency.

4.3 Research Question 3

Finally, to answer research question three, "Which of the six orientations predicts current Korean high school students' scores on a modified oral proficiency interview?," 27 of the 42 participants were given a simulated oral proficiency interview. Then these interview ratings were used as a dependent variable in the following linear regression analysis with the six orientations as predictor variables. The results determined that none of the orientations significantly predicted the participants' OPI score $(F(6,26)=0.848, p >.548)$. Despite the insignificant relationship between the participants' motivation orientations and OPI scores, students expressed similar opinion on English education in South Korea, and I found it to be valuable to report in the following section. Additionally, I reported four samples of interview segments to display a clearer evidence of inconsistency between participants' motivation and their proficiency score. As mentioned previously, the names of the students used below are not the actual names of the participants.

4.3.1 Novice Low

During the interview, Jang-Mi struggled and kept saying filler words such as "um" and "mm" every time when a question was asked. She could only answer with very basic words mostly repeating the interlocutor's words. Jang-Mi sounded like she was not even able to understand the questions. According to the ACTFL proficiency guideline, speakers at this sublevel are not able to participate in a true conversational exchange (ACTFL, 2012). Below is a transcription of the interview with a student who received the Novice Low level:

> A: What types of things do you like to do? What do you do for fun? Do you play with friends? do you listen to music?
> B: Music?
> A: Yeah.
> B: Umm.. (pause)
> A: Do you like music?
> B: Yeah.
> A: What type of music do you like?
> B: English?
> A: Yeah, English, or Korean.
> B: Mm.. mmm.. mm.. almost like.
> A: Do you like Korean music?
> B: Yeah.
> A: What's your favorite?
> B: Mm.. mm.. mm.. mmm.. mm… almost.

From this conversation, the participant has very limited vocabulary, and shows little understanding of the questions.

<div align="center">(abridged)</div>

> A: Can you tell me about your family?
> B: Family?
> A: Yeah.
> B: Mom, dad, sister, me.
> A: So four of you together! that's great!
> B: Uh-huh.
> A: Are you the oldest? or is your sister the oldest?
> B: Older.
> A: You are older?
> B: No, no, no. uh.. mm…
> A: You are the youngest?

B: Ah yeah, yeah, yeah.
A: Very nice. Do you do things with your family a lot?
B: Family?

Based on these conversations, the participant was rated at the Novice Low sublevel. After

the rating, I compared her OPI score and her motivation scores. Her motivation survey results

suggested that she had higher means with travel, friendship, and sociocultural orientations ($M =$

5.75, 5.75, and 5.4, respectively) than instrumental, knowledge, and integrative orientations $(M =$

4.8, 4.8, and 4.75).

4.3.2 Novice High

Hyun-Woo could produce short sentences with less than 10 words. Often, the sentence

was not produced completely, and there was no consistency in producing the similar length of

sentences. There are frequent usages of filler words such as 'uh's and 'um's either at the

beginning or in the middle of a sentence. According to the guidelines, speakers of this sublevel

can have a simple conversation with direct questions, but sometimes they can sound surprisingly

fluent. The topics they can produce is limited to personal and small activities that is familiar to

the speaker (ACTFL, 2012).

A: How do you feel about learning English?
B: learning English very interesting.
A: Interesting? oh really, why?
B: Because um.. another countries language. uh.. I learned communication with uh.. other
   countries from other countries. People can communication.
A: Okay, so you can communicate with people from other countries.
B: Yeah, yes.
A: Okay, so is learning English a good thing?
B: Oh yes, good. They are very funny.
A: Fun? are there some bad things about learning English?
B: Bad things.. uh.. um.. jogeum ['a little' in Korean] tired?
A: Okay, and it's difficult right?
B: Yeah.

As shown in the transcript, Hyun-Woo is able to communicate, but his sentence is often missing a word or two, and some examples of using a wrong word or using a Korean word were evident

<div align="center">(abridged)</div>

A: What do you like about Korea?
B: Umm. Korea. uh.. delivery system.
A: Delivery system? what do you mean?
B: Uh.. I.. delivery system is very cool. It's important and very effectical, very fast. And when I eat food, I want to eat chicken. and I call chicken geu.. ['that' in Korean] store. Just three minute uh.. my home delivery.
A: Yeah. a guy on a motorbike. right?
B: Right.
A: Maybe in the future, it will come..
B: Ah drone?
A: Yeah. so who knows? okay.. probably in Korea, it will happen. More than anywhere else. So you can go open the door, and it will come in.
B: Yeah. very good.
A: Ah okay. how about some problems?
B: Ah problems? uh.. I think uh.. enter.. entering university. Very difficult. So, I think this is the problem.
A: For everybody right?
B: Yeah.

Hyun-Woo was able to produce a short series of sentences, but these were not consistently produced during the interview. According to the ACTFL guidelines (2012), speakers of this sublevel tend to make mistakes with vocabulary and syntax since they are heavily influenced by their native language. Since the Korean language has very little emphasis on the number-agreement rule (both subject-verb agreement and singular/plural nouns), Hyun-Woo made frequent mistakes with plural words such as "another countries" and "three minute".

The results of his motivation survey were compared with his OPI score. I found that his motivation was low throughout all orientations with travel orientation having the highest mean ($M < 2.25$).

4.3.3 Intermediate Mid

Chan-Joon could provide complex sentences in the conversation, and was able to provide reasons soon after he gave a direct answer without being prompted by the interlocutor. He also had long strings of sentences using correlating conjunctions such as 'and' and 'but', and he showed hints of self-corrections. There was no apparent misunderstanding, but he had trouble linking ideas.

> A: Do you like English? How do you feel about English?
> B: I don't like English, but my dream is drawing.. designer. So, I have to go design university, but.. so.. I have to do English study in school, and we have four test in a year. uh.. school check the rank.
> A: Okay. So, what is the job that you want to do with English? What job do you want to have with English?

Here, Chan-Joon explains the reason why he does not like studying English because of CSAT pressures, but his ideas were not linked correctly. As a result, the interlocutor asked a question based on what he had just said which was "I have to do English study in school". The reference to the 'school' was not clear in that sentence as well because it can either be the high school or the design university.

> (abridged)
> A: Okay, that's really awesome. How long have you been drawing?
> B: Uh.. two years.
> A: Do you go to a special school for drawing?
> B: Yes.
> A: Can you tell me about that?
> B: Uh.. university. Kyunghee university and Joongang university.. uh.. in Seoul. All student want to go university in Seoul.
> A: Okay. What do you learn at university?
> B: I don't know, but uh.. now I study art with drawing, but when I go university, I will learn design with computer. Graphic design and News clip, and.. uh.. many design program. We learn.
> A: That's awesome. Earlier, you said that you don't like English, why don't you like English?
> B: Because.. I study English.. uh.. When I was uh.. elementary school six grade, I'm start. but other my friends study English so early. one grade, two. but I'm started six, so I can't speak English very well. and.. In test, my.. my score is so bad. So I'm scared

English, but when I go.. when I went high school, I have to go university. Then, I learn English.

The participant wanted to convey the idea that he does not like studying English because he understands that English is required to go to the special university while he feels less confident competing with other students who have had English education far before he started. From this interview, Chan-Joon clearly knows a purpose for his studying of English, and his motivation scores show that he has positive instrumental and travel motivations ($M = 5$, 4.25), but negative integrative and sociocultural motivations ($M = 1$, 1.8).

4.3.4 Advanced Low

Ji-Eun was very confident throughout the interview, and she was able to produce answers using short paragraphs. Also, she could narrate using the major time frames of past, present, and future with some minor errors. There were some grammar mistakes, but they did not hinder the interlocutor's understanding. According to ACTFL guidelines, speakers of this level can speak about "topics related to current employment, current events, and matters of public and community interest" (2012: 6).

> A: What do you want to study in college?
> B: I want to study chemistry in college, and I want to be cosmetic engineer.
> A: That's amazing. You have to be pretty smart for cosmetics. I think that's amazing.
> B: Yes.
> A: What kind of things do you do to study then? How are you preparing?
> B: Umm. In school… no. In some college, they have their own exam except kind of SAT in Korea. There is another exam. In Korea SAT, you have to prepare Korean, math, English, and science, and Korean history. But this exam, I only have to prepare only Korean and math, so it's little easier than Korean SAT, so I.. now I am preparing this exam. So, if have good score in this exam, I can go in college.
> A: That would be awesome. Good luck.
> <div align="center">(abridged)</div>
> A: Have you traveled other places?
> B: Um.. China and Japan, and Saipan.
> A: So a little bit. Actually, quite a bit!
> B: Yes.
> A: That's awesome! What did you like about it?

B: Um.. when I go to Japan, I went to Disneyland, and it was really fun. And Saipan, I play in swimming pool. and.. uh.. Do you know PIC hotel?

A: Uh-huh!

B: Yes. I have been there. I have really fun time in Saipan, and I am relaxed. When I go to Saipan, it was before graduate middle school. So I can play really fun. And China was not good.

A: Not as good?

B: Yeah, it was a little bit dirty.. kind of.. yes. It have too smoke and trashes in street, and also they have no door in public toilet.

A: Oh my gosh.

B: It was kind of like culture shock.

A: For sure. I think I would have been too.

B: Yeah, so that was a really surprised.

Unlike the intermediate level speakers, Ji-Eun was able to convey ideas by providing examples and stories of her personal experiences. Often, she continued the flow of the conversation when the interlocutor was simply showing positive feedback such as 'uh-huh' and 'oh my gosh'.

A: What kind of events and local things have been happening in Korea recently?

B: Now? In like.. in a political thing?

A: Yeah.

B: Um.. I am really interested in.

A: That's totally fair.

B: Yes. But.. I think when many other say now our Korean president is not really good at government. not good at political. so, I am not really have good, good perspective at our president because he is not really good at.. because he makes our Korean economy really bad, so.. Citizens have little problem at economic things and living. Yeah so.. I'm not really..

A: That's totally fair. I totally get that. politics is not my favorite either. That's cool that you are aware of that in a general scale. That's really great.

Ji-Eun's motivation score suggested that she has positive answers to all six motivation with travel orientation with the highest means ($M = 6$) and followed in the order of friendship, sociocultural, instrumental, knowledge and integrative orientations ($M = 5.75, 5.6, 5.4, 5.2,$ and 4.5).

In summary, the results suggested that the participants' OPI score did not have a significant relationship with the six orientation. The results of the interview segments also

suggested that individual's motivation score was not the predictor for his/her oral proficiency. For example, two highly motivated students, Jang-Mi ($M > 4.75$) and Ji-Eun ($M > 4.5$), showed a big difference with communicative proficiency in English since Jang-Mi was rated as novice low while Ji-Eun was rated as advanced low. Also, Hyun-Woo showed low motivation level ($M < 2.25$) on his survey, yet showed better oral proficiency than Jang-Mi. Chan-Joon had high instrumental motivation and low integrative motivation, but his oral proficiency was rated as intermediate mid. However, the majority of the participants expressed similar concerns which were about the CSAT and feeling obligated to learn English for the test.

5 CONCLUSIONS

The goal of this study was to determine whether current high school students in South Korea still have strong instrumental motivation generated by a desire to do well on the CSAT. This was done by asking three research questions directed at determining (1) to what degree current Korean high school students are motivated to learn English by six orientations (instrumental, travel, friendship, integrative, sociocultural and knowledge, (2) whether their degree of motivation on these six orientations predict their self-assessed proficiency levels in speaking, reading, writing and listening, and (3) whether their degree of motivation on these six orientations predict their scores on a modified OPI. Each of these research questions will be discussed in turn.

5.1 Research Question 1

While previous research has demonstrated that Korean students are mostly motivated by instrumental orientation (especially by the desire to do well on the CSAT), the results of the current study suggested that the participants' integrative motivation was significantly less influential to their English learning motivation than other orientations. It is a common tendency

to focus on English for test-taking purpose in many countries with EFL education, and Korea's 'hakbuljueui' phenomenon has accelerated an English education industry that focuses even more on achieving high scores on the CSAT, along with gaining other English certificates. However, the current study also found that contemporary young students are very aware of globalization, the role of English as a lingua franca, and its value in traveling and acquiring sociocultural behavior. Results from the descriptive analysis showed that the top three statements with the highest means were not solely derived from instrumental orientations but were also from sociocultural, travel, and knowledge orientations. It suggests that the motivations of the current high school students in South Korea are expanding even when they remain under the influence of the CSAT.

5.2 Research Question 2.

Another goal of the current study was to determine how well scores on these six motivation orientations predicted students' self-reported proficiency in the four English skill areas: listening, speaking, reading, and writing. Participants' travel motivation was found to be a significant variable for predicting students' self-evaluation on their own listening and reading proficiency. The self-reported proficiency in the current study indicates how comfortable these individuals feel about the four language skills. Even though the instrumental orientation was not a significant predictor for the two language skills, the fact that listening and reading were found significant in this research may be interpreted as evidence that the participant's comfortable feelings toward the two language skills that are constantly tested on the CSAT. This was the reason why I chose to measure the participants' proficiency using an oral proficiency interview instead of a written test as in previous studies focused on listening and reading components.

The fact that results show that travel orientation is a significant predictor for reading and writing skills may also reflect on the participants' desire for traveling being traced back to getting a good job that can pay for the trips. To get a good job, one is expected to get into elite universities; in other words, one must get a good score on the CSAT which demands reading and listening skills.

Although both travel and sociocultural oriented motivations are not completely opposite the instrumental motivation, the results suggest that perhaps students' desire of wanting to learn aspects of English-speaking countries is growing along with the hope of getting high scores on the CSAT.

5.3 Research Question 3

Finally, the last goal of this study was to determine if the six motivation orientation types predicted participant's scores on the oral proficiency interview. The results of this analysis found that the majority (17 out of 27 participants) were rated to be in the novice level of communicative proficiency. Considering that those participants' average English score on the mock CSAT is 80 out of 100, it suggests that the students' test scores do not represent their fluency in English. However, the six motivation orientations did not predict the OPI scores. Therefore, the poor performance of the participants' communicative fluency was not the result of their focus on travel or the CSAT.

In Jang-Mi's (Novice Low) motivation survey, her motivation scores were all positive ($M > 4.75$); on the other hand, Hyun-Woo received a better proficiency score (Novice High) even when his motivation scores were all negative ($M < 2.25$). In addition, Jang-Mi and Ji-Eun (Advanced Low) have contrasting oral proficiency scores, but they both have high scores on the motivation survey ($M > 4.75$, and 4.5, respectively). This means that there are other variables

that affect student's communicative proficiency. For the current study, the strong instrumental motivation generated by the CSAT was not a predictor for the participants' communicative proficiency. While the results of this analysis did not prove significant from a statistical point-of-view, during the interviews, many of the participants expressed a common frustration of having to study English to go to universities, and some expressed a hope to study English with communicative purposes such as making foreign friends, broadening global perspectives, and traveling. For a future study, I hope a larger number of participants can present clear results that show positive predictor variables for students' communicative proficiency.

5.4 Implications and Limitations

The findings of the current study have a number of implications for students, teachers, and policy developers in South Korea. First, South Korean students should let their educators, parents, and the public know their true motives for studying English. They should also understand that learning a foreign language and becoming fluent does not suggest abandonment of one's national identity. The fundamental change of English education in Korea should be approached from a bottom-up orientation, instead of top-down government dictates. The bottom-up approach establishes a policy based on input given from language learners based upon their experiences, desires, and ideas (Takam, A. F., & I. M. Fassé, 2019), while a top-down approach makes policy simply from the policy developers' perspectives. In other words, Korea's English language policy should have more input from the learners' and educators' perspectives rather than policy makers.

Second, English teachers in South Korea should at least let students know that studying English for the CSAT or other exams is not the same as learning how to be fluent in English. There is so much more a student can do to be proficient at English than simply taking

standardized tests multiple times. By helping students understand this difference, teachers are providing a different perspective of language learning to students so that students do not fear English due to poor scores on a test. Along with students, teachers should actively provide feedback to policy makers of how current students are learning English and their changing motivation.

Finally, the policy developers should continually seek for ways to unload the pressure of the CSAT and help all learners understand the importance of on-going education. Because they are capable of influencing the entire nation, it is important to seek feedback from students and English teachers. I understand that it is easier said than done. However, I think Korea's English education has improved a lot over the last 20 years. The important thing to remember is that the changes should be implemented slowly. The recent grading system change, affecting, only the CSAT English section, has caused considerable anxiety among students, their parents, and teachers (Kim, H.-W., 2019). Scholars have also argued that the recent change was made without careful evaluation of the policy and the development of a concrete standard (Shin, S.-K., 2018; Lee, Y.-S., 2019).

Before closing, I note some limitations and suggestions for future research. One limitation is that some of the survey questions were not as clear as I thought they would be. A small part of the survey was not even used for this study because it has little or no relevance to the subject. The survey was created with haste because the opportunity to conduct the research project in South Korea came up before consolidating a solid direction of the study. In order to seize this opportunity, the survey was created to gather as much data as possible. Second, the statistical results of the analysis between motivation and the oral proficiency interview did not reveal any significant relationship. In other words, the six motivation orientations of the study

measured by the survey could not predict the participants' communicative proficiency. This may have been because the current study has too few participants. I recommend putting a good amount of time and effort in contacting as many high schools as possible because finding high schools or hagwons that can yield students' study time is really challenging. Another limitation of this study is that only two raters scored all the recorded proficiency interviews. Originally, the plan was to have three raters for each student: the interviewer, myself, and another rater. Unfortunately, the original file that had interviewers' rating went missing during the trip. However, the recorded interview was carefully rated based on a thorough review of the ACTFL guidelines by two linguistics graduate students including myself. In order to increase validity, however, I would suggest having multiple raters score each interview.

In conclusion, I have answered three research questions. The current high school students in South Korea were less focused on integrative motivation. Instrumental motivation, which was expected to be the most significant, came in third place among the six motivational orientations (instrumental, knowledge, travel, friendship, sociocultural, and integrative). Although there was not a significant difference among the other orientations, the results may suggest that students' motivation is broadening. Results addressing the second research question showed that the travel-oriented motivation was a significant predictor for the participants' self-assessed receptive English skills: reading and listening. This may suggest that students are perhaps ready for more communicative English education which will improve their speaking and writing skills for a purpose other than test-taking. Lastly, the oral proficiency of current high school students in South Korea appears to be not explained by the instrumental-integrative motivation model introduced by Gardener and Lambert. For future study, the intrinsic-extrinsic motivation model might be more accurate in ascertaining a relationship between Korean students' motivation and

their communicative proficiency. Unlike previous research, I found that there are possible

changes with the motivation of current Korean high schools who are living in a more globalized

South Korea. It is my hope to see a greater communicative proficiency develop within the

younger generation of South Korean students as the communicative language policy is

implemented in the near future.

Appendix A: Survey in English

Instructions for Likert-type scales

The following pages contain a number of statements with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally. Use the following scale:

(1) totally disagree
(2) generally disagree
(3) I have reservations
(4) agree to a certain extent
(5) generally agree
(6) totally agree

For each statement, <u>write in the left margin the number corresponding to the degree of your agreement or disagreement</u>. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

TO THE USER: The Orientation scales are measured on the above 6-point Likert scale. A high score indicates positive endorsement of that orientation.

1. Orientations

a. Instrumental Orientation

Studying English is important to me…

1. because I may need it later on for job/studies.
2. because without it one cannot be successful in any field.
3. because I don't want to get bad marks in it at school.
4. because it is expected of me.
5. because I would like to take the State Language Exam in English.

b. Knowledge Orientation

Studying English is important to me…

1. so that I can be a more knowledgeable person.
2. so that I can broaden my outlook.
3. because I would like to learn as many foreign languages as possible.
4. because an educated person is supposed to be able to speak English.
5. so that I can read English books, newspapers, or magazines.

c. Travel Orientation

Studying English is important to me…

    1. because I would like to spend some time abroad.
    2. because it will help when traveling.
    3. because without English I won't be able to travel a lot.
    4. because I would like to travel to countries where English is used.

d. Friendship Orientation

Studying English is important to me…

    1. because I would like to meet foreigners with whom I can speak English.
    2. because I would like to make friends with foreigners.
    3. so that I can keep in touch with foreign friends and acquaintances.
    4. because it will enable me to get to know new people from different parts of the world.

e. Sociocultural Orientation

Studying English is important to me…

    1. so that I can understand English-speaking films, videos, TV, or radio.
    2. so that I can understand English pop music.
    3. because it will enable me to get to know various cultures and peoples
     and learn more about what is happening in the world.
    4. because it will enable me to learn more about the English world.
    5. because it will enable me to get to know various cultures and peoples.

f. Integrative Orientation

It is important for me to know English…
    1. in order to get to know the life of the English-speaking nations.
    2. in order to better understand the English-speaking nations' behavior and problems.
    3. in order to be similar to the British/Americans.
    4. in order to think and behave like the English/Americans do.

TO THE USER: The following scale is measured on the 6-point Likert scale. The asterisk "*" indicates those items that are reversed prior to computing the total score for the scale. A high score indicates positive attitudes toward learning English.

2. Attitudes Toward Learning English

    1. I really like learning English.
    2. I would rather spend my time on subjects other than English. *
    3. Sometimes English is a burden for me. *
    4. English is an important subject in the school program.

5. I do not particularly like the process of learning English and I do it only because I may need the language. *

3. Attitudes Toward the British

1. The British are open-minded and modern people.
2. The British are kind and friendly.
3. The more I learn about the British, the more I like them.
4. I would like to know more British people.
5. The British are usually reliable and honest.

4. Attitudes Toward the Americans

1. The Americans are sociable and hospitable.
2. I would like to know more American people.
3. I like the way the Americans behave.
4. The Americans are friendly people.
5. The Americans are kind and cheerful.

5. Need for Achievement

1. I hate to do a job with less than my best effort.
2. I easily give up goals which prove hard to reach. *
3. I enjoy hard work.
4. In my work, I seldom do more than is necessary. *

6. Motivational Intensity

1. I frequently think over what we have learned in my English class.
2. To be honest, I very often skip on my English homework. *
3. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.

4. Considering how I study English, I can honestly say that I do very little work. *

7. Anxiety in Class

1. It embarrasses me to volunteer answers in our English class.
2. I never feel quite sure of myself when I am speaking English in our English class.
3. I always feel that the other students speak English better than I do.
4. I get nervous and confused when I am speaking in my English class.
5. I am afraid that other students will laugh at me when I speak English.

8. English Use Anxiety
1. When I have to speak in English on the phone I easily become confused.
2. I do not find it at all embarrassing if I have to give directions in English to English speaking tourists. *
3. I feel calm and confident in the company of English-speaking people.
4. I usually get uneasy when I have to speak in English. *

9. Perceived Group Cohesion in the Student

1. Sometimes there are tensions among group members, which make it difficult to concentrate on learning. *
2. There are some people in this group who do not really like each other. *
3. There are some cliques in this group. *
4. I think some people in this group feel left out. *
5. Compared to other groups like mine, I feel my group is better than most.
6. This group is composed of people who fit together.
7. If I were to participate in another group like this one, I would want it to include people who are very similar to the ones in this group.
8. I am dissatisfied with my group. *

Instructions for using the self-evaluation scales

Indicate your response to the following statements by crossing out the number which most corresponds to your evaluation. For example, if you think that you can read French 'all right', mark the dot on (3), like this:

1. I read Korean _____.

(1)	(2)	(3)	(4)	(5)	(6)
quite badly	not too well	all right	well	quiet well	very well

10. Self-Evaluation of English Competence

  1. I can write in English.
  2. I can understand English.
  3. I can read English.
  4. I can speak English.

Instructions for Likert-type scales

The following pages contain a number of statements with which some people agree, and others disagree. Please rate how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally. Use the following scale:

(1) Absolutely not
(2) Not really
(3) Could be better
(4) It's all right
(5) More or less
(6) Definitely yes

For each statement, underline write in the left margin the number corresponding to the degree of your agreement or disagreement. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

11. Satisfaction

  1. Are you satisfied with your work in the English course?
  2. Are you satisfied with your English proficiency?

12. Desired English proficiency

a. Mark the one that best represent your personal opinion.

           elementary   intermediate   advanced
           1……….2……….3……….4……….5……….6……….7

TO THE USER: The Evaluations of the teacher and the course are measured on 7-point spectrums anchored by concepts describing the teacher and the course. The asterisk "*" indicates those items that are reversed prior to computing the total score for the scale. High scores indicate positive evaluations of the course and the teacher.

13. English Teacher Evaluation

a. Competence

competent ___ : ___ : ___ : ___ : ___ : ___ : ___ : incompetent*
suited ___ : ___ : ___ : ___ : ___ : ___ : ___ : unsuited*

b. Rapport

helpful ___ : ___ : ___ : ___ : ___ : ___ : ___ : unhelpful*
unfair ___ : ___ : ___ : ___ : ___ : ___ : ___ : fair
sympathetic ___ : ___ : ___ : ___ : ___ : ___ : ___ : unsympathetic*

c. Motivation

enthusiastic ___ : ___ : ___ : ___ : ___ : ___ : ___ : unenthusiastic*
lazy ___ : ___ : ___ : ___ : ___ : ___ : ___ : hardworking

d. Teaching Style/Personality

consistent ___ : ___ : ___ : ___ : ___ : ___ : ___ : inconsistent*
unimaginative ___ : ___ : ___ : ___ : ___ : ___ : ___ : imaginative
slapdash ___ : ___ : ___ : ___ : ___ : ___ : ___ : conscientious
boring ___ : ___ : ___ : ___ : ___ : ___ : ___ : interesting
strict ___ : ___ : ___ : ___ : ___ : ___ : ___ : lenient

14. English Course Evaluation

a. Attractiveness

interesting ___ : ___ : ___ : ___ : ___ : ___ : ___ : boring*
good atmosphere ___ : ___ : ___ : ___ : ___ : ___ : ___ : bad atmosphere*
uniform ___ : ___ : ___ : ___ : ___ : ___ : ___ : varied

b. Difficulty

easy ___ : ___ : ___ : ___ : ___ : ___ : ___ : difficult
confusing ___ : ___ : ___ : ___ : ___ : ___ : ___ : clear*

c. Relevance/Usefulness

useless ___ : ___ : ___ : ___ : ___ : ___ : ___ : useful
meaningful ___ : ___ : ___ : ___ : ___ : ___ : ___ : meaningless*

TO THE USER: The following is a general information section that is usually included at the end of the questionnaire. This information is used in cases where the researcher is particularly interested in demographic analyses and comparisons.

15. General Information

1. Age: _____

2. Gender: Male____ Female ___

3. If you don't count your public-school English education, how long have you studied English? Such as study abroad, hagwon, private lessons.*? _____ (Month/Year)

4. Do you speak other languages than English and Korean? Yes / No

   If you speak other languages, what do you speak? _____

5. Where did you learn English? Mark all that apply.

    1) Regular public school
    2) Infant immersion
    3) English kindergarten
    4) Bilingual education
    5) International schools in Korea
    6) English summer camps
    7) English hagwons
    8) Others _____

THANK YOU FOR YOUR PARTICIPATION: IT IS GREATLY APPRECIATED.

Appendix B: Survey in Korean

<div align="center">

리커트 척도 설문조사

</div>

다음 페이지에는 대다수의 사람들이 동의할 수 있는 수많은 진술이 포함되어 있습니다. 귀하가 이 사실에 대해 개인적으로 동의하거나 찬성하는 정도를 평가하십시오. 귀하가 개인적으로 느끼거나 생각하는 것에 가장 가까운 다음 척도를 사용하십시오.

<div align="center">

(1 점) 전적으로 동의하지 않는다
(2 점) 대체적으로 동의하지 않는다
(3 점) 나의 생각과 약간의 관련이 있다
(4 점) 어떤 부분에만 동의한다
(5 점) 대체적으로 동의한다
(6 점) 전적으로 동의한다

</div>

각 진술의 오른쪽 여백에 귀하의 동의 여부 점수를 적으십시오. **옳고 그른 대답은 없습니다. 중요한 것은 당신의 솔직한 생각을 반영한 대답이어야 합니다.**

▶참조: 다음의 **지향성**과 관련된 지문은 위의 6 점 리커트 척도로 측정됩니다. 높은 점수는 긍정적 인지도를 나타냅니다.

1. **지향성**

ㄱ. 도구적 지향성

영어 공부가 내게 중요한 이유는…

   1) 나중에 일이나 학업에 필요할지도 모르기 때문에.
   2) 영어 없이 어떤 분야에서도 성공할 수 없기 때문에.
   3) 학교에서 나쁜 점수를 받고 싶지 않기 때문에.
   4) 영어공부가 당연히 해야 되는 것으로 여겨지고 있기 때문에.
   5) 영어 관련 시험(TOEIC/TOEFL/ILETS)을 봐야하기 때문에.

ㄴ. 지식적 지향성

영어 공부가 내게 중요한 이유는...

　　1) 더 유식한 사람이 될 수 있기 때문에.
　　2) 나의 관점의 폭을 더 넓힐 수 있기 때문에.
　　3) 가능한 한 많은 외국어를 배우고 싶기 때문에.
　　4) 교육받은 사람이라면 영어를 할 줄 알아야 하기 때문에.
　　5) 영어로 된 책, 신문, 잡지를 읽을 수 있기 위해서.

ㄷ. 여행 지향성

영어 공부가 내게 중요한 이유는...

　　1) 해외에서 시간을 보내고 싶기 때문에.
　　2) 여행할 때 도움이 되기 때문에.
　　3) 영어가 없이는 여행을 많이 할 수 없기 때문에.
　　4) 영어를 사용하는 나라들로 여행을 가고 싶기 때문에

ㄹ. 우정 지향성

영어 공부가 내게 중요한 이유는...

　　1) 내가 영어로 대화할 수 있는 외국인을 만나고 싶기 때문에.
　　2) 외국인 친구를 만들고 싶기 때문에.
　　3) 외국인 친구나 지인들과 연락을 지속하고 싶기 때문에.
　　4) 세계 여러 곳에서 온 사람들과 서로 알 수 있게 되기 때문에.

ㅁ. 사회 문화적 지향성

영어 공부가 내게 중요한 이유는...

　　1) 영어로 말하는 영화, 텔레비전, 스트리밍 같은 것을 이해할 수 있기 때문에.
　　2) 팝송을 이해할 수 있기 때문에.
　　3) 세상에서 무슨 일이 일어나고 있는지 다른 관점으로 배울 수 있기 때문에.
　　4) 영어권 세계에 대해 더 잘 배울 수 있게 되기 때문에.
　　5) 다양한 문화와 사람들을 알게 될 수 있기 때문에.

ㅂ. 통합 지향성

영어 공부가 내게 중요한 이유는...

1) 영어권 국가에서의 생활에 대해 알고 싶어서.
2) 영어권 국가의 행동과 문제를 더 잘 이해하기 위해서.
3) 영국/미국인과 비슷해지고 싶어서.
4) 영국/미국인들처럼 생각하고 행동하고 싶어서.

▶참조: 다음의 **입장/태도**와 관련된 지문은 위의 6 점 리커트 척도로 측정됩니다. 높은 점수는 **영어에 대한** 개인의 **긍정적** 입장/태도를 나타냅니다. "*"별표시가 된 지문은 반대의 경우이므로 낮은 점수가 영어에 대한 긍정적 입장/태도를 나타냅니다.

2. 영어 배움에 대한 나의 태도

1) 나는 영어를 배우는 것을 아주 좋아한다.
2) 나는 영어 이외의 다른 과목에 내 시간을 보내고 싶다. *
3) 영어는 내게 부담스럽다. *
4) 영어는 학교에서 중요한 과목이다.
5) 나는 영어를 배우는 것을 좋아하지 않지만 나중에 필요할 지도 모르기 때문에 배우고 있다. *

▶참조: 다음의 **입장/태도**와 관련된 지문은 위의 6 점 리커트 척도로 측정됩니다. 높은 점수는 **영국에 대한** 개인의 **긍정적** 입장/태도를 나타냅니다.

3. 영국에 대한 나의 태도

1) 영국인들은 개방적이고 현대적인 사람들이다.
2) 영국인들은 다정하고 친절하다
3) 영국에 대해 더 많이 배울수록 더 좋아하게 된다.
4) 더 많은 영국 사람들을 알고 싶다.
5) 영국인들은 일반적으로 신뢰할 수 있고 정직하다.

▶참조: 다음의 **입장/태도**와 관련된 지문은 위의 6 점 리커트 척도로 측정됩니다. 높은 점수는 **미국에 대한** 개인의 **긍정적** 입장/태도를 나타냅니다.

4. **미국에 대한 나의 태도**

    1) 미국인들은 사교적이고 환대하는 편이다.
    2) 더 많은 미국 사람들을 알고 싶다.
    3) 미국인들의 행동 방식을 좋아한다.
    4) 미국인들은 우호적인 사람들이다.
    5) 미국인들은 친절하고 명랑하다.

▶참조: 다음의 **성취 의욕**과 관련된 지문은 위의 6점 리커트 척도로 측정됩니다. 높은 점수는 **성취하고자 하는 의욕이 많음**을 나타냅니다. "*"별표시가 된 지문은 반대의 경우이므로 낮은 점수가 성취욕이 높음을 나타냅니다.

5. **성취 의욕**

    1) 나는 최선을 다하지 않고 일하는 것이 싫다.
    2) 나는 쉽게 달성하지 못하는 일은 가볍게 포기한다. *
    3) 나는 열심히 일하는 것이 좋다.
    4) 나는 필요한 것 이상으로 일하지 않는다. *

▶참조: 다음의 **동기 부여**와 관련된 지문은 위의 6점 리커트 척도로 측정됩니다. 높은 점수는 **영어 배움에 대한 동기가 큼**을 나타냅니다. "*"별표시가 된 지문은 반대의 경우이므로 낮은 점수가 동기가 큼을 나타냅니다.

6. **동기 부여의 정도**

    1) 나는 영어 수업시간에 배운 것들을 자주 생각해보곤 한다.
    2) 솔직히 말해서, 나는 영어 숙제를 진짜 자주 안 한다. *
    3) 선생님이 영어 과제를 더 줄 수 있는 사람을 구할 때, 나는 놓치지 않고 지원한다.
    4) 영어 공부하는 내 모습을 생각해 볼 때, 나는 솔직히 거의 안 한다고 볼 수 있다. *

▶참조: 다음의 **불안감**과 관련된 지문은 위의 6점 리커트 척도로 측정됩니다. 높은 점수는 **영어 수업에서 느끼는 불안감**이 많음을 나타냅니다.

7. **영어 수업에서 느끼는 불안감 (영어로 하는 수업)**

1) 수업시간에 정답을 발표하기 부끄럽다.
2) 수업시간에 영어로 말할 때 내가 제대로 하고 있는지 정말 모르겠다.

3) 나는 다른 학생들이 나보다 영어를 잘 한다고 항상 느낀다.

4) 나는 수업시간에 영어로 말할 때 긴장되고 혼란스러워진다.

5) 내가 영어로 말할 때 다른 학생들이 나를 비웃을 까봐 걱정된다.

▶참조: 다음의 **불안감**과 관련된 지문은 위의 6점 리커트 척도로 측정됩니다. 높은 점수는 **영어를 사용할 때 느끼는 불안감**이 많음을 나타냅니다.

8. 영어 사용시 느끼는 불안감

1) 영어로 통화할 때 쉽게 혼란스러워진다.

2) 나는 외국인 여행자들에게 영어로 찾아가는 길을 설명하는 것이 전혀 부끄럽지 않다. *

3) 나는 영어를 사용하는 사람들 사이에서도 침착하고 자신감을 느낀다.

4) 나는 영어를 꼭 사용해야만 할 때 보통 불안해한다. *

▶참조: 다음의 **화합심**과 관련된 지문은 위의 6점 리커트 척도로 측정됩니다. 높은 점수는 **집단 내에서 화합심이 강함**을 나타냅니다. "*"별표시가 된 지문은 반대의 경우이므로 낮은 점수가 화합심이 강함을 나타냅니다.
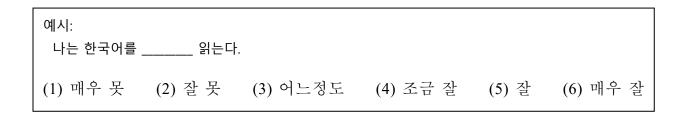
9. 학생사이 인지된 화합심

1) 때때로 학생들 사이의 긴장감이 공부 할 때 집중력을 흐트린다. *

2) 이 그룹(같은 반)에는 서로 사이가 안 좋은 사람들이 몇몇 있다. *

3) 이 그룹(같은 반)에는 몇몇 파벌이 존재한다. *

4) 이 그룹(같은 반)에는 소속감을 느끼지 못하는 몇몇 사람들이 있는 것 같다. *

5) 내가 속한 이 그룹(같은 반)과 비슷한 다른 그룹들 하고 비교해 봤을 때, 내가 속한 이 그룹이 제일 좋다고 느낀다.

6) 이 그룹(같은 반)은 서로 잘 맞는 사람들로 구성됐다.

7) 이 그룹(같은 반)과 비슷한 다른 그룹에 참여해야 한다면, 이 그룹에 있는 사람들과 비슷한 사람들이었으면 좋겠다.

8) 나는 내 그룹(같은 반)이 만족스럽지 못하다.

자체 평가 척도 설문조사

본인 스스로 느끼는 자신의 영어 실력 대해 개인적으로 동의하거나 찬성하는 정도를 평가하십시오.
귀하가 개인적으로 느끼거나 생각하는 것에 가장 가까운 다음 척도를 사용하십시오.
▶참조: 다음의 **자체 평가**와 관련된 지문은 위의 6점 척도로 측정됩니다. 높은 점수는 **스스로의 영어
능력 평가에 긍정적 인지도**를 나타냅니다.

예시:

　나는 한국어를 _____ 읽는다.

(1) 매우 못   (2) 잘 못   (3) 어느정도   (4) 조금 잘   (5) 잘   (6) 매우 잘

---

10. 영어 능력 자체 평가

　　1)　나는 영어를 _____ 쓴다.
　　2)　나는 영어를 _____ 이해한다.
　　3)　나는 영어를 _____ 읽는다.
　　4)　나는 영어로 _____ 말한다.

리커트 척도 설문조사

다음 페이지에는 대다수의 사람들이 동의할 수 있는 수많은 진술이 포함되어 있습니다. 귀하가 이 사실에
대해 개인적으로 동의하거나 찬성하는 정도를 평가하십시오. 귀하가 개인적으로 느끼거나 생각하는 것에
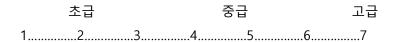가장 가까운 다음 척도를 사용하십시오.

(1 점) 전혀 아니다.	(1 점) 매우 불만족스럽다
(2 점) 좀 아닌 것 같다.	(2 점) 불만족스럽다.
(3 점) 살짝 아쉽다.	(3 점) 어느 정도 불만족스럽다.
(4 점) 보통이다.	(4 점) 어느 정도 만족한다.
(5 점) 그럭저럭 괜찮은 것 같다.	(5 점) 만족한다.
(6 점) 완전 그렇게 생각한다.	(6 점) 매우 만족한다

각 진술의 오른쪽 여백에 귀하의 동의 여부 점수를 적으십시오. **옳고 그른 대답은 없습니다. 중요한 것은
당신의 솔직한 생각을 반영한 대답이어야 합니다.**

▶참조: <u>만족도</u>와 관련된 지문은 위의 6 점 리커트 척도로 측정됩니다. 높은 점수는 **영어 수업과 능숙함**에 만족함을 나타냅니다.

11. 만족도

1) 영어 수업시간에 본인의 성과에 만족하십니까?
2) 스스로의 영어 숙련도에 만족하십니까?

12. 본인이 원하는 영어 숙련도 수치

초급   중급   고급

1..............2..............3..............4..............5..............6..............7

▶참조: 다음 지문은 학교에서 정규 영어 수업시간 및 영어 선생님에 대한 만족도를 측정하는 척도입니다. 각 지문들은 영어 수업 및 선생님과 관련된 고정 개념으로 7 등분 되어있습니다. 높은 쪽 (오른쪽)은 영어 수업에 대한 긍정적인 평가를 나타냅니다. "*"별표시가 된 지문은 반대의 경우이므로 낮은 쪽 (즉, 왼쪽) 이 긍정적인 개념임을 나타냅니다. 해당사항에 체크표시를 하십시오.

13. <u>영어 선생님</u>에 대한 평가

1) 숙련도

능숙함 __ : __ : __ : __ : __ : __ : __ : 미숙함 *

적합함 __ : __ : __ : __ : __ : __ : __ : 부적합함 *

2) 친밀도

도움이 됨 __ : __ : __ : __ : __ : __ : __ : 도움이 안됨 *

불공평함 __ : __ : __ : __ : __ : __ : __ : 공평함

동정심이 있음 __ : __ : __ : __ : __ : __ : __ : 동정심이 없음 *

3) 동기부여

열정적임 __ : __ : __ : __ : __ : __ : __ : 열정이 없음 *

게으름 __ : __ : __ : __ : __ : __ : __ : 근면함

4) 교육 방식/성격

일 관성이 있음 __ : __ : __ : __ : __ : __ : __ : 일관성이 없음 *

창의적이지 않음 __ : __ : __ : __ : __ : __ : __ : 창의적임

대충대충 __ : __ : __ : __ : __ : __ : __ : 양심적임

지루함 __ : __ : __ : __ : __ : __ : __ : 재미있음

깐깐함 __ : __ : __ : __ : __ : __ : __ : 관대함

14. 영어 수업 평가

1) 매력적

재미있음 __ : __ : __ : __ : __ : __ : __ : 지루함 *

긍정적인 분위기 __ : __ : __ : __ : __ : __ : __ : 부정적인 분위기 *

획일적 __ : __ : __ : __ : __ : __ : __ : 다채로움

2) 난이도

쉬움 __ : __ : __ : __ : __ : __ : __ : 어려움

애매모호함 __ : __ : __ : __ : __ : __ : __ : 명확함

3) 연관성/유용함

쓸모 없음 __ : __ : __ : __ : __ : __ : __ : 유용함

의미 있음 __ : __ : __ : __ : __ : __ : __ : 의미 없음 *

▶참조: 다음 설문 대상에 대한 정보이며 설문지의 마지막 항목입니다. **여기에 작성된 개인정보는 연구 통계 목적으로만 사용되며 다른 어떠한 목적으로 사용되지 않을 것입니다.**

15. 개인 정보

1) 나이 (만): _____

2) 성별: 남 ____ 여 ____

3) 영어는 학교 정규수업을 제외*하면 얼마나 오래 공부하셨습니까? _____ (개월 / 년)
    *어학연수(유학), 학원, 또는 과외

4) 제 3 외국어도 하십니까? 예 ____ 아니요 ____
    만약 하신다면 어떤 언어를 하십니까? _____

마침.

설문에 응답해 주셔서 대단히 감사드립니다.

Appendix C: An Interview Sample

The following discourse between an interviewer and an interviewee is transcribed from the recording. The interviewer is marked as "A:" and the interviewee is marked as "B:" Korean words are identified with *italics*, but proper nouns such as names and places are not italicized. The interviewee was later rated based on the ACTFL (2012) guidelines.

C-1 Novice Low

A: What's your name?
B: my name is _____.
A: Are you from this area? or do you travel to get to school?
B: Huh?
A: Do you travel far to come to school, or do you live close?
B: Uh.. mm.. little English.
A: That's okay. Are you learning English from school?
B: English?
A: Uh huh.
B: Elementary school.
A: Elementary?
B: One. One grade.
A: Okay. First year. That's great. What types of things do you like to do? What do you do for fun? Do you play with friends? Do you listen to music?
B: Music?
A: Yeah.
B: umm.. (pause)
A: do you like music?
B: yeah.
A: what type of music do you like?
B: English?
A: Yeah, English, or Korean.
B: Mm.. mm.. mm.. Almost like.
A: Do you like Korean music?
B: Yeah.
A: What's your favorite?
B: Mm.. mm.. mm.. mm.. mm.. Almost.
A: That's alright. Sometimes it's hard to choose. Can you tell me about your family?
B: Family?
A: Yeah.
B: Mom, dad, sister, me.
A: So four of you together! That's great!
B: Uh-huh.
A: Are you the oldest? Or is your sister the oldest?
B: Older.
A: You are older?
B: No, no, no. uh.. mm..
A: You are the youngest?

B: Ah yeah, yeah, yeah.
A: Very nice. Do you do things with your family a lot?
B: Family?
A: What do you do together as a family? You and your sister, what do you do together?
B: Mm?
A: Do you and your sister study together?
B: No.
A: No? Okay. I don't study with my sister either. What do you do with your sister? What are things you and your sister do together?
B: Sister 'rang'[means 'with' in Korean] study?
A: Uh-huh
B: Sister, together..
A: Study together?
B: (struggles)
A: Don't study together?
B: It's fun.
A: Okay that's fine. Do you have a favorite food?
B: Mm.. Chicken.
A: Nice. What do you eat with chicken?
B: Mm.. Uh? (pause) Almost.
A: How about movies? Do you like to see a movie?
B: Movie! Ah! Romance and hero.
A: So what's your favorite?
B: Mm.. Almost.
A: How about.. hm.. Have you seen the Avengers?
B: Avenger? Spiderman?
A: That one's pretty cool. Did you like it?
B: Yeah.
A: What did you like about it?
B: mm.. Fighting.
A: Nice. Who is your favorite superhero? There is Spiderman, Batman, Superman.. Which is your favorite?
B: Mm.. Spiderman.
A: Okay good pick. What do you like about him?
B: Huh?
A: Why is he your favorite?
B: Just like.
A: You just like him? That's fair. So, have you traveled a lot? Like in spiderman, he traveled around in the world. Did you… Have you traveled before? Or gone to different places in Korea?
B: Huh?
A: Have you gone to different places in Korea before? Do you travel?
B: Mm..
A: No? Have you been to Seoul?
B: Seoul?
A: Seoul, in Korea.

B: In Korea? Seoul?
A: Yeah. uh-huh.
B: Meet?
A: Yeah. Have you gone there? Have you taken a bus and gone to Seoul with your family, with your friends..
B: Ah~ Yeah, yeah.
A: Why did you go there?
B: Um.. Play.
A: To play? Very fun! What did you do?
B: Mm.. Mm.. Walking.. Very nice.
A: What was your favoriting thing you saw?
B: Mm.. Mm.. Gangnam.
A: What was that? Sorry?
B: Uh? Uh?
A: What was your favorite thing you saw? Sorry?
B: In Seoul?
A: Uh-huh! What was your favorite part in Seoul?
B: Han-*gang* [means 'Han river' in Korea]
A: Han-*gang*? Nice. Why did you like it?
B: Mm.. Beautiful scenery.
A: Okay. Was there more garden? Was there more building? What did it look like?
B: Garden.
A: Garden? Okay very good. That's awesome. So you do like being outside? Do you like outside more or inside more?
B: Mm.. Outside.
A: That's very nice. I like outside, too. Thank you so much.

C-2 Novice High

A: What is your name?
B: My name is _____.
A: Where are you from?
B: My from South Korea.
A: South Korea? What area? What city?
B: In Chung-ju.
A: So you live there?
B: No, I Uh.. Move.
A: Okay, Where do you live now?
B: I live in Hwasung-*si* [means 'Hwasung city' in Korean]
A: Oh yeah, it's here. So you are learning English?
B: Yes, I learn.
A: How do you feel about learning English?
B: Learning English very interesting.
A: Interesting? Oh really, why?
B: Because mm another countries language. I learned communication with other countries from other countries. people can communication.
A: Okay, so you can communicate with people from other countries.

B: Yeah, yes.

A: Okay, so is learning English a good thing?

B: Oh yes, good. They are very funny.

A: Fun? Are there some bad things about learning English?

B: Bad things.. Uh.. Um *jom*..[means 'a little' in Korean] tired?

A: Okay, and it's difficult right?

B: Yeah.

A: So you live in Hwasung. What do you like to do in Hwasung? Tell me about the things you like to do there?

B: I like computer, PC game.

A: PC games? Which game?

B: I like FIFA online. A soccer game.

A: Soccer game? Okay, do you play soccer outside?

B: No.

A: No? Just on the computer?

B: No. Just on the computer.

A: Okay. Um.. What other things do you like to do?

B: Um. I like.. Uh.. Sing.

A: Sing?

B: Yeah sing a song.

A: Okay, what kind of songs?

B: I like.. Uh.. Hip-hop.

A: Hip-hop? Okay. So, where do you sing?

B: Uh.. Um.. I.. Uh.. TV program. 'Show me the Money' is hip-hop survivor. In 'Show me the Money', songs I sing.

A: Okay, interesting. Okay. Um. What other things do you like do?

B: Uh.. I like just eat.

A: Eat? Oh yeah? What kind of things?

B: I like uh.. Chicken.

A: Chicken? So chicken is your favorite food?

B: Ah yeah. Chicken and pizza.

A: Pizza? Oh yeah? Which pizza do you like? What flavor?

B: Uh.. I.. just cheese pizza. Cheese.

A: Cheese pizza. Mm.. Here in.. around in Suwon, is there a good pizza? What is a good pizza store?

B: Good pizza? Uh.. Mostly. *Che-in-jum*? [means 'franchised store' in Korean] Mostly Domino pizza, Mr. Pizza.

A: Domino's is in America, too. Okay. Tell me about your family.

B: Oh. my family. I have mother and father and older sister.

A: How old is she?

B: She is twenty-four.

A: Do you see her often?

B: Ah yeah. Every day.

A: Every day? Okay. Do you enjoy.. Do you... You are getting older now. Do you enjoy playing with each other?

B: When I was young, Uh.. Uh.. Everyday play with my sister. But I.. uh.. now. uh.. don't play.

A: Because why?

B: Because uh.. we different uh.. like.

A: Yeah. Yeah. When you grow older, you are like that. Same with me. My sister is older than me, so it's the same thing. Okay. Um.. So let's talk a little bit about Korea. What do you like about Korea?

B: Um.. Korea. uh.. Delivery system.

A: Delivery system? What do you mean?

B: Uh.. I.. Delivery system is very cool. It's important and very effectical, very fast. And when I eat food, I want to eat chicken. And I call chicken *geu* [means 'that' in Korean] store. Just three minute uh my home delivery.

A: Yeah. a guy on a motorbike, right?

B: Right.

A: Maybe in the future, it will come..

B: Ah drone?

A: Yeah. So who knows? Okay.. probably in Korea, it will happen. More than anywhere else. So you can go open the door, and it will come in.

B: Yeah. Very good.

A: Ah okay. How about some problems?

B: Ah problems? Uh.. I think uh.. enter.. entering university? Very difficult. So, I think this is the problem.

A: For everybody right?

B: Yeah.

A: Okay, so you are gonna go to a university. What do you want to study there?

B: I like chemistry.

A: Chemistry?

B: Yeah.

A: Okay, so in the future, what do you want to become?

B: Uh.. Just study chemistry. uh.. I don't know the.. uh.. future.

A: But that's good. Something will come and it will be very good. Okay. Now, have you been to other countries?

B: No.. just Korea.

A: So in everywhere you go, people are learning English, right?

B: Yeah.

A: Why? Why do you think so?

B: Um.. um.. America is.. very.. number one.

A: yeah, alright that's true. So in Korea, how about the Korea's international connections? Does Korea have problems internationally?

B: Uh.. Korea problem? Mm.. just.. uh.. uh.. *geu* [means 'that' in Korean] uh.. North Korea and South Korea is fight.

A: Oh.. yeah that's a problem. Alright good. If you could fix something, what would you fix in Korea?

B: Fix? uh.. fix?

A: If you could make something better, what would you do to make something better?

B: Um.. uh.. uh.. I think. in YouTube, teenager, very.. very many watch YouTube, but YouTube.. so violence uh.. umm. mm

A: Change that?

B: Ah yeah.

A: Okay. Do you have any questions for me?

B: Uh.. um..

A: No?

B: *ne* [means 'yes' (or indicating agreement) in Korean], no.

A: Okay, thank you very much.

C-3 Intermediate Mid

A: What's your name?

B: My name is _____.

A: Tell me about your hometown?

B: My hometown? My hometown is here. I'm now living in.. at Nojang. My.. uh.. I live with my big brother, and father, mother. My grandfather and grandmother live in Daegu. Do you know Sulnal? [means "New Year' in Korean]

A: No, this is my first time here.

B: Uh.. uh..

A: So, what do you like to do here?

B: Studying English.

A: Studying English?

B: Yes. For.. because.. uh.. many Korean student want to go the university, so they study hard. If I didn't study, I can't go university. I can't have any job. So, all students think that, so..

A: Do you like English? How do you feel about English?

B: I don't like English, but my dream is drawing.. designer. So, I have to go design university, but.. so.. I have to do English study in school, and we have four test in a year. Uh.. school check the rank.

A: Okay. So, what is the job that you want to do with English? What job do you want to have with English?

B: Uh..

A: Do you want to be a teacher?

B: No. I want to be a … uh.. artist, drawing artist, but.. In Korea, if I be a artist, I can't uh.. I can't uh.. money low.

A: Oh, okay.. you can't have money.

B: So, I want to be designer, and.. and money.. If I be a sixty, fifty, I will do artist. I will be artist.

A: Okay cool. So, tell me about your art. What do you like to draw?

B: Uh.. I want to draw.. nature and people. and.. I don't like paper, but canvas with *ah-keu-lil* [means 'acrylic polymer material', a borrowed word in Korean], but I have to do drawing in paper and basic design. University want that.

A: Okay, that's really awesome. How long have you been drawing?

B: Uh.. Two years.

A: Do you go to a special school for drawing?

B: Yes.

A: Can you tell me about that?

B: Uh.. university. Kyung-hee university and Jung-ang university.. uh.. in Seoul. All student want to go university in Seoul.

A: Okay. What do you learn at university?

B: I don't know, but uh.. now I study art with drawing, but when I go university, I will learn design with computer. Graphic design and News clip, and.. uh.. many design program. We learn.

A: That's awesome. Earlier, you said that you don't like English, why don't you like English?

B: Because.. I study English.. uh.. When I was uh.. elementary school six grade, I'm start. but other my friends study English so early. one grade, two. but I'm started six, so I can't speak English very well. and.. In test, my.. my score is so bad. So I'm scared English, but when I go.. when I went high school, I have to go university. Then, I learn English.

A: Oh.. okay.. okay.. So, what will you do after this, today?

B: First, I will go home, and do homework, and sleep.

A: Very nice.

B: Because yesterday, I have to go art academy 10 a.m. and 10 p.m.

A: Oh wow. That's a long time. Wow. Well, thank you for talking with me. It was nice.

C-4 Advanced Low

A: Can you tell me your name again?

B: My name is _____.

A: Can you tell me a little bit about yourself?

B: I'm high school 3rd grade in Naru high school, and now I have many (pause) what is.. um.. I have stress kind of. Because I have to go to a college in this year.

A: Gotcha.

B: Yes, but I have not really good score, so I have to prepare more things to go college, so I have many stress now.

A: Yeah. that makes sense. College can be way stressful for preparing. Do you know what you want to study in college?

B: What?

A: What do you want to study in college?

B: I want to study chemistry in college, and I want to be cosmetic engineer.

A: That's amazing. You have to be pretty smart for cosmetics. I think that's amazing.

B: yes.

A: What kind of things do you do to study then? How are you preparing?

B: Um.. In school.. no, In some college, they have their own exam except kind of SAT in Korea. There is another exam. In Korea SAT, you have to prepare Korean, math, English, and science, and Korean history. But this exam, I only have to prepare only Korean and math, so it's little easier than Korean SAT, so I now I am preparing this exam. So, if have good score in this exam, I can go in college.

A: That would be awesome. Good luck.

B: Thank you.

A: No problem. that's awesome. So.. what made you want to do cosmetic research?

B: I can't understand.

A: Oh. so you want to study cosmetic research in college, yeah?

B: Yes, yes.

A: Then why do you want to study that?

B: Uh.. when I was in elementary school and now, from until now, I have many pimples in my skin, so I'm really hurt and gets many stress about this problem, so I want to help other people who have same.. same problem with me.

68

A: Uh-huh.

B: Yeah, so I want to make some kind of a lotion and *seu-kin* [means 'skin' but referring to 'a toner', a borrowed word in Korean] for pimple. And pimple skin person, and also I want to make some foundation, and I want to solve their problem.

A: That is so nice of you. You are so kind that you are looking out for other people with your experience. That's really neat. Um.. So, do you think that's important to do when you are like choosing a career? Is that important to help other people?

B: Yes.

A: Why do you feel like that's an important thing?

B: Mm.. Because um.. Before to get this cosmetic engineer as a dream, my dream was stewardess in airplane.

A: Okay.

B: The reason that I got that job or my dream was… It was so impressive that they help other passengers, and when I was a passenger, when a stewardess help me in the airplane, I feel really thankful and I was really happy. So I want to be like them. I think uh.. when I choose dream, uh.. helping other, I think, is a important thing, so I choose the cosmetic engineer, and that is a reason to be cosmetic engineer.

A: That's a really good reason. I love that so much.

B: Thank you.

A: You're welcome. So you've been able to travel a lot? It sounds like you did a little bit. Have you traveled other places?

B: Um.. China and Japan, and Saipan.

A: So a little bit. Actually quite a bit!

B: Yes.

A: That's awesome! What did you like about it?

B: Um.. When I go to Japan, I went to Disneyland, and it was really fun. And Saipan, I play in swimming pool. and.. Do you know PIC hotel?

A: Uh-huh!

B: Yes. I have been there. I have really fun time in Saipan, and I am relaxed. When I go to Saipan, it was before graduate middle school. So I can play really fun. And China was not good.

A: Not as good?

B: Yeah, it was a little bit dirty. kind of. Yes. It have too smoke and trashes in street, and also they have no door in public toilet.

A: Oh my gosh.

B: It was kind of like culture shock.

A: for sure. I think I would have been too.

B: yeah, so that was a really surprised.

A: So did that change how you like thought about the different countries? So what did you think between that three?

B: Um.. mm.. I want to travel more countries because it was really interested to learn other cultures and travel around the world. So, after graduate high school, I'll do part job hardly (like study hard), and I will make money, and I want to travel to Europe or U.S. with my friends.

A: That way fun. Is that part of why you are learning English?

B: Yes. kind of. Yeah.

A: Okay, so what else? Why are your reasons for learning English?

B: Um.. First in Korea, we have to study English hard to go to college. It's essential part. Yes, and it's the first reason. And second is to travel around the world. English is.. every country.. in almost country they're using English in common. So, I have to study English to travel around the world.

A: That makes sense. Do you like it? or not so much?

B: First time, it was hard. I don't want to learn more because I'm Korean, then why I have to learn English?

A: I don't blame you. Haha.

B: But when I keep learning English, it makes a little bit more easier than before. And it kind of fun because I like to watch English movie because I like Marvel movie,

A: So good.

B: yeah I really love it, and other romantic comedy movie, kind of, Love Actually. I really love it that.. that movie. So, I want sometime one day I want to watch that movie without subtitle. So I'm really fun now.

A: Okay, that's like a really good goal. So, what kind of events and local things have been happening in Korea recently?

B: Now? in like in a political thing?

A: Yeah.

B: Um.. I am not really interested in.

A: That's totally fair.

B: Yes. but, I think when many other say now our Korean president is not really good at government, not good at political. so, I am not really have good, good perspective at our president because he is not really good at.. because he makes our Korean economy really bad, so.. citizens have little problem at economic things and living. Yeah so.. I'm not really..

A: That's totally fair. I totally get that. Politics is not my favorite either. That's cool that you are aware of that in a general scale. that's really great. Do you do a lot of things with like the people in your community close about cosmetics and studies or anything like that?

B: Yes. I'm.. I introduce my favorite cosmetic to my friends. Especially about pimple.. skin.. skin care things. And when I introduce to my friends who have same problems with me, and after they use it, if they have good effect on their skin, I'm really proud of it.

A: That's awesome.

B: Yes. I have my hope to be cosmetic engineer is more bigger than before.

A: That's really great. so, do you hope to be like sell cosmetics and that too then? To a lot of different people?

B: Yes, first time was I want to make cosmetic myself. but it.. to become a engineer. It's a little bit hard because I have to have doctorate.. more than college, study yeah? But I don't want it.

A: Yeah. that's a lot of school.

B: I just go to cosmetic company, and I'm good to kind of brand manager, yes. And I'm just really happy to just sell cosmetic. I'm just.. I just want to just work in cosmetic part.

A: So just anywhere in cosmetic, not really making. I think you definitely could. Sounds like you are way smart enough to do it. Thank you so much for coming today.

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