Motivation and Persistence in Learning Korean:

Factors Associated with Students' Decisions to Continue or Discontinue FL Study

By

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ABSTRACT

This mixed-methods study investigated the dispositions of students in introductory Korean courses at a large public Midwestern research university in the United States. The dissertation focused on results of the quantitative component but used insights from qualitative portions (written narratives and oral interviews) to complement findings. Specifically, this study investigated: (1) Students' motivations, goals, and goal attainment expectations; and (2) how continuing and discontinuing students compare in these regards. A total of 86 students completed a motivation questionnaire and a goal questionnaire; 28 students participated in the qualitative portions.

Results revealed that the majority of students in introductory Korean courses were non-heritage learners, a result of the worldwide spread of Korean popular culture (*hallyu*); students were learning Korean mainly out of personal interest and for self-generated personally valued goals rather than for utilitarian reasons or to fulfill the expectations of others; students' perceptions of their immediate learning environment were positive; their in-class learning goals focused on everyday uses of Korean rather than on academic/professional uses, and on linguistic elements rather than on cultural understanding.

When continuing and discontinuing students were compared, continuing students had stronger motivation, a stronger desire to interact with speakers of Korean, higher expectations of stay in Korea, and a greater ability to imagine themselves as proficient L2 speakers. Continuing students also showed slightly higher self-confidence, stronger intrinsic interest in learning Korean language and culture, and higher interest in Korean language. However, continuing and discontinuing students did not show notable differences in what in-class learning goals that they valued, except that continuing students rated vocabulary-related goals as more important than discontinuing students. Similarly, their perceptions of how soon their goals could be achieved did not reveal meaningful differences between continuing and discontinuing students.

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CHAPTER 1: INTRODUCTION

1.1 Rationale and objectives

Learner-centered teaching is emphasized in current L2[1] education. Understanding learners, including who they are, why they take FL courses, what they wish to learn, and how they respond to their immediate learning environment, bear dire importance to learner-centered L2 classrooms. These are the concerns that–applied to the learners of Korean with whom I am particularly familiar—directed me in this dissertation study. I wanted to also gain an understanding of learners' trajectories, such as their initial motivation to study Korean; what they wished to achieve by learning Korean; how they felt about their classroom learning experiences; what learning goals they valued and by when they expected to attain these goals; and finally, but most importantly, why some learners persisted in their formal study of Korean while others dropped out at an elementary level and the distinguishing characteristics between these continuing and discontinuing students. To approach this last question of difference, I turned to research on learner variables. Both researchers and teachers recognize motivation as one of the key variables in successful L2 learning. Dörnyei and Ryan (2015) explained why motivation is of great importance in L2 acquisition:

> It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long, often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula or good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. (p.72)

The aim of this dissertation, namely to study motivation together with persistence, is rooted in widely agreed upon definitions of motivation that incorporate exactly the element of persistence, e.g., "the choice of a particular action, the persistence with it, and the effort expended on it" (Dörnyei & Ushioda, 2011, p. 4). Williams and Burden (1997) pointed out that often teachers view motivation mainly in terms

[1] In this study, L2 is used in broad sense to include foreign languages.

of generation of interest. However, considering the long and strenuous process of mastering L2, maintaining and sustaining motivation seem even more vital to L2 learning success.

My personal interest in FL learning persistence stemmed from my personal experience as an instructor of fifth and sixth semester Korean. Depending on the number and composition of students (i.e., the number of true foreign language learners who continued from fourth-semester Korean and that of heritage learners who joined the fifth semester course after a placement test), I had to adjust my curriculum quite drastically. There was always a faint but still tangible concern that courses beyond the first two years of Korean might not be offered if enrollments did not reach a certain threshold level. As Murphy, Magnan, Back, and Garrett-Rucks (2009) pointed out, small enrollments leave LCTL programs vulnerable. Due to these concerns, the number of students enrolled, not only in my own course but also in previous semester courses, was always of great interest. The noticeable increase in the enrollments of first-semester Korean[2] was encouraging, but it did not always lead to increased enrollments in the upper-level courses. The number of students in my fifth semester courses ranged from 5 to 16 between 2008 and 2013, and the number was largely independent of the number of students that had been enrolled in first-semester Korean four semesters prior. This directed my attention to various motivational processes involving individual learners and their classroom learning experiences.

According to Schunk, Meece, and Pintrich (2014), contemporary perspectives on motivation assume that "motivation involves cognition, or people's thoughts, beliefs, goals, and self-representations, as well as their behaviors and affects" (p. 40). In my pursuit of understanding learners of Korean in university Korean courses in terms of their motivation, I will explore learners' cognition, behaviors, and affective disposition. FL learning persistence in the present study is operationalized in terms of enrollment in the next course in the sequence because this behavior is a clear sign of persistence. Precise questions to be addressed include: Why some learners begin to engage in formal FL learning but decide to

[2] Before embarking on the current project, the enrollment in first-semester Korean experienced quite dramatic increase, which resulted in the addition of a discussion section to make three sections in total beginning from Fall 2010. The enrollment, however, was reduced to two sections in the second semester, and again to one section in the third semester, since there was a sharp drop of continuing students from second to third semester.

discontinue soon after they start; what motivated learners to continue their formal FL studies; and whether and how the motivational profile differs between continuing and discontinuing students. Since early termination of formal FL (i.e., Korean) studies after only one semester or two was observed at the research site, first- and second-semester students were chosen as the study population.

In brief, the objective of this dissertation is twofold. The first objective is to understand who learns Korean and why, in terms of their motivational profiles (i.e., the level of motivation/demotivation, interest, orientation, learning experiences) and learning goals. The second objective is to compare continuing students and discontinuing students in terms of motivational profiles and learning goals in order to gain insights into the motivational basis for persistence.

1.2 Theoretical perspective

This study is theoretically and methodologically guided by three major theories of L2 motivation, namely, Gardner's (1985, 2010) Socio-Educational Model (SEM), Deci and Ryan's (1985) Self-Determination Theory (SDT), and Dörnyei's (2005, 2009) L2 Motivational Self System (L2MSS). I will first provide a brief overview of these theories. Then I will explain my approach in applying them to the present study.

The Socio-Educational Model was proposed by Gardner (1985, 2010) who investigated the role of attitude and motivation in learning another language. He initiated his line of research in Canada where Francophone and Anglophone communities coexist. The SEM is founded on the assumption that L2 learning motivation is different from motivation to study other academic subjects since L2 learning involves adopting characteristics of another cultural community. Therefore, learners' attitudes toward the TL community were crucial in the formulation of the SEM. Another basic tenet of the SEM involves the recognition that motivation is multi-faceted and entails a variety of affective variables beyond reasons for language study.

The Attitude/Motivation Test Battery (AMTB) has been created to provide empirical support for the SEM. The AMTB measures five constructs that encompass 11 affective variables: motivation (i.e.,

motivational intensity, desire to learn the language, and attitudes toward learning the language); integrativeness (i.e., integrative orientation, and attitudes toward the target group, and interest in foreign languages); attitude toward the learning situation (i.e., teacher evaluation, and course evaluation); language anxiety (i.e., language class anxiety, and language use anxiety); and instrumentality (instrumental orientation). The AMTB also contains items that measure parental encouragement. In addition to the aforementioned constructs, the SEM includes ability (i.e., intelligence and language aptitude) in the model. The SEM theorizes that these constructs are linked to outcome variables, such as achievement, classroom behaviors, and enrollment decisions (Gardner, 2006). For example, the SEM suggests that motivation is an important variable in mediating achievement, and that integrativeness and attitude toward the learning situation support motivation.

Gardner and Lambert (1972) introduced two orientational dispositions, integrative orientation and instrumental orientation, which have been widely adopted in L2 motivation research. Integrative orientation involves interest in and desire to communicate with the TL community. Instrumental orientation involves learning the TL for utilitarian reasons, such as financial benefits. These two orientations were often viewed dichotomously, despite Gardner and his colleagues' clarifications that integrative orientation and instrumental orientation are not necessarily oppositional (e.g., Gardner & MacIntyre, 1991). The conceptual division of these two orientations was criticized at times in later studies (e.g., Clément, Dörnyei & Noels, 1994; Dörnyei, 2009).

As a response to the call for theoretical expansion beyond the Socio-Educational Model (e.g., Crooks & Schmidt, 1991), Noels and her colleagues applied Self-Determination Theory to L2 motivation studies (Noels, Pelletier, Clément, & Vallerand, 2000; Noels, Clément, & Pelletier, 2001). They devised a questionnaire that measures the following seven constructs of SDT in relation to motivation to learn a foreign language: amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation-knowledge, intrinsic motivation-accomplishment, and intrinsic motivation-stimulation.

According to SDT (Deci & Ryan, 1985), there are two types of motivation, intrinsic motivation and extrinsic motivation, which lie along a continuum. Intrinsic motivation refers to engagement in an

activity (e.g., learning) for its own sake, i.e., for the enjoyment and satisfaction of doing the activity. Extrinsic motivation, depending on the varied degrees of self-determination (i.e., external or internal regulation), further divides into four types: external regulation, introjected regulation, identified regulation, and integrated regulation. External regulation is the least self-determined type of extrinsic motivation, which is directed by rewards or punishments. Introjected regulation is a more internalized form of extrinsic motivation than external regulation and relates to externally imposed pressure that individuals have accepted into their self-concept in order to avoid shame or guilt. Identified regulation is a more self-determined type of extrinsic motivation, which involves personally valued goals and voluntary engagement in an activity. Integrated regulation[3] is the most self-determined form of extrinsic motivation; it refers to engagement in an activity that is fully integrated into an individual's self-concept. In addition to intrinsic and extrinsic motivation, Deci and Ryan (1985) proposed amotivation. According to Deci and Ryan, amotivation is the state void of motivation stemming from the feeling of incompetence and helplessness. SDT is interested in the process of self-determination, i.e., how externally imposed goals can be gradually internalized. SDT suggests that individuals will be more self-determined if autonomy, competence, and relatedness are supported by environment.

Dörnyei (2005, 2009) proposed the L2 Motivational Self System as an alternative paradigm to the binary notion of integrativeness/instrumental motivation that had dominated in L2 motivation studies. The rationale for this reconceptualization originated from the recognition that, on the one hand, integrativeness was still a strong motivator in a foreign language learning environment despite the absence of direct contact with the TL community (Csizér & Dörnyei, 2005a) and, on the other hand, World Englishes lack a specific target L2 community for integration. Inspired by the theory of Possible Selves (Markus & Nurius, as cited in Dörnyei, 2009) and Self-Discrepancy Theory (Higgins, as cited in Dörnyei, 2009), Dörnyei proposed two future self-guides, ideal L2 self and ought-to L2 self. According to Dörnyei, ideal L2 self refers to the L2-specific ideal self, which can embrace integrative and promotion-

[3] Noels et al. (2000, 2001) did not include integrated regulation in their study due to difficulty in distinguishing identified regulation from integrated regulation.

based instrumental motives. Ought-to L2 self involves meeting expectations of others and avoiding possible negative outcomes. L2 learning experience is added to these two future guides to comprise the L2MSS because previous L2 motivation studies indicated that classroom learning could provide motivation to language learners.

Dörnyei's (2005, 2009) theoretical model was applied in empirical research to confirm its validity (e.g., Ryan, 2009; Taguchi, Magid & Papi, 2009). These studies designed questionnaires that consisted of newly written items for ideal L2 self and ought-to L2 self as well as of items that were adopted from previous studies including the AMTB. In general, these studies have provided support for Dörnyei's theoretical model and have sometimes argued for the supremacy of the L2MSS over the distinction between integrative and instrumental orientation.

Although these three theories approach phenomena of L2 motivation from different perspectives, they include similar motivational constructs even as they are named somewhat differently in each theory. However, constructs do not coincide completely across the three theories. My approach to dealing with this multiplicity of theories is the perspective-taking approach, suggested by MacIntyre et al. (as cited in McEown, Noels, & Chaffee, 2014). McEown et al. (2014) compared various approaches to theoretical diversity and explained the meaning of the perspective-taking approach as follows:

> There are many ways to deal with theoretical diversity. Some choose one framework and eschew all others. Others seek to integrate the diverse approaches in a single grand theory. Still others would rather have nothing to do with theory, arguing that it can constrain thinking and result in dogmatic adherence to one way of thinking. We choose to adopt the perspective-taking approach advocated by MacIntyre et al. (2010), which maintains that different theories reflect different perspectives, such that any point of view will simultaneously reveal some aspects of the phenomena of interest and conceal others. […] MacIntyre and his colleagues stress that value of being acquainted with diverse points of view, arguing that by considering the theories together, we can see complementary, and perhaps richer, ways of understanding motivation and language learning. (pp. 19-20)

Since the objectives of the present study include a closer understanding of students' motives for learning Korean (i.e., why students chose to learn Korean?), it seems appropriate to take diverse points of view to target each of these motives rather than to subscribe to a single large concept that relates to

various motives for L2 study, such as ideal L2 self (Hessel, 2015). The perspective-taking approach was maintained from the design of the instruments through the interpretation of the results.

CHAPTER 2: REVIEW OF LITERATURE

In this chapter, I will first review previous research regarding learner's motivation to learn Korean. I will then move on to review research that examined the issue of FL learning persistence.

2.1 Motivation and goals to learn Korean

Despite the recent surge of motivation-related research in the field of SLA (Boo, Dörnyei, & Ryan, 2015), empirical research that examined motivation, affect, attitude, belief, goals, or persistence of learners of Korean as a foreign language (KFL henceforth) is scarce. In this section, I will review the studies that explored motivation and goals to learn Korean at the tertiary level in the United States. Recent research on the motivation to learn Korean that was conducted outside of the U.S. will also be reviewed.

2.1.1 Korean among the less commonly taught languages

Korean was included as one of the 23 less commonly taught languages in Murphy et al. (2009), who compared the reasons given by commonly taught language (CTL henceforth) learners and less commonly taught language (LCTL henceforth) learners in first- and third-semester courses for initiating or continuing their chosen language study. Analyses treated LCTLs and CTLs, respectively, as one group and did not distinguish further among individual languages. The findings, in line with previous studies (e.g., Brown, 2009), were that: LCTL learners were motivated more by personal interest or enjoyment than their peers studying CTLs; language requirements or other utilitarian reasons were weaker motivators for LCTL learners than for CTL learners; stronger family/heritage related reasons were identified among LCTL learners than CTL learners; and LCTL courses had older or academically more advanced learners (i.e., more seniors and graduate students) than CTL courses. In addition, LCTL learners, as compared to CTL learners, were more likely to continue their language study because LCTL learners had become more interested in the language and culture after enrolling in the language course. These motivational differences between CTL and LCTL learners justify the need for tailored research agendas and pedagogical considerations for LCTL languages. Although these general insights about the

motivation of LCTL learners as compared to CTL learners were useful, further research into the particularity of each individual language was recommended for future research.

Magnan, Murphy and Sahakyan (2014) studied whether tertiary L2 students' learning goals aligned with those presented by the Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, as cited in Magnan et al., 2014). They also examined students' expectancy of goal attainment by the end of their formal L2 study. This large scale mixed method research involved 31 languages and 11 tertiary U.S. institutions. One of its aims was to compare CTL and LCTL learners, including learners of Korean although they were not separated out in analysis. Major findings included: LCTL students valued goals for communication, cultures, connections, and comparisons more than did CTL learners and this difference was particularly evident in culture goals; LCTL learners were overall more optimistic in reaching these goals; LCTL learners' goals were more likely to relate to current relationships with friends and family, while CTL learners' goals were more inclined toward expected future use or interactions in general; and the locus of learning was more likely to center on the classroom among CTL learners, while LCTL learners were more likely to expect to learn and study outside of class. This study, as well as Magnan, Murphy, Sahakyan, and Kim (2012), was informative to the design of this study in that classroom learning goals were conceptualized and researched in terms of goal importance and expectancy of goal attainment.

Korean was one of the 17 languages that were studied by Howard, Reynolds, and Deák (2009). Their research investigated demographic, academic, and motivational differences of first-year FL learners in two East Coast U.S. universities. In this study, Korean was classified as one of the truly less commonly taught languages (TLCTLs henceforth)[4]. Study participants were composed of 50% of narrowly defined

[4] According to Gambhir (2001), TLCTL means "LCTLs with the fewest number of learners" (p. 208). In Howard, Reynolds, and Deák (2009), CTLs included French, German, Russian, and Spanish; LCTLs included Arabic, Chinese, Italian and Japanese; TLCTLs included Amharic, ASL, Hebrew, Hungarian, Igbo, Korean, Turkish, Ukrainian, Vietnamese, Yiddish, and Zulu. In terms of the number of participants, Korean was the biggest modern foreign language among TLCTLs in this study.

heritage language learners (HLLs henceforth) and 12.5% of broadly defined HLLs[5]. Korean was also considered as a highly-politicized language, which was likely to draw learners in the fields of government or military. This study revealed that initial motivation differed depending on the language category (i.e., CTLs, LCTLs, and TLCTLs; politicized LCTLs, non-politicized LCTLs, and world languages) and learner types (i.e., narrowly defined HLLs, broadly defined HLLs, non-HLLs). Because of the classifications of Korean in this study, the motivation to learn Korean was related to strong family or heritage motivations (due to high percentages of HLLs) and to high career motivation (as a highly politicized language). In this study, Korean was described as one of the prominent immigrant languages in the U.S. along with Spanish, which allowed even non-heritage learners to have easy access and/or frequent exposure to Korean. Non-HLLs of Korean in this study were also reported to have high levels of exposure to Korean "literary and artistic products," which was interpreted in relation to worldwide interest in the popular culture of Korea. This study poses an interesting question in regards to the present dissertation study: How would changes in milieu (e.g., in terms of vitality of Korean-speaking community, differing percentages of HLLs in the course, and varying degrees of perceiving Korean as a politicized language) influence the motivation to learn Korean? If language types and learner types are important determinants of language learning motivation, as the results of this study indicated, one can expect that the motivation to learn Korean will look quite different depending on the context of learning.

Thomas (2010) surveyed first-year university students' primary reasons for their FL choices in a Northeastern American university. Korean was one of the 13 languages included in the study. This study concluded that KFL learners were intrinsically oriented. The top reasons of learning Korean were: traveling and perhaps living in Korea, and communicating with the locals; interest in foreign languages or other cultures; and talking with Korean-speaking friends and/or relatives. Only a small percentage of KFL participants chose Korean ancestry, professional advantages, or fulfilling a requirement as primary reasons for studying Korean. It is interesting that the conclusions about motivation to learn Korean as

[5] According to Reynolds, Howard and Deák (2009), narrowly defined HLL refers to those who grew up with regularly speaking the language, and broadly defined HLL refers to those who did not use the language at home but wanted to learn the language because of heritage/family related reasons.

presented by Thomas (2010) and Howard et al. (2009) seem almost contradictory, despite the temporal and geographical proximity of the locations in which two studies took place. Evidently, the motivation to learn a specific language are highly contextualized.

Yang (2003) investigated the relationship of motivational orientations and select learner variables of learners of Chinese, Japanese, and Korean in seven Midwestern universities in the United States. The results indicated that these East Asian language (EAL henceforth) learners were motivated strongly by interest in the target language, intellectual satisfaction, and integrative orientation. These EAL learners also demonstrated a strong desire to use the TLs; furthermore, the desire to use the TLs for speaking and listening was stronger than for reading and writing. In contrast, language requirements and instrumental orientation were not strong motivators for these EAL learners. When learners of different EALs were compared against each other, however, learners of Korean exhibited significantly higher school-related motivation (e.g., requirements, easy grade, reputation of language classes, and evaluation of teachers) than learners of Chinese or Japanese and were heavily influenced by heritage-related motivations because most (i.e., 74%) of KFL participants were HLLs. It is interesting to note that HLLs in this study revealed greater school-related motivation than non-HLLs while non-HLLs showed greater interest-related motivation than HLLs.

Liu and Shibata (2008) examined first-semester students' initial motivation to learn one of the four Asian languages, namely, Chinese, Japanese, Korean, and Vietnamese, at a university in California. The participants studying Korean achieved high scores in 'integrative orientation' (which was comprised of questionnaire items such as enjoying pop-music, TV, and films of a particular country as well as the desire to interact with TL speakers) and 'cultural understanding' (which was composed of interest in the TL literature, linguistics, and culture). The participants reported moderate scores in 'achievement orientation' (which involved others' encouragement and attaining a good grade) and 'instrumental orientation.' 'Administrative orientation' (which involved reasons such as finding the language easy to start and wishing to take on a language other than the one studied in high school) showed low scores and the 'heritage-related factor' received the lowest scores. In addition, Korean learners showed particularly

low scores in the 'heritage-related factor,' i.e., lower than did learners of Vietnamese and Chinese. What is more, the 'achievement orientation' score among learners of Korean was found to be related more strongly to encouragement from friends than from parents. These results suggest that the percentage of HLLs was not high among the Korean participants. However, this study did not specify the exact percentage of the HLLs in each language group.

The variations in motivation to learn Korean in Liu and Shibata (2008) and Yang (2003) can likely be explained by the percentage of HLLs in each participant pool. If Liu and Shibata's study indeed included a higher percentage of non-HLLs than did Yang's, the results of these two studies were congruent in that non-HLLs showed greater interest-related motivation. It is intriguing that the heritage-related factor was found to be weak in the study conducted in California, where the largest Korean American communities have been established. Although many early motivation studies of learners of Korean in the U.S. reported that HLLs comprised a majority in Korean courses (e.g., Howard, Reynolds & Deák, 2009; King, 1998; Lee & Kim, 2007), the results of Liu and Shibata hint at a growing diversification of learners in Korean courses.

2.1.2 Korean as a foreign language

To the best of my knowledge, not many empirical studies have examined the motivation and goals of tertiary KFL learners in the U.S. specifically. So far, research on KFL education in the U.S. has mostly focused on aspects of teaching (e.g., teaching methodology, textbooks, etc.) rather than on the perspective of learners. When the focus was on learners (e.g., their motivation, attitude, affect, beliefs, and goals), these learners were almost exclusively HLLs. In this section, I will first review motivation-related studies that were conducted in the U.S. and that did not focus exclusively on heritage learners. Then I will extend the review to studies conducted outside of the U.S. that dealt with motivational constructs that were relevant to the present study but were not explicitly examined in the U.S. based studies.

Research conducted in the U.S. on motivation to learn Korean

Jee (2015) acknowledged the rapid growth of KFL education in the U.S. and asserted that it was necessary to further understand motivation and other affective domains of learners of Korean. For this aim, she surveyed novice and intermediate students of Korean at a university in the Southwest United States about their motivation for taking Korean. HLLs consisted of 62% of the participants in this study. The results showed that the majority of students (i.e., 70%) were taking Korean out of personal interest. The participants displayed a strong desire to learn Korean, high internal locus of control (i.e., ascribed their failure to their lack of effort), and low anxiety. The participants, as a group, showed similar degrees of integrative orientation and instrumental orientation. Further analysis revealed that students with higher proficiency showed stronger instrumental orientation, along with higher self-efficacy. When HLLs and non-HLLs were compared, HLLs demonstrated higher self-efficacy, while non-HLLs showed higher motivational intensity.

Choe (2013) conducted repeated individual interviews over a semester with three KFL students (who were not narrowly-defined HLLs) in a second-year Korean course in a Midwestern university. These three participants drew the researchers' attention because they had decided to continue their Korean studies even after most of their non-heritage peers had dropped out of the course after first-year Korean. This case study aimed to understand these KFL learners' reasons for engaging in and continuing Korean study, as well as their perception of Korean courses. The results indicated that their strong cultural interest motivated KFL learners to pursue the study of Korean. KFL students in this study demonstrated the perception that learning Korean had low utilitarian value; that Korean is difficult to learn; that the limited opportunities to use the language impeded their learning; and that studying with proficient HLLs in the same class was demotivating.

In order to address the problem of high attrition in Korean courses at their university in the Rocky Mountain region of the U.S. (an attrition rate of 85% from first- to fourth-semester), Damron and Forsyth (2012) surveyed first- to fourth-semester students during the years 2005-2010. This study included 46% HLLs. The top two reasons for Korean language studies were "It looked interesting" and "It's an

important language." Among instrumentally-oriented reasons, fulfilling a language requirement was a weak motivator but the expectation for future career benefits was a moderately strong motivator. In this study, 22% of the participants responded that they were 'highly' motivated to study Korean because of their interest in Korean pop culture. At the time of this particular study, the influence of Korean pop culture was not yet very apparent in the U.S., so 22% being highly motivated by Korean pop culture seems notable. Many students did not expect to achieve high proficiency in Korean, as 39% desired only "basic words and phrases" and 27% wanted to be only "somewhat conversational," which may explain the high attrition rate. The most common reasons for discontinuing Korean language studies included: a scheduling conflict, the study of Korean being too time consuming, a lack of confidence, a requirement fulfilled, and dissatisfaction with the course (i.e., "I wasn't learning as much as I wanted").

Pyun, Kim, Cho, and Lee (2014) conducted a survey study at a public Midwestern university in the United States over a three-year period. The participants were all L1 English speakers in first-year Korean and 93% of them were non-HLLs. This study examined affective variables (i.e., motivation, anxiety, linguistic self-confidence, and risk-taking) and oral achievement. The results indicated that L1 English first-year KFL learners had strong motivation and moderately high linguistic self-confidence. Despite their moderately high self-confidence, many participants were reluctant to take risks in speaking and showed moderately high anxiety. Achievement was positively associated with self-confidence and risk-taking and negatively associated with anxiety.

Jee (2015), Damron and Forsyth (2012), and Pyun et al. (2014) all share in common a decreased percentage of HLLs among study participants when one compares their work to most of the earlier studies reviewed in 2.3.1. According to the most recent MLA enrollment report (Goldberg, Looney, & Lusin, 2015), enrollment in Korean language courses in the U.S. experienced the greatest percentage increase at 44.7% between 2009 and 2013 among the 15 most commonly taught languages in the U.S. that were included in the report. Kim (2015) attributed this dramatic increase to the arrival of the Korean wave (i.e., *hallyu*) in the United States, which, in turn, contributed to the change in the proportion of HLLs and non-HLLs in Korean classes. The Korean wave or *hallyu* refers to the global awareness or rise of South

Korean popular culture including K-pop[6], TV programs (especially K-dramas), and Korean films, which began in the early 2000s in Asian countries and has gradually spread worldwide. Although Jee (2015), Damron and Forsyth (2012), and Choe (2013) mentioned the influence of the Korean wave, none of the studies explored its impact on motivation to learn Korean beyond mere description. Therefore, I will review two studies conducted outside of the United States, which included interest in pop culture as one of the major constructs.

Studies conducted outside of the U.S. on motivation to learn Korean: The influence of Korean pop culture

Chan and Chi (2010) administered a questionnaire on learning goal orientations to beginning-level learners of Korean at a university in Singapore. A factor analysis identified five factors, namely, pop culture, career, achievement, academic exchange, and interest in foreign language and culture. The researchers confirmed that tertiary KFL learners in Singapore had a strong interest in Korean pop culture and media and that this interest motivated them to engage in learning Korean. However, the researchers also expressed concern with regards to learners' narrowly focused interest in pop culture and media alone, based on the result that the factor 'interest in pop culture' did not correlate strongly with a more general interest in Korean language or in traditional culture, society, and way of life. This insight led the authors to question previous research that had considered pop culture as a constituent of integrative orientation (e.g., Guo as cited in Chan & Chi, 2010; Liu & Shibata, 2008) and to speculate on the nature of interest in pop culture:

> Could the students be interested in Korean pop culture because it is the currently fashionable thing to do? Are they subscribing themselves to the Korean language and culture in order to remain 'hip' and in tune with the interests of their peers? If this is indeed the case, one might, in applying the intrinsic/extrinsic paradigm, be more inclined to describe this factor as extrinsic. (p. 134)

Lee (2014) surveyed beginning-level tertiary KFL learners' motivation to learn Korean in Australia, along with the aspects of Korean (popular) culture that these learners wanted to learn in their

[6] Ju and Lee (2015) defined K-pop as follows: "K-pop is a term commonly used by foreign audiences to describe trendy South Korean pop music produced and performed by Korean musicians" (p. 335).

classroom/textbook. The participants were asked to identify their motivation in terms of job, K-pop, Korean popular culture other than K-pop (i.e., K-dramas and/or films), and other motivations. The results showed that K-pop was a motivator for 55% of the participants, K-dramas and/or films for 56%, job for 41%, and other motivations for 26%. When they were asked what cultural aspects they wished to learn in the classroom or in textbooks, high preference was given to 'daily life in Korean society', 'greetings/etiquettes of Korean society and language,' 'K-dramas and films,' 'Korean food/cooking,' 'socializing,' and 'travelling.' Although K-pop was a motivator for more than half of the KFL learners in their study of Korean, they rated K-pop distinctly lower than the other cultural aspects listed above. In addition, interest in K-pop was found to be only weakly correlated with the other cultural items, such as daily life, socializing, and food, while K-dramas and films showed strong or moderate correlations with the other cultural items. K-pop seems to be an initial motivation to learn Korean but may not relate to a more extended cultural or linguistic interest that may sustain motivation to learn Korean.

2.2 Continuing or discontinuing FL studies

Horwitz (1988), citing Simon, explained that foreign language programs frequently experience high rates of attrition. Studies dealing with this issue can be found as early as in the 1950s. Various terms have been used to articulate the problem in question, such as continue/discontinue, persistence (i.e., length of formal language studies), dropout (used in a different sense from 'dropping out' during the semester), attrition (not to be confused with language attrition), retention, and course enrollment.

Two general research trends exist: correlation studies and descriptive studies. Through questionnaires, correlation studies attempted to find out which motivational, cognitive, affective, or attitudinal variables are associated with students' decision to continue their FL studies, as well as how strong such associations are. Descriptive studies usually delineated the reasons why students decided to continue or discontinue their FL studies based on the questionnaires and/or interviews. Quite a few of the more recent studies used mixed methods.

Table 1 and Table 2 contain the lists of correlation and descriptive studies, respectively. In each table, studies are listed in chronological order from oldest to most recent. The diversity among these studies can be easily noted. They involved a wide variety of contexts and study populations. Participants included secondary students, college students, and adult students in continuing education. Most studies were conducted in North America although others took place in Australia, England, and New Zealand. The foreign languages that were most commonly studied included Spanish, French, German, and Japanese, with a few studies covering additional languages such as Portuguese, Italian, Russian, Arabic, Chinese, Latin, Indonesian, and Guajarati. As is to be expected from such diverse contexts, participants' profiles, and target languages, the results were varied, sometimes even contradictory. The uniqueness of each learning situation (i.e., who learns what, where, and when) should be considered when interpreting the results of these studies.

2.2.1 Correlation studies of FL persistence

Table 1

Correlation Studies on Continue/Discontinue Formal FL learning

Study	Grade or Language courses	Language(s)	Country
Bartley (1970)	8	SFG	U.S.
Clément et al. (1978)	7-11	F	Canada
Ramage (1990)	10-12	SF	U.S.
Baldauf & Lawrence (1990)	8	FJIn	Australia
Kastner (1992)	2nd yr college FL class	G	U.S.
Saito & Samimy (1997)	1st &2nd yr college FL class	J	U.S.
Saito (2000)	1st &2nd yr college FL class	J	U.S.
Matsumoto & Obana (2001)	1st &2nd yr college FL class	J	Australia
Noels et al. (2001)	College FL class	E	Canada
Bailey et al. (2003)	College FL class	SFGJ	U.S.
Holt (2006)	10	JFG	New Zealand
Fernandez (2007)	1st yr college FL class	ACFGIJS	US
Matsumoto (2009)	1st &2nd yr college FL class	J	Australia

Notes. A = Arabic; C = Chinese; F = French; G=German; I = Italian; In = Indonesian; J = Japanese; L = Latin; S = Spanish

Early correlation studies on foreign language persistence were much influenced by Gardner and Lambert's (1959; 1972) works on language learning motivation, which emphasized the role of attitude. Bartley (1970) acknowledged the foreign language dropout problem in secondary education in reference to the 1960s. She compared the attitudes of continuing and discontinuing students and found significant differences. The discontinuing group showed negative changes in their foreign language learning attitudes during a year of their foreign language study. These results supported Gardner and Lambert (1959), who had claimed that among high school foreign language learners, the influence of attitudinal factors on motivation was related to learning. Clément, Smythe, and Gardner (1978) reported the results of two studies conducted earlier by Gardner and Smythe (1975, 1976 as cited in Clément, Smythe, & Gardner, 1978). The main findings indicated that motivation, defined as attitude toward learning French, motivational intensity, and desire to learn French, had a stronger association with the decision to continue than did achievement or aptitude, and that attitudes toward the TL community and courses were strongly related to motivation. This study concluded that changing students' attitudes toward the TL community and the course could influence students' motivation, which, in turn, would induce students to persist.

Baldauf and Lawrence (1990) investigated high school students in Australia. This study employed Gardener's integrative-instrumental distinction as the main constituents of affective domain but also took the learners' socio-cultural background into consideration. The two main factors that related to these students' persistence were integrative motivation and parental support. Saito and Samimy (1997) investigated beginning and intermediate learners of Japanese and found that both integrative and instrumental motivations were important factors for FL persistence, along with a final grade and motivational strength. For beginning learners, integrative motivation was a predictor of continuation, while for intermediate learners instrumental motivation was a stronger predictor. In contrast, Holt (2006) reported that only instrumental orientation was useful in predicting students' persistence among the seven

attitudinal dimensions[7] that he examined. To account for this result, which contradicted previous studies, Holt questioned the dichotomous labels that had been attached to learners' orientations. Some of the items that loaded for instrumental orientation in his study in their wording described more integrative aspects and were not purely instrumental (e.g. "I want to learn Japanese because I like some of the things in Japanese popular culture [e.g. pop music, videos, fashion etc.]"; "I chose to learn Japanese because it may give me the opportunity to go on an exchange visit to Japan"). He suggested that Ideal L2 self (Csizér & Dörnyei, 2005b) and the process of self-determination might better explain the persistence of his participants than did the distinction between integrative and instrumental motivations.

Studies that were not framed within the integrative-instrumental distinction found other factors to be relevant to FL persistence, such as intrinsic interest and self-valued goals. Ramage (1990) identified several factors that related to U.S. high school students' FL persistence. The important factors included intrinsic interest in the language and learning (i.e., learning the language for its own sake), extrinsic interest (i.e., learning the language for a means to other goals, but not necessarily assuming practical value), grade level when FL study was begun, and the final grade. Her conclusion was similar to that drawn by Saito and Samimy (1997) in that she recognized the influence of both intrinsic orientation and extrinsic orientations in FL persistence even as her finding emphasized intrinsic orientation over extrinsic orientation. She suggested that a combination of factors was more useful to predict persistence than is any single factor. Kastner's (1992) study of college learners of second-year German confirmed Ramage's findings that intrinsic interest in culture was a valuable contributor to FL persistence. Another interesting finding from Kastner was that grade was a predictor for persistence, but against expectation, students who had received a grade of AB were more likely to show persistence than were learners who had earned the top grade of A. Noels, Clément, and Pelletier (2001), from the perspective of SDT, found that intention to persist was, on the one hand, negatively correlated with amotivation and, on the other hand, positively

[7] The seven dimensions are: Classroom environment/experience; instrumental orientation; integrative orientation; linguistic self-confidence; parental attitude; school administrative environment; and the teacher.

associated with intrinsic motivation and identified regulation (i.e., the most self-determined form of extrinsic motivation in their study involving personally valued goals).

Several studies looked at somewhat different predictor variables although they remained true to the tradition of studying persistence via motivation/attitude. In addition to building and testing predictive models of persistence/dropout, Saito (2000) conducted an ethnographic study in an attempt to find an association between class participation and persistence. Her predictive model showed that motivation and schedule conflict were strong predictors for persistence/dropout. However, her qualitative approach failed to find any association between class participation and persistence. Matsumoto and Obana (2001) and Matsumoto (2009) investigated the intensity and spectrum of cultural interest of college learners in first- and second-year Japanese courses, along with the cultural background of the learners. They found that first year students whose cultural background was close to Japan (i.e., East Asian background) were more likely to discontinue their formal study. In regards to cultural interest, the continuing group showed stronger interests in a wider array of Japanese culture than did discontinuing students.

Some studies investigated the correlation between persistence and factors other than motivation or attitude. Bailey, Onwuegbuzie, and Daley (2003) found that students with higher anxiety were more likely to drop FL courses. Fernandez (2007) showed that continuing and discontinuing students held different beliefs on FL learning, especially about perceived aptitude/confidence and the instrumental value of the TL.

2.2.2 Descriptive studies of FL persistence

Many early descriptive studies of FL persistence listed reasons for dropping the FL courses (Alpin, 1991; Fulton, 1959; Gibson & Shutt, 2002; Glatthorn & Edwards, 1967; Jordan & Lambert, 1991; Kataoka, 1986; Lemke, 1993; Mueller & Leutenegger, 1964; Papalia, 1970; Reinert, 1970; Warriner, 1972), while more recent studies attempted to determine factors contributing to persistence (Awad, 2014; Dirstine, 2006; Shedivy, 2004; Smith, 2009; Yung, 2010) or described both reasons for continuation and discontinuation (Eardley, 1984; Graham, 2006; Jernigan, 1999; Kirkpatrick, 2001). Table 2 below includes these studies in chronological order from oldest to most recent.

Table 2

Descriptive Studies on Continuing/Discontinuing Formal FL learning

Study	Grade or Language courses	Language(s)	Country
Fulton (1958)	High school FL class	FGIS	U.S.
Mueller & Leutenegger (1964)	College FL class	F	U.S.
Glatthorn & Edwards (1967)	10-11	FS	U.S.
Papalia (1970)	High school graduates	FGS	U.S.
Reinert (1970)	9-12	FGS	U.S.
Warriner (1972)	10-12	FGSRL	U.S.
Eardley (1984)	10-12	FG,+	England
Kataoka (1986)	College FL class	J	U.S.
Alpin (1991)	10-12	GFLIGu	England, Wales
Jordan & Lambert (1991)	College FL class	J	U.S.
Lemke (1993)	7-12	FGS	U.S.
Jernigan (1999)	1st & 2nd yr college FL class	P	U.S.
Kirkpatrick (2001)	1st yr college FL class	F	U.S.
Gibson & Shutt (2002)	Adults at further education	FG	England
Shedivy (2004)	College FL class	S	U.S.
Dirstine (2006)	College language requirement	AFGIS	U.S.
Graham (2006)	Ages 16-18	F	England
Smith (2009)	College FL class	SR	U.S.
Yung (2010)	2nd yr college FL class	J	Australia
Awad (2014)	College FL class	ACFS	U.S

Notes. A = Arabic; C = Chinese; F = French; G=German; Gu = Guajarati; I = Italian; J = Japanese; L = Latin; P = Portuguese; R = Russian; S = Spanish

The most commonly cited reasons for discontinuing formal FL studies included: requirement completed[8]; loss or lack of interest[9]; other priority[10]; too time consuming[11]; dissatisfaction with

[8] Fulton, 1959; Jernigan, 1999; Kataoka, 1986; Kirkpatrick, 2001; Lemke, 1993; Papalia, 1970; Reinert, 1970; Warriner, 1972

[9] Fulton, 1959; Jernigan, 1999; Jordan & Lambert, 1991; Kirkpatrick, 2001; Lemke, 1993; Papalia, 1970; Warriner, 1972

instruction[12]; perceived difficulty and lack of confidence[13]; poor grade[14]; no utility[15]; goal not attainable[16]; and goal attained[17]. These studies indicated that discontinuing students placed less value and lower priority on FL study and were more likely to be driven by external motives. Discontinuing students were also more likely to hold negative attitudes toward their learning environment and to have negative self-efficacy beliefs or low self-confidence.

According to research, major reasons of continuing formal FL studies included: interest in foreign languages in general[18]; intrinsic interest and enjoyment in learning the target language[19]; cultural interest[20]; expectation for future use (e.g., job, travel)[21]; contact with TL language/culture and integrative desire[22];

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[10] Alpin, 1991; Eardley, 1984; Fulton, 1959; Glatthorn & Edwards, 1967; Jernigan, 1999; Jordan & Lambert,1991; Kataoka, 1986; Kirkpatrick, 2001; Lemke, 1993; Mueller & Leutenegger, 1964; Papalia, 1970; Warriner, 1972

[11] Fulton, 1959; Glatthorn & Edwards, 1967; Jernigan, 1999; Jordan & Lambert, 1991; Kirkpatrick, 2001; Lemke, 1993; Mueller & Leutenegger, 1964

[12] Gibson & Shutt, 2002; Glatthorn & Edwards, 1967; Jernigan, 1999; Jordan & Lambert, 1991; Lemke, 1993; Mueller & Leutenegger, 1964; Papalia, 1970; Reinert, 1970; Warriner, 1972

[13] Eardley, 1984; Gibson & Shutt, 2002; Glatthorn & Edwards, 1967; Graham, 2006; Jernigan, 1999; Jordan & Lambert, 1991; Kirkpatrick, 2001; Warriner, 1972

[14] Alpin, 1991; Glatthorn & Edwards, 1967; Jordan & Lambert,1991; Kataoka, 1986; Lemke, 1993; Mueller & Leutenegger, 1964; Reinert, 1970; Warriner, 1972

[15] Eardley, 1984; Gibson & Shutt, 2002; Glatthorn & Edwards, 1967; Jernigan, 1999; Jordan & Lambert,1991; Lemke, 1993

[16]Jernigan, 1999; Jordan & Lambert, 1991; Lemke, 1993

[17]Jernigan, 1999; Kataoka, 1986; Lemke, 1993; Warriner, 1972

[18] Awad, 2014; Dirstin, 2006; Kirkpatrick, 2001

[19] Dirstine, 2006; Eardley, 1982; Jernigan, 1999; Kirkpatrick, 2001; Smith, 2009; Yung, 2010

[20] Awad, 2014; Dirstine, 2006; Jernigan, 1999, Kirkpatrick, 2001, Shedivy, 2004; Yung, 2010

[21] Awad, 2014; Dirstine, 2006; Eardley, 1982, Jernigan, 1999; Kirkpatrick, 2001; Shedivy, 2004; Smith, 2009; Yung, 2010

[22] Dirstine, 2006; Jernigan, 1999; Kirkpatrick, 2001; Shedivy, 2004; Smith, 2009; Yung, 2010

influence of significant others[23]; positive attitude toward the learning situation[24]; perceived easiness or self-confidence[25]; and the fulfillment of requirements[26]. This list shows that extrinsic or instrumental motives that were personally valued worked positively toward the persistence of FL learners just as did intrinsic and integrative motives.

Among these descriptive studies, the more recent ones took largely qualitative and grounded approaches (i.e., researchers conducted interviews and observations in addition to or instead of surveys). These studies tried to obtain learners' accounts of their motivation toward persistence as articulated in the learners' own words (Awad, 2014; Dirstine, 2006; Jernigan, 1999; Shedivy, 2004; Smith, 2009; Yung, 2010).

2.3. Outlook

Existing literature shows that it is important to examine various aspects of L2 learning motivation (e.g., interest, orientation, goals, affect, experiences, etc.) to understand L2 learners; their decisions to continue or discontinue their formal FL studies; and their educational needs. However, the review of research also confirmed that L2 learning motivation is highly-situated and varies depending on the social, educational, and temporal contexts of learning as well as on learner characteristics. To the best of my knowledge, there has been no empirical research that attempted to explain the motivation and persistence of learners of Korean at tertiary institutions in the United States that takes into account the rapidly changing learner profiles in the classroom that in recent years have followed the Korean Wave.

I specifically expect that this dissertation study will broaden the field's understanding of L2 motivation among learners of a less commonly taught language and, at the same time, will connect

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[23] Awad, 2014; Dirstine, 2006; Eardley, 1982, Jernigan, 1999; Kirkpatrick, 2001; Smith, 2009

[24] Awad, 2014; Eardley, 1982, Jernigan, 1999; Kirkpatrick, 2001

[25] Dirstine, 2006; Eardley, 1982; Graham, 2006; Jernigan, 1999; Kirkpatrick, 2001; Smith, 2009; Yung, 2010

[26] Eardley, 1982; Jernigan, 1999

theories of L2 motivation with a unique set of data (Boo et al., 2015) that acknowledge the complex and situated nature of motivation. To that end, the study will aim to first develop a baseline motivational profile of a student of Korean at the institution under investigation; then, pay attention to their attitudes toward the learning context and to their goal expectations; and last, aim to uncover differences between students who continue their studies of Korean (from first- to second- or from second- to third-semester) and those who discontinue.

2.4 Research Questions

Specifically, the present study will address a total of ten individual research questions (sub-questions) that were organized into four umbrella research questions that, in turn, were subsumed under two themes. It needs to be noted that although the RQs are worded in general terms, they were approached from a very specific institutional context, namely that of a large Midwestern research university. The context of the study will be described in the Methodology chapter and acknowledged in the reporting of results and their discussion.

Theme 1: Who is taking Korean and why?

RQ1: What does motivation to learn Korean look like?

RQ 1a: What is the motivational profile of students in introductory Korean courses?

RQ 1b: How are cognitive, affective, orientation-related, and attitudinal variables interrelated with motivation or with demotivation?

RQ 1c: Is there an interaction between students' attitude toward instructional types (large lecture vs. small discussion) and students' motivation or demotivation?

RQ 2: What classroom learning goals are important to the students?

RQ 2a: Do students perceive certain learning goals as particularly important?

RQ 2b: What are students' expectation with regards to the timeframe of achieving these learning goals?

Theme 2: How do continuing and discontinuing students compare?

RQ 3: How does the motivation to learn Korean differ between continuing and discontinuing students?

RQ 3a: Are there differences between continuing and discontinuing students in their motivational profiles?

RQ 3b: Do associations between, on the one hand, cognitive, affective, orientation-related, and attitudinal variables, and on the other hand, motivation or demotivation differ between continuing and discontinuing students?

RQ3c: Do continuing and discontinuing students differ in their attitudes toward instructional types (large lecture vs. small discussion) and in the interactions of the instructional types with motivation or with demotivation?

RQ 4: How does the perception of classroom learning goals differ between continuing and discontinuing students?

RQ 4a: Are there differences between continuing and discontinuing students in the importance that they assign to specific classroom learning goals?

RQ 4b: Are there differences between continuing and discontinuing students in the expectation with regard to the timeframe of goal attainment that they assign to specific classroom learning goals?

CHAPTER 3: METHODOLOGY

The present dissertation study is based on a subset of data, mainly, quantitative data that were collected as part of a larger research project that also included a background questionnaire and qualitative portions. In the first part of this chapter, I will first describe participants in the quantitative portion of the study. I will also delineate the context of learning, since motivation to learn a foreign language is inseparable from who learns what language in what learning environment as Dörnyei (1994) has argued. Lastly, I will discuss the quantitative instruments, i.e., a motivation questionnaire and a goal questionnaire, and data collection procedures. Following the description of quantitative research methodology, I will also explain the qualitative research methodology[27]. The qualitative data in this study complemented the interpretation of quantitative findings.

3.1 Quantitative research methodology

3.1.1 Participants

The focus of the present study was on students in introductory Korean courses. Participants were students who were enrolled in second-semester Korean during Spring 2012 and another group of students who were registered for first-semester Korean during Fall 2012 at a large public Midwestern research university in the United States[28]. Participants completed two different questionnaires to answer the RQs posed in this study but not all participants completed both questionnaires. A total of 39 students were enrolled in second-semester Korean in the spring semester 2012. Of them, 30 completed the motivation

[27] The qualitative data that were collected for the larger project included: open-ended questionnaire, two written narratives, single interviews with discontinuing students, single interviews with continuing students, and regularly termed multiple interviews with students in third-semester Korean. For the purpose of this dissertation, only the written narratives and single interviews were analyzed.

[28] First-semester Korean and second-semester Korean together were considered as introductory level in the Korean program. The data was collected at two different time points because first-semester Korean was only offered in fall and second-semester only in spring. Data were first collected from students in spring (second-semester Korean) and then in the subsequent fall (first-semester Korean) as this approach allowed me to include the greatest possible number of different individuals as participants.

questionnaire and 28 students participated in the goal questionnaire. Of a total of 60 students enrolled in first-semester Korean in the fall semester 2012, 56 students participated in both the motivation questionnaire and the goal questionnaire. So as to understand whether it was viable to combine first- and second-semester participants into a single participant group, their scores on motivational variables, goal importance variables, and goal attainment timeframe variables[29] were compare in a Mann-Whitney U test. The analysis revealed no statistically significant differences (Appendix A) and therefore first- and second-semester students were collated into a single group of 86 in the analysis of the motivation questionnaire (RQ1) and a single group of 84 in the analysis of the goal questionnaire (RQ2). All participants completed a background questionnaire. Select information as it pertains to the original 86 participants is presented in Table 3 below.

Table 3

Select Background Information of the Participants in Quantitative Data Collection

		Total (N= 86)	Semester 1 (n= 56)	Semester 2 (n= 30 [28])
Gender	Female	57 (66%)	32	25
	Male	29 (34%)	24	5 [3]
Ethnicity	Korean American	18 (21%)	13	5
	Both Korean Parents	6 (7%)	5	1
	One Korean Parent	8 (9%)	5	3
	Adopted from Korea	4 (5%)	3	1
	Asian American	23 (27%)	15	8 [7]
	Caucasian American	22 (26%)	13	9 [8]
	Multiracial American	1 (1%)	0	1
	Asian Non-American	20 (23%)	14	6
	African Non-American	1 (1%)	1	0
	Caucasian Non-American	1 (1%)	0	1

(continued)

[29] For detailed information on the variables, see preliminary analyses in 4.1.1 and 4.2.1 of this dissertation.

Table 3 Continued

		Total (N= 86)	Semester 1 (n= 56)	Semester 2 (n= 30 [28])
Status at the University	Freshman	32 (37%)	23	9 [8]
	Sophomore	17 (20%)	11	6
	Junior	13 (15%)	7	6
	Senior	16 (19%)	12	4 [3]
	Graduate	6 (7%)	2	4
	Special Student	2 (2%)	1	1
Language Requirement	Yes (the only reason to take Korean)	0 (0%)	0	0
	Yes (one of several reasons)	25 (29%)	16	9
	No	61 (71%)	40	21 [19]
Enrollment Decision	Continue to next sequence course	62 (72%)	44	18 [16]
	Discontinue to next sequence course	18 (21%)	8	10
	Non-voluntary Discontinue[30]	6 (7%)	4	2

Note. In the Semester 2 column, [#] signifies the reduced number of participants in the analysis of the goal questionnaire.

In later analysis (to answer RQ3 and RQ4), all participants were divided into two groups, the group of 'continuing students' and that of 'discontinuing students.' 'Continuing students' refer to those who continued to the next course in the sequence in the following semester (i.e., third-semester Korean in Fall 2012 for the second-semester participants and second-semester Korean in Spring 2013 for the first-semester participants). 'Discontinuing students' refers to those who consciously and freely chose not to enroll in the next Korean course in the sequence, i.e., the six students who had to discontinue because of non-voluntary reasons such as graduation or study abroad in countries other than Korea were excluded from further analysis[31]. This procedure yielded a subset of 80 participants out of the original 86 (62

[30] Non-voluntary discontinuation to next sequence course included students who graduated or left for study abroad in countries other than Korea.

[31] Different methods were used to identify students' enrollment in the next sequence course for the participants in second-semester Korean and for those in first-semester Korean. The participants in second-semester Korean during Spring 2012 completed their questionnaires before they registered for the following semester. Therefore, their enrollment in third-semester Korean were identified in early Fall 2012 through the personal code (Appendix D) that they submitted along with their completed questionnaires in the previous semester. Information from open-ended questionnaire (not reported in this study) helped to identify non-voluntary discontinuing participants. As for the participants in first-semester

continuing students and 18 discontinuing students) for the analysis of the motivation questionnaire (RQ3) and a subset of 78 participants (60 continuing students and 18 discontinuing students) for the analysis of the goal questionnaire (RQ4). Again, in order to check the viability of collating first- and second-semester students into a single continuing group and a single discontinuing group, a Mann-Whitney U test was performed by each of the groups on motivational variables, goal importance variables, and goal attainment timeframe variables. The analyses revealed that the first- and second-semester students in the continuing group and in the discontinuing group, respectively, were not overall statistically significantly different (Appendix A), justifying the collation of the two semester groups in the analyses of RQ3 and RQ4. Table 4 presents select background information of the 80 participants by the continuing group and the discontinuing group.

Table 4

Select Background Information of Continuing Students and Discontinuing Students

		Total (N= 80)	Continuing (n= 62 [60])	Discontinuing (n= 18)
Semester	Second semester Korean, Spring 2012	28	18 (64%) [16]	10 (36%)
	First semester Korean, Fall 2012	52	44 (85%)	8 (15%)
Gender	Female	54	41 (76%)	13 (24%)
	Male	26	21 (81%) [19]	5 (19%)
Ethnicity	Korean American	18	15 (83%)	3 (17%)
	Both Korean Parents	6	5 (83%)	1 (17%)
	One Korean Parent	8	8 (100%)	0
	Adopted from Korea	4	2 (50%)	2 (50%)
	Asian American	21	14 (67%) [13]	7 (33%)
	Caucasian American	18	13 (72%) [12]	5 (18%)
	Multiracial American	1	1 (100%)	0
	Asian Non-American	20	17 (85%)	3 (15%)
	African Non-American	1	1 (100%)	0
	Caucasian Non-American	1	1 (100%)	0

(continued)

Korean during Fall 2012, who competed the questionnaires after they registered for the following semester, enrollment information section (Appendix D) was included as part of the questionnaire forms where they specified their enrollment decision for the following semester.

Table 4 continued

		Total (N= 80)	Continuing (n= 62 [60])	Discontinuing (n= 18)
Class Standing	Freshman	32	28 (87.5%) [27]	4 (12.5%)
	Sophomore	15	11 (73%)	4 (27%)
	Junior	13	9 (69%)	4 (31%)
	Senior	12	10 (83%) [9]	2 (17%)
	Graduate	6	3 (50%)	3 (50%)
	Other	2	1 (50%)	1 (50%)
Language Requirement	Yes (the only reason to take Korean)	0	0	0
	Yes (one of several reasons)	25	22 (88%)	3 (12%)
	No	55	40 (73%) [38]	15 (27%)

Note. Percentages across the rows are presented in the Continuing and the Discontinuing columns.; In the Continuing column, [#] signifies the reduced number of participants in the analysis of the goal questionnaire.

3.1.2 Context of learning

Since this study involved classroom foreign language learners, I will first describe the instructional setting and the instructors of introductory Korean courses from which the participants in this study were recruited. Then I will provide the broader educational context and social context deemed relevant to the motivation of the participants. I believe this contextual knowledge will not only enhance understanding and interpretation of the results of the present study, but also provide insights as to how the findings of this study compare with other motivation studies.

Introductory Korean courses (i.e., first- and second-semester Korean) met five days per week (4 credits), and were composed of three 50-minute lecture classes with the entire body of students enrolled in the course and two 50-minute discussion classes each with approximately 20 students[32]. In second-semester Korean during the spring semester 2012, the 39 enrolled students were divided into two discussion sections. In first-semester Korean during the fall semester 2012, the 60 enrolled students were

[32] In qualitative data, several participants mentioned motivationally different feelings and in-class behaviors dependent on the class sizes. There were a few others who expressed how instructional constraints derived from large class size in lecture affected their classroom participation and motivation. Therefore, the interaction between the attitude toward instructional types (large lecture vs. small discussion) and motivation/demotivation became one of the research questions in this study.

divided into three discussion sections. The lecture class was taught by a professor, and each of the discussion sections was taught by a graduate teaching assistant. All instructors, including the professor and three TAs, were native speakers of Korean. None of the three TAs had formal education in teaching Korean as a foreign language and had been teaching Korean for less than one year. The professor covered new materials in each lecture class, and the TAs usually carried out follow-up or review activities in a more interactive manner. The professor provided the syllabus and made important decisions regarding evaluations, grading, and general course management. However, each TA had full autonomy in conducting their discussion class. They also graded assignments and performed a portion of the midterm and final evaluation (e.g., oral interviews and grading in-class presentations). The TAs often collaborated in preparing class PPTs, hand-outs, and activities although they were not required to teach the same way across sections. The TAs visited the lecture at times to observe the class, although it was not mandatory.

The program at the time of the study offered, in total, four full years (eight semesters, each representing a different level) of language instruction in Korean. First-, third-, fifth-, and seventh-semester Korean were offered only in fall semesters, and second-, fourth-, sixth-, and eighth-semester Korean were offered only in spring semesters. In addition, non-language courses on Korea (e.g., Korean culture including literature and films, Korean history, international relations and political issues involving South and North Korea, etc.) were also on offer. From first semester to sixth semester Korean, there was a continuity in the curriculum (e.g., the same textbook series up till mid-intermediate level were used), but there was an abrupt leap after sixth semester because the seventh- and eighth-semesters Korean mainly comprised of international Korean students who came to the U.S. during or before secondary school. In order to suit the needs of these international Korean students, the seventh- and eighth-semester Korean courses dealt with Korean for academic/professional purposes for highly advanced heritage learners. If true foreign language learners wanted to continue after sixth-semester Korean although such occasions were rare, these students were mostly doing independent studies guided by the instructor of the courses.

Although the university offered four full years of language courses in addition to non-language courses on Korea, students could not major or minor in Korean. Although there was a major in Asian

studies that required two years of language study, it was not the same as majoring in Korean because the focus of the major was rather broad. Some questionnaire participants expressed a strong desire to major or minor in Korean if such opportunities were given[33]; yet, they could take Korean only as an elective course. As Table 3 indicated, only 29% of the questionnaire participants were taking Korean as part of their program requirement, suggesting that majority of students took Korean for no apparent academic administrative purposes such as fulfilling graduation requirement.

If they wished, however, students could opt to study abroad in Korea through the university, although knowledge of Korean was not required. What is more, a unique career opportunity in Korea was arranged through another program at the university, namely the university ESL program, which had a partnership with a provincial office of education in Korea to send recent graduates to teach English in public schools located in the province[34]. Knowledge of Korean was not necessary to apply for the program, but there could have been no doubt on the part of program participants that knowing some Korean would be useful for teaching and living in Korea.

When looking at milieu, the visibility or vitality of the Korean community in this Midwestern university town was relatively low in terms of the number of local residents in the area when compared to some other parts of the United States. Concomitantly, the town provided only a little infrastructure (such as restaurants, churches, clubs, etc.) to support Korean cultural or linguistic practices. On campus, although students from South Korea comprised one of the largest international student groups, it seemed difficult for many learners to establish personal contacts with them[35]. Different from the situation of many other less commonly taught languages in the United States, the majority of students in the introductory

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[33] For the motivation questionnaire item "If there is a major in Korean, I would like to major in it," 28% chose the scale 6 (i.e., *Applies to me perfectly*) and 8% chose the scale 5 (i.e., *Applies to me well*) on 6-point Likert scale. For the item "If there is a minor in Korean, I would like to minor in it," 37% chose the scale 6 and 27% chose the scale 5.

[34] For detailed information, refer to http://go.global.wisc.edu/blog-files/uw-gepik-materials-2011.pdf.

[35] For example, some participants in the qualitative portion of this study expressed their perceptions of Korean people, when they were strangers, as "closed," "distant," and "hard to establish close relationship with," although the same participants described positive qualities of Korean people after becoming friends (e.g., warm, loyal, perceptive, caring, etc.)

Korean courses under investigation were true foreign language learners as opposed to heritage learners. Without family ties, learners would have valued but were largely unable to find alternative forms of access to local Korean communities. This circumstance was evidenced in participants' responses to the motivation questionnaire item "Where I live, learning Korean does not matter very much," as 75% of the participants agreed to this statement (*Strongly agree* 29%; *Agree* 27%; and *Slightly agree* 19%). What is more, participants' responses to the motivation questionnaire item that asked about parental encouragement revealed that 34% chose "*not at all*" and 17% chose "*minimally*." Despite their likely perception of Korean as a low-vitality language in the immediate environment, the participants showed an overall positive appraisal of Korea[36].

By and large, the immediate environmental support, both from the educational context and milieu, seemed insufficient to boost or sustain motivation to learn Korean. Nevertheless, enrollment in introductory Korean courses had seen noticeable increases over the four years preceding the study. Unfortunately, however, enrollment beyond introductory level remained unstable and overall did not increase.

3.1.3 Instruments and Data Collection

Instruments employed to collect the quantitative data, under investigation in the present study, included the motivation questionnaire (Appendix B) and the goal questionnaire (Appendix C), together with a background questionnaire (Appendix D). The background questionnaire sought basic demographic information of the participants along with their general language learning experiences (e.g., previously acquired/learned languages and proficiency levels of each of the languages) and Korean-related learning experiences and behaviors (e.g., prior experiences of learning Korean or visiting Korea, hours spent to study Korean per week, opportunities to use Korean outside of classroom, etc.). The background

[36] For the motivation questionnaire item "Korea has a lot of cool things to share with the world," 97% agreed to the statement (*Strongly agree* 48%; *Agree* 39%; and *Slightly agree* 10%). For the item "Korea is an advance and developed nation," 94% agreed (*Strongly agree* 34%; *Agree* 44%; and *Slightly agree* 16%). For the item "Korea plays an important role in the world," 85 % agreed (*Strongly agree* 24%; *Agree* 35%; and *Slightly agree* 26%).

questionnaire also included a personal code[37] section for the participants in second-semester Korean during Spring 2012 and an enrollment information section for the participants in first-semester Korean during Fall 2012, which were used to identify continuing and discontinuing students. In the following section, I will first explain the design and the structure of the two quantitative instruments, the motivation questionnaire and the goal questionnaire. Then I will describe the questionnaire administration procedures.

The motivation questionnaire (Appendix B)

The motivation questionnaire consisted of 146 items that measured various aspects of foreign language (i.e., Korean) learning motivation. It used two types of 6-point Likert scale; the extreme ends of the two scales were: "*Does not apply to me at all (1) – Applies to me perfectly (6)*" (applied to item number 1 to 114) and "*Strongly disagree (1) – Strongly agree (6)*" (applied to item number 115 to 146).

This questionnaire was designed by borrowing and modifying items from previously used foreign language motivation questionnaires as well as by writing new items specific to the participants of the present study. I specifically wrote 34 out of the 146 items in order to either reflect a particularity of the specific language under investigation (e.g., "I like the shapes of the characters of the Korean alphabet."; "I chose to learn Korean because it requires fewer hours per week than other East Asian languages.") or to refine theoretically-based variables by adding new perspectives (e.g., for integrative orientation: "I see qualities in Korean people that I want to have as part of my life."). Table 5 lists five foreign language motivation questionnaires (or the studies in which the questionnaires had been published), along with their respective theoretical framework and the variables they respectively examined. The variables in grey shading signifies that these variables did not suit the purpose or the situation of the present study and therefore were ignored in the composition of the motivation questionnaire used in the present study.

[37] Many students in second-semester Korean during Spring 2012 participated in multiple forms of data collection using both quantitative and qualitative instruments. They were asked to devise a personal code and write it down on every instrument they participated in, so as to permit the researcher to track their responses across research instruments without compromising their privacy. This code was used to identify their enrollment in third-semester Korean in the following fall semester 2012.

Table 5

Motivation Questionnaires in Previous FL Learning Motivation Studies with Variables Examined

Instrument	Theoretical Framework	Variables
Gardner's AMTB (2004)	Socio-educational model	Motivational intensity; Integrative orientation; Instrumental orientation; Interest in foreign languages; Attitude toward TL-speaking people; Parental encouragement; Attitude toward learning TL; Class anxiety; Use anxiety; Desire to learn TL; Course evaluation; Teacher Evaluation
Ryan (2009)	L2 motivational self system	Intended learning effort; Instrumentality; Travel orientation; Interest in foreign language; Attitude toward L2 community; Interest in the TL language; Cultural interest; Parental encouragement; Attitude to learning TL; Anxiety; L2 self-confidence; Ideal L2 self; Milieu; Ethnocentrism; Fear of assimilation; International contact; International empathy; Willingness to communicate
Taguchi et al. (2009)	L2 motivational self system	Criterion measure; Instrumentality-Promotion; Instrumentality-Prevention; Travel orientation; Attitude toward L2 community; Cultural interest; Parental encouragement/family influence; Attitude toward learning TL; Anxiety; Linguistic self-confidence; Ideal L2 self; Ought-to L2 self; Ethnocentrism; Fear of assimilation
Noels et al. (2000)	Self-determination theory	Amotivation; Intrinsic motivation-knowledge; Intrinsic motivation-accomplishment; Intrinsic motivation-stimulation; Identified regulation; External regulation; Introjected regulation
Schmidt & Watanabe (2001)	Value-expectancy theory	Motivational strength; Integrative orientation; Instrumental orientation; Intrinsic motivation; Interest in foreign languages and cultures; Task value; Anxiety; Expectancy; Language aptitude; Language requirement; Heritage language; Competitiveness; Cooperativeness

Besides these five studies shown in Table 5, I also borrowed a small number of items from Humphreys and Spratt (2008)[38], Jacques (2001)[39], Horwitz et al. (1986)[40] and Tremblay and Gardner (1995)[41]. The

[38] Three item in the variable micro-context

[39] One item in the variable heritage language

[40] Two items related to class anxiety

scales used for these previous studies were 5-, 6-, or 7-point Likert scales, either from *Strongly disagree* to *Strongly agree* or from *Does not correspond at all* to *Correspond exactly* on each end.

As can be inferred from the similar or even overlapping names of variables in Table 5, there were many items across the questionnaires which conceptually are similar or (nearly) identical. I compared the questionnaires closely and selected items that I believed were relevant to the participants in this study as well as were representative of the motivational constructs that I intended to measure. About a half of the borrowed items were used as they appeared in each of the original studies, while the others were modified for clarity and appropriateness. Table 6 below shows the overview of the initial tentative grouping of 146 items before preliminary analysis.

Table 6

Initial Tentative Grouping of Motivation Questionnaire Items Based on Previous Studies

	Names of Item Groups	Borrowed	Borrowed and Modified	Self-authored
1	Motivational Intensity (Strength) / Intended Learning Effort	11, 37, 46, 51, 78	31, 65, 86	41
2	Desire to learn Korean / Amotivation (reversed)	26, 45	9, 10, 19, 36, 56	83, 91
3	Interest in Korean language	2, 33, 43		23, 53
4	Interest in Korean Culture		61, 62, 63	52, 71, 82, 92
5	Intrinsic Motivation		73, 76, 81, 90, 102, 106	
6	Integrative Orientation	4, 17	24	64
7	Instrumental Orientation / External Regulation	35, 125, 135	5, 25, 18, 116	
8	Identified Regulation	7, 55		
9	Ideal L2 Self	6, 117	16, 54, 89, 105	44
10	Ought-to L2 Self	120, 126, 132, 137	8	
11	Attitude toward Learning Korean	14, 40, 47	74	
12	Attitude Toward the Course			
	General	38	72	
	Lecture	48, 79, 107, 122	139	59, 69
	Discussion	49, 80, 108, 123	140	60, 70

(continued)

[41] Six items in causal attribution measures

Table 6 continued

	Names of Item Groups	Borrowed	Borrowed and Modified	Self-authored
13	Attitude Toward the Teachers			
	Professor	129	66, 141	144
	TA	130	67, 142	145
14	Attitude Toward Peers	20, 121, 131		58, 109, 138
15	L2 Self-Confidence / Expectancy	28, 68, 94	50, 98	77, 111
16	Korean Class Anxiety	21, 22, 87, 88, 95, 96, 103, 104		75
17	Korean Use Anxiety	27, 84	32, 85	3
18	Attitude Toward Korea		118, 128	39, 134
19	Attitude Toward Korean-Speaking People		12	47
20	Milieu	13, 34	119	
21	Interest in Foreign Languages	15, 110, 115	1, 29, 42	
22	Causal Attribution		124, 127, 133, 136, 143, 146	
23	Reasons to Choose Korean			92, 97, 99 100, 112, 113, 114
24	Heritage	30, 101		

Note. Item number 1 to 114 used six-point Likert scale "*Does not apply to me at all (1) – Applies to me perfectly (6)*" on each end. Item number 115 to 146 used six-point Likert scale "*Strongly disagree (1) – Strongly agree (6)*"

A number of issues arose during this initial tentative grouping based on the previous studies. Some of the items were found to belong to different variable groups in different studies[42]. The grouping of some of the items was questionable considering the characteristics of the participants in the present study[43]. Overlaps in the definitions of variable groups and also in the features of items were observed across some of the groups[44]. The grouping of self-authored items was based on my intuition and needed to

[42] For example, the questionnaire item 117, "The things I want to do in the future require me to use TL," belonged to the variable *ideal L2 self* in Ryan (2009) and Taguchi et al.'s (2009) Japanese sample but the same item belonged to the variable *instrumentality-Promotion* in Taguchi et al.'s (2009) Chinese sample.

[43] For example, the questionnaire item 35, "I am learning Korean to understand Korean films, videos, or music," was included in the group *instrumental orientation* (as in Schmidt and Watanabe, 2001) along with financial or future career benefits of knowing Korean.

[44] The groups *motivational intensity*, *desire to learn Korean/amotivation (reversed)*, *and attitude toward learning Korean* all seemed to share common aspects in regards to motivated mind-set and behaviors. For example, the questionnaire item 74, "I would rather spend my time doing other things than studying

be checked. These issues were addressed during preliminary analysis[45], the results of which are presented in the Result Chapter (4.1.1) and Appendix G.

A few measures to assure the quality of the questionnaire were taken, especially in terms of clarity of wording, layout, readability, and feasibility. Three experts in the field of SLA, including a professor of Korean, inspected an initial draft of the motivation (as well as the goal) questionnaire. Three SLA graduate students also provided feedback from both language learner and researcher perspectives. Finally, three volunteer sixth-semester Korean students completed the questionnaire, adding questions and comments simultaneously as they completed the questionnaire. Advice and suggestions from this process were incorporated and the revised questionnaire was administered to the participants of the study.

The goal questionnaire (Appendix C)

The aims of the goal questionnaire were (1) to understand what in-class learning goals (both linguistic and cultural) introductory-level learners valued and (2) to explore within what timeframe, if ever, students believed they could achieve these goals. In accordance with these dual aims, the goal questionnaire consisted of two parts, each corresponding with one of the two aims, which listed–with one exception (see below) – the same items (goals). The first part asked students to indicate how important the stated learning goals were to their learning of Korean on a 6-point Likert scale ("*Of no importance (1)*" and "*Of extreme importance (6)*" on each extreme end); and the second part asked students to mark on a 9-point scale (which did not represent even intervals)[46] by when they believed they could attain each of the goals whose importance they had rated in the first part.

Korean," included in *attitude toward learning Korean* as in Gardner's AMTB (2004) could belong to *motivational intensity* (when reverse coded) or *amotivation*.

[45] After the preliminary analysis, I developed 17 variables encompassing 89 items that specifically related to the motivation of the participants in the present study, which were used in the presentation of results in the Result chapter. Selected items among the 57 items that were not included in the variables were reported individually and descriptively elsewhere in this dissertation.

[46] The options were: 1) Already achieved; 2) By the end of 1st year; 3) By the end of 2nd year; 4) By the end of 3rd year; 5) By the end of 4th year; 6) If I keep on learning for ( ) years; 7) Only if I can study abroad for ( ) years; 8) Perhaps never; 9) Never. When students chose one of the options with ( ), they were instructed to fill it with a specific number.

The goal questionnaire was designed by myself for this dissertation study. In devising the questionnaire items, I tried to write the goals in such a way that students themselves would describe their classroom learning goals, rather than adopting the language prescribed by professional language educators, e.g., the Standards for Foreign Language Learning in the 21st Century. Personal communications with fifth- and sixth-semester students and previous research[47] provided additional insights in the development of the instrument. Twenty-one learning goals were listed in both parts of the questionnaire. They involved linguistic aspects (i.e., listening, speaking, pronunciation and accent, reading, writing, grammar, and vocabulary), purposes of language use (i.e., everyday use or academic/professional use), as well as cultural aspects. The crude scheme of the items looked as following: 'be able to speak/understand/read/write for everyday use/academic or professional use' along with 'be able to have near-native pronunciation and accent' and 'be able to understand when listening to media'; 'be able to understand/use grammar accurately for listening/reading/speaking/writing'; 'be able to use vocabulary similar to a native speaker for listening/speaking/reading/writing'; and 'be able to understand culture/history/people and behave culturally like a native speaker.' One goal, the attainment of a good course grade (i.e., "Be able to receive a grade of 'A' from the class"), was only included for rating on its importance as it did not seem suitable relative to the nine options offered on the 'expectation of attainment' scale.

The initial version of the goal questionnaire underwent the same editing and revision procedures as had the motivation questionnaire to improve its quality.

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[47] Studies on students' perceived needs concerning classroom foreign language learning (e.g., Alalou, 2001; Hedgcock & Lefkowitz, 2016; Rivera & Matsuzawa, 2007) concerned students' learning goals and objectives in terms of listening, speaking, reading, writing, grammar, vocabulary, and culture.

Data collection procedures

I collected the first set of quantitative data in Spring 2012[48]. To recruit participants, I visited the second semester Korean class (lecture) with the permission of the supervising professor at the end of March (10th week of instruction) at the beginning of the week. I briefly explained the purpose of the study and what participation would involve. Then I handed out the background questionnaire (which included the personal code section) as well as the motivation questionnaire to all students present in the class[49]. Students were asked to complete the forms at home and bring them back to class later in the week. Two weeks later (12th week of instruction), the goal questionnaire was handed out to the students who had earlier participated in the motivation questionnaire in class at the beginning of the week. Again, they completed the questionnaire at home and returned it later that week. On the days designated for students to return either questionnaire, I waited outside the classroom both before and right after the start of class so that students could hand me the questionnaire directly. The students were told not to submit the forms to the instructors. Those who returned both questionnaires were given a small gift (a stationary item from Korea valued at $1). As explained in 3.1 (above), among 39 students enrolled in second semester Korean, 30 students returned the background and motivation questionnaire, and among the 30, 28 students returned the goal questionnaire. The two students who submitted only the motivation questionnaire did not receive the gift.

In December 2012, I collected the second set of quantitative data in first semester Korean, the only introductory class offered in the fall semester. During the final week of instruction (15th week) when final exam review activities were planned, I visited the three discussion sections with the permission of the supervising professor and also the teaching assistants (TAs) who taught each discussion section. I entered each classroom approximately 20 minutes before the class ended and briefly explained the

[48] Since only one level was offered each semester, this study began collecting data in the spring semester to include two separate semester groups of introductory-level Korean across academic year.

[49] Those who had been absent on the day of my class visit picked up the questionnaires if they wished to participate when I visited the classroom again to collect completed questionnaires.

purpose of the study. I distributed both the motivation questionnaire and goal questionnaire, as well as background information section (which included the enrollment information section), stapled all together. Students completed the questionnaires in class and submitted them before they left the classroom. While students were completing the questionnaires, TAs were not present in the classroom. Student who submitted the questionnaires upon leaving the classroom were given a small stationary gift item from Korea (valued at $1). Those who chose not to participate either stayed in classroom and continued reviewing for their upcoming exam or left the classroom to get help from their TA.

Together, the collected questionnaires produced three sets of data that were subjected to statistical analyses in response to the four research questions: students' (1) motivation (RQ1 and RQ3), (2) part one of the goal questionnaire, goal importance (RQ2a and RQ4a), and (3) part two of the goal questionnaire, the expected timeframe for goal attainment (RQ2b and RQ4b). I used IBM SPSS version 24 for statistical analysis in consultation with a trained statistician and SPSS tutorials by Laerd Statistics[50]. The methods with which the quantitative data was analyzed and the results that these analyses yielded will be presented concurrently in Result chapter.

3.2 Qualitative research methodology

3.2.1 Participants

In total, 28 students participated in written narratives and/or individual interviews. Among those who participated in the quantitative portion of the study, 19 students in second-semester Korean and two students in first-semester Korean volunteered to participate in the qualitative portion. Table 7 shows the list of the participants along with the data type(s) in which they participated. The second-semester students, who participated in multiple forms of data collection, were identified by codes.

[50] https://statistics.laerd.com/

Table 7

Participants in Both the Quantitative and the Qualitative Data Collection

	Pseudonym	Enrolled Semester	Enrollment Decision	Written Narrative 1	Written Narrative 2	Interview
1	Luke	2	Continue			✓
2	Adam	2	Continue	✓		✓
3	Ryan	2	Continue	✓	✓	✓
4	Paul	2	Continue	✓	✓	
5	Emily	2	Continue	✓	✓	✓
6	Alice	2	Continue	✓	✓	✓
7	Olivia	2	Continue	✓	✓	✓
8	Linda	2	Continue	✓	✓	✓
9	Ellen	2	Continue			✓
10	Grace	2	Continue			✓
11	Nora	2	Continue	✓		✓
12	Kelly	2	Continue	✓	✓	✓
13	Claire	2	Continue	✓	✓	
14	Mia	2	Discontinue	✓	✓	✓
15	Sofia	2	Discontinue	✓		
16	Erica	2	Discontinue	✓		✓
17	Lily	2	Discontinue	✓	✓	
18	Stella	2	Graduate	✓	✓	✓
19	Lisa	2	Study Abroad	✓	✓	
20	Natalie	1	Discontinue			✓
21	Susan	1	Discontinue			✓
			Total	15	11	16

In addition, one second-semester student who did not participate in the questionnaires and four former students who discontinued the course after first- or second-semester Korean participated in an individual interview. Two students in fourth-semester Korean, who persisted beyond introductory Korean, also participated in the written narratives. Table 8 shows the list of these participants along with the data type in which they participated.

Table 8

Participants Only in the Qualitative Data Collection

	Pseudonym	Enrollment	Data Type
1	Amy	Continue after second semester Korean	Interview
2	John	Discontinue after first semester Korean	Interview
3	Emma	Discontinue after first semester Korean	Interview
4	Sara	Discontinue after first semester Korean	Interview
5	Jane	Discontinue after the second semester	Interview
6	Mark	Fourth semester Korean	Two written narratives
7	Sam	Fourth semester Korean	Two written narratives

3.2.2 Instruments and data collection

In order to complement the quantitative findings, two types of qualitative data, written narratives and individual interviews, were collected. I will describe each of the instruments along with the data collection procedures.

Written Narratives (Appendix E)

Two written narratives were solicited from volunteering students in second and fourth semester Korean in spring semester of 2012. The first narrative guide asked participants to describe their initial reasons, motivation, and expectations regarding Korean study, and the second narrative guide invited participants to tell of their classroom learning experiences. In the guides, students were given general instructions on what could be included in their narratives, but the length[51], style[52], and content were completely determined by each individual participant.

To recruit participants, I visited the second and the fourth semester Korean classes in early March 2012 and briefly introduced the study. Consent forms were signed and collected on the spot and the first narrative guide was distributed to the volunteering students. Fifteen second semester students and two fourth semester students submitted the first narrative via email within two weeks after receiving the first

[51] The shortest narrative contained 285 words, the longest 1,942 words

[52] Most students produced first person narratives, except for one who chose to narrate in third person in the first narrative assignment.

narrative guide. In early May, I sent out the second narrative guide via email to those who submitted the first narrative. Eleven second semester students and the two fourth semester students submitted the second narrative within two weeks. Those who submitted only the first narrative were paid $5 and those who submitted both the first and the second narratives were paid $20.

Individual interviews (Appendix F)

First, I will briefly describe the basic structure and the setting that was applied to all interviews. Then I will explain the instruments and recruitment procedures of the interviews with former discontinuing students conducted during spring 2012, fall 2012, and spring 2013; and with continuing current students during fall 2012.

Individual interviews with discontinuing and continuing students were conducted mainly to explore reasons behind their enrollment decisions. Each interview lasted about 40 minutes. All interviews were conducted in a private conference room on campus and were audio recorded. Before interviews began, I briefly introduced the study and all participants had time to read and sign the consent form. If an interviewee did not previously participate in other portion(s) of the study, basic background information was collected at the beginning of the interview. A single interview participation was compensated with $10 after the interview.

During the spring semester 2012, individual interviews were conducted with former students who discontinued after first- or second-semester Korean. The interviews used a semi-structured interview protocol, which prompted the participants to describe their initial reasons for taking Korean; the learning activities they were involved in; their affective appraisals of their learning environment and progress; and also the reasons why they did not continue to the next sequence of Korean courses. To recruit participants, the supervising professor of the Korean program sent out recruitment emails to former students who were enrolled in introductory Korean during the previous three semesters (Fall 2011, Spring 2011, and Fall 2010). In addition, recruitment flyers were posted in public places, namely libraries, instructional buildings, and student unions. Four students contacted me via email and volunteered to participate.

Five more interviews with discontinuing students were conducted in the following semesters. In

September 2012, the supervising professor of the Korean program sent out a recruitment email to all students who were enrolled in second semester Korean in the previous semester. Three discontinuing students, who participated in other types of data collection during the spring semester 2012, volunteered to participate. The interviews with these participants used the same interview protocol for discontinuing students, but all available data (e.g., open-ended questionnaire, written narratives, background information) previously collected from each interviewee, was also used to prompt their responses. In January 2013, I contacted discontinuing students who showed willingness to participate in an interview and left their email address on the questionnaire form completed in December 2012 while they were enrolled in first-semester Korean. Two students agreed to participate. The interview protocol for discontinuing students and the interviewee's background information in the questionnaire guided the interviews.

Interviews were also conducted with volunteering students who continued to third-semester Korean in the fall 2012 semester. Three participants had a single interview at the beginning of the semester, using semi-structured interview protocol for continuing current students. The questions in the protocol were not very different from the ones for discontinuing students exclusive of the questions associated with their decision to discontinue Korean classes. The other nine students participated in multiple regular interviews over the entire semester in fall 2012, but only their first interviews were used in this dissertation study. Their first interviews were conducted in the same way as the single interviews, without monetary compensation[53].

[53] Multiple interview participation was compensated with 30-minute one-on-one tutoring after each interview.

CHAPTER 4: RESULTS

In this chapter, I present the quantitative results for four research questions, divided into a total of ten sub-questions. RQ1 and RQ2 explore the motivation and learning goals of the entire group in introductory Korean courses, in order to understand who was taking Korean and why. RQ3 and RQ4 examine how continuing and discontinuing students compared in terms of their motivation and learning goals, in order to gain insights as to motivational basis for persistence in foreign language (i.e., Korean) learning. RQ1 and RQ3 refer to the data from the motivation questionnaire, and RQ2 and RQ4 refer to the data from the goal questionnaire. For each (sub-) research question, I will review the data type and provenance, and briefly describe analytic methods before presenting the results.

4.1 Research Question 1: What does motivation to learn Korean look like?

In answering RQ1, I will address the results from the motivation questionnaire. RQ1a provides an overview of students' motivational profile in introductory Korean courses. RQ1b explores which motivational variables were more strongly associated with students' motivation or with demotivation. Considering the unique instructional setting of introductory Korean courses, RQ1c aims to discover whether students had different attitudes toward the two instructional types of large lecture and small discussion, and how this attitudinal variable was interrelated with students' motivation or with demotivation.

As mentioned in the Methodology chapter, a total of 86 students in introductory Korean courses completed the motivation questionnaire. This questionnaire used a 6-point Likert scale on which scale 1 refers to "*Does not apply to me at all*" or "*Strongly disagree,*" and scale 6 refers to "*Applies to me perfectly*" or "*Strongly agree*." As was explained earlier, the motivation questionnaire was designed by incorporating variables and items from multiple motivation questionnaires, which varied not only in terms of theoretical stance and terminology but also in target languages and learning contexts. This multiplicity at times revealed conflicting views in defining motivational variables in different studies. In addition, I

devised items specific to the participants in the present study, which might or might not belong to the already existing motivational constructs. Therefore, I first conducted preliminary analysis of the questionnaire items in order to determine which motivational variables most appropriately fit the context of this study. I will begin with the results of the preliminary analysis.

4.1.1 Preliminary analysis of the motivation questionnaire

The 146 items organized by groups (refer to Table 6), based on the previous studies, provided a baseline for the preliminary analysis. As was described in the Methodology chapter, the items were grouped together if they belonged to conceptually similar but differently termed motivational constructs (e.g. *expectancy* in Schmidt & Watanabe, 2001, and *L2 self-confidence* in Ryan, 2009; *external regulation* in Noels, Pelletier, Clément, & Vallerand, 2001, and *instrumental orientation / instrumentality* in other studies; *amotivation* in Noels et al., 2000, and reverse-coded items under *motivational intensity* in Gardner's AMTB, 2014). Self-authored items were assigned to one of these groups when relevant.

The issues[54] that were addressed in the Methodology chapter were examined statistically: Exploratory factor analysis was performed to determine whether the intended variable indeed measured a single attribute; repeated Cronbach's alpha were performed to improve internal consistency; and correlations among items in a variable were checked to determine items that needed to be removed. The reorganization of the item groups yielded 17 variables (encompassing 89 items[55]), which formed the foundation in presenting the results of RQ1a, 1b, 3a, and 3b. The variable names and descriptions (i.e., operationalization), along with their respective Cronbach's alpha (α), will follow. All questionnaire items for each variable can be found in Appendix G.

Indication of Motivation (11 items, α = .86) refers to current and intended efforts, intensity of desire, and positive attitude and attributed importance concerning learning Korean. This operationalization coincides with Gardner's definition of motivation, "the combination of effort plus

[54] The issues included: items that showed conflicting or questionable grouping; diversity of terminology and discrepancies in defining motivational constructs; and treatment of the self-authored items.

[55] Selected individual questionnaire items that were not included in the motivational variables are reported elsewhere in this dissertation descriptively.

desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner, 1985, p.10).

Indication of Demotivation (4 items, α = .71) addresses beliefs and behaviors evidencing loss of motivation. Not amotivation (Noels et al., 2000) but demotivation is used in this study. Amotivation, as defined by Deci and Ryan (1985), is the state void of motivation stemming from the feeling of incompetence and helplessness. Demotivation, as defined by Dörnyei and Ushioda (2011), refers to a decrease in level of motivation mainly caused by negative external forces. Although the items in my questionnaire do not specify locus of reduced motivation, I chose demotivation over amotivation because it is less theory associated and also the concept's focus on decrease rather than absence seems more suitable for the participants in the present study.

Interest in Korean Language (5 items, α = .71) indicates interest in or attraction to linguistic aspects of the Korean language (e.g., sound, rhythm, and shapes of the alphabet).

Interest in Korean Entertainment (4 items, α = 0.87) reflects interest in popular culture such as K-pop music, K-dramas, and movies. A few previous studies named this variable 'cultural interest,' but in the specific case of learners of Korean, I perceived a need to distinguish a type of media-related interest from the type of interest in other aspects of Korean culture (see next attribute).

Interest in Korean Culture (5 items, α = .79) includes items regarding cultural interest other than an interest in media-related popular culture, for instance, everyday life, food, tradition, folklore, and art.

Intrinsic Orientation (6 items, α = .87) refers to engagement in the learning of the target language and culture for the sake of personal enjoyment and satisfaction. The definition of this variable is faithful to the conceptualization of intrinsic motivation in Noels et al. (2000), but the questionnaire items used in the present study were modified considerably compared to Noels et al. (2000).

Imagined L2 Self (4 items, α = .85) relates to L2-proficiency-oriented ideal future self. This variable measures learners' capacity to imagine themselves as proficient L2 speakers.

Immersion Orientation (3 items, α = .76) addresses learners' wishes to live, work, study, and travel in the TL country.

Integrative Orientation (4 items, α = .71) concerns not only learners' desires for social interaction with TL speakers but also learners' willingness to adopt certain qualities of TL speakers as part of themselves.

Instrumental Orientation (3 items, α = .72) involves the practical benefits of knowing the TL, such as career opportunities.

Ought-to L2 Self (3 items, α = .76) refers to "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei 2009, p. 29).

Attitude Toward Courses (10 items, α = .88) measures students' affective appraisal of their courses. Four items were designated for lecture and four for discussion, and two items relate to both instructional types.

Attitude Toward Teachers (6 items, α = .84) measures students' evaluation of their teachers. Three items were designated for the professor in lecture and three for TAs in discussion.

Attitude Toward Peers (4 items, α = .64) measures how students feel about their relationships and interactions with their classmates.

L2 Self- Confidence (8 items, α = .84) relates to students' beliefs in their competence and the success that they expect to achieve as learners and users of the TL. It encompasses L2-related self-concept and belief in self-efficacy.

Korean Class Anxiety (7 items, α = .88) measures the anxiety levels that students feel during Korean class. Three items were designated for lecture and three for discussion, and one item relates to a more general type of anxiety related to in-class behavior.

Korean Use Anxiety (2 items, α = .73) measures the anxiety levels that students feel when they use Korean outside of an instructional setting, for example with a native speaker of Korean.

Among these 17 variables, the variables that share common aspects in describing the motivation of the participants will be grouped together and form four categories: motivation/demotivation, Interest,

Orientation, and Korean learning experience[56]. This categorization is for the purpose of presenting the results in a more organized way.

In answering RQ1c and RQ3c, the variables *attitude toward courses* and *attitude toward teachers* were reorganized to represent students' attitude toward their large lecture class and toward their small discussion class, respectively.

Attitude Toward Lecture (7 items, α = .87) refers to students' attitude toward their lecture class and toward the professor who taught the class. Four items were about the class, and three about the professor.

Attitude Toward Discussion (7 items, α = .87) refers to students' attitude toward their discussion class and toward the TA who taught the discussion section. Four items were about the course, and three about the TA.

Each of these variables were statistically examined: All variables, except for *L2 self-confidence,* showed non-normal distribution and several variables had outliers. Therefore, non-parametric tests were used for inferential statistical analyses. The descriptive statistics include means and standard deviations along with medians, minimum and maximum scores, and interquartile ranges. For mean and median, bootstrap[57] 95% CI for mean and median are also presented to provide richer information and more robust estimates (Plonsky, 2015; LaFlair, Egbert, & Plonsky, 2015).

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[56] The variables in each category are as follows: *indication of motivation* and *indication of demotivation* in Motivation/demotivation; *interest in Korean language*, *interest in Korean entertainment*, and *interest in Korean culture* in Interest; *intrinsic orientation*, *imagined L2 self*, *immersion orien*tation, *integrative orientation*, *instrumental orientation*, and *ought-to L2 self* in Orientation; *attitude toward courses*, *attitude toward teachers*, *attitude toward peers*, *L2 self-confidence*, *Korean class anxiety*, and *Korean use anxiety* in Korean learning experience.

[57] Bootstrapping is a method of resampling the sample data thousands of times by replacement to gain improved accuracy in the estimation of confidence interval. According to LaFlair, Egbert, & Plonsky (2015), bootstrapping method is useful to overcome anomaly in data common in L2 research, e.g., small sample size, non-normal distribution, and existence of outliers. All bootstrap CIs in this study were produced by SPSS with 10000 times resampling using a bias-corrected and accelerated (BCa) 95% CI.

4.1.2 RQ 1a: What is the motivational profile of students in introductory Korean courses?

As outlined in the preliminary analysis, motivation to learn Korean in this study was defined with a total of 17 variables. Table 9, 10, 11, and 13 below detail the descriptive statistics for each of the variables, organized into four themes respectively: motivation/demotivation, Interest, Orientation, and Korean learning experience. Within each of the categories, selected variables of interest were compared statistically against one another to explore their relative weight in the make-up of a motivational profile. Within each of the four tables (each corresponding with a theme), variables are listed by their mean score in descending order. The statistical significance level for each comparison was set at $p < .05$[58]. Following the suggestion of Plonsky and Oswald (2014) for within-group differences, the report of results of statistical comparison includes effect size (d), the interpretation of which categorizes $.60 \leq d < 1.00$ as small, $1.00 \leq d < 1.40$ as medium, and $d \geq 1.40$ as large.

Motivation / demotivation

Table 9

Descriptive Statistics for the Variables Under Motivation/Demotivation

Variables	M	SD	Bootstrap 95% CI for Mean	Mdn	Min	Max	IQR	Bootstrap 95% CI for Median
Indication of Motivation	4.77	0.75	[4.61, 4.93]	4.91	3	6	1.36	[4.73, 5.00]
Indication of Demotivation	1.81	0.87	[1.64, 2.00]	1.5	1	4	1.5	[1.25, 1.75]

Note. M=mean; SD = standard deviation; CI = confidence interval; Mdn = median; Min = sample minimum (smallest observation); Max = sample maximum (largest observation); IQR = interquartile range

As noted in Table 9, students as a group demonstrated high[59] motivation to learn Korean. The minimum score of 3 (out of a maximum of 6) for the variable *indication of motivation* showed that every student reported mid- to high-level motivation. In contrast, students' demotivation was not apparent

[58] The *p*-value was not adjusted for multiple comparisons, because the purpose of the comparisons is rather exploratory and supplementary to the descriptive results.

[59] The interpretation of scores as low (or weak), medium (or moderate), and high (or strong) is as follows: $1 \leq$ low (weak) ≤ 2.67, $2.67 <$ medium (moderate) ≤ 4.33, and $4.33 <$ high (strong) ≤ 6.

among respondents as the variable *indication of demotivation* had a low mean score of 1.81. In addition, the even lower median score of 1.5 revealed that the distribution was skewed toward the denial of demotivation (i.e., Likert scale indicating 'Does not apply to me at all'), although there were 11 students with moderate demotivation (maximum score of 4).

Of the 86 students, only two students reported higher demotivation than motivation. Table 9 clearly reveals the large differences between the descriptive indices of motivation and those of demotivation that together suggests positive motivation to learn Korean was greater than demotivation. A sign test confirmed that this inference was statistically significant, $z = 8.025$, $p < .001$, with a large effect size ($d = 1.55$).

Interest

Table 10

Descriptive Statistics for the Variables Under Interest

Variables	M	SD	Bootstrap 95% CI for Mean	Mdn	Min	Max	IQR	Bootstrap 95% CI for Median
Interest in Korean Language	4.95	0.75	[4.78, 5.11]	5	3	6	1.25	[4.60, 5.20]
Interest in Korean Culture	4.83	0.86	[4.65, 5.01]	5.2	3	6	1.45	[4.40, 5.30]
Interest in Korean Entertainment	4.50	1.25	[4.21, 4.76]	4.62	1	6	1.56	[4.38, 5.00]

Note. M=mean; SD = standard deviation; CI = confidence interval; Mdn = median; Min = sample minimum (smallest observation); Max = sample maximum (largest observation); IQR = interquartile range

As presented in Table 10, the high mean and median scores of all three interest-related variables suggested that students had high levels of interest in the Korean language, culture, and entertainment. The slightly higher median scores for all three of these variables, in comparison to the mean scores, indicated that students typically selected higher scores, especially so in the case of *interest in Korean culture*.

A close examination of Table 10 showed that *interest in Korean entertainment* was distinct from *interest in Korean language* and *interest in Korean culture*. The variable *interest in Korean entertainment* received notably lower mean and median scores, along with a larger SD. This variable also had a

minimum score of 1 (*no interest at all*) as compared to a minimum score of 3 (*a little interest*) for the other two variables. A Wilcoxon signed-rank test determined that there was a statistically significant difference between *interest in Korean language* and *interest in Korean entertainment* ($z = 2.822$, $p = .005$, $d = .44$) and also between *interest in Korean culture* and *interest in Korean entertainment* ($z = 2.087$, $p = .037$, $d = .32$). No statistically significant difference was found between *interest in Korean language* and *interest in Korean culture* ($z = 1.828$, $p = .067$, $d = .28$). In brief, students as a group showed significantly higher interest in language and in culture, respectively, as compared to interest in entertainment (i.e., pop culture), whereas they showed relatively similar levels of interest in language and in culture. An effect sizes of $d < .60$, however, indicated that these differences were very small even as they were statistically significant.

Orientation

Table 11

Descriptive Statistics for the Variables Under Orientation

Variables	M	SD	Bootstrap 95% CI for Mean	Mdn	Min	Max	IQR	Bootstrap 95% CI for Median
Intrinsic Orientation	4.72	0.91	[4.53, 4.90]	4.83	3	6	1.5	[4.67, 5.00]
Imagined L2 Self	4.67	1.09	[4.45, 4.89]	4.75	1.75	6	1.75	[4.50, 5.25]
Immersion Orientation	4.59	1.12	[4.36, 4.82]	4.67	1.33	6	2	[4.67, 4.67]
Integrative Orientation	4.48	1.01	[4.27, 4.69]	4.50	2	6	1.56	[4.50, 4.50]
Instrumental Orientation	3.71	1.19	[3.47, 3.95]	3.67	1	6	1.67	[3.67, 4.00]
Ought-to L2 Self	2.33	1.23	[2.09, 2.57]	2	1	5.33	1.67	[1.67, 2.33]

Note. M=mean; SD = standard deviation; CI = confidence interval; Mdn = median; Min = sample minimum (smallest observation); Max = sample maximum (largest observation); IQR = interquartile range

As Table 11 shows, *intrinsic orientation* had the highest mean and median scores, along with the highest minimum score of 3 (i.e., all students reported mid to high intrinsic orientation), demonstrating its salience among all orientations. In other words, enjoyment and satisfaction in learning Korean were solid underlying motivational forces for students in introductory Korean courses. There are similar results with

the imagined L2 self, although the responses were more dispersed, as indicated by the larger SD, IQR, and the wider CIs. *Immersion orientation* closely followed *the imagined L2 self* in every descriptive index. The results from these two variables indicated that students as a group displayed a moderately high capability of imagining themselves as a proficient L2 users or as individuals traveling and/or living abroad in Korea. Students as a group also displayed moderately high *integrative orientation,* as evidenced in the mean, median, and CIs for this variable.

Utilitarian reasons for studying Korean, in contrast, did not turn out to be as strong a motivational force, as the mean, median, and CIs of *instrumental orientation* did not exceed 4 (*applies to me moderately*). For students in introductory Korean courses, *ought-to L2 self* appeared to be an inadequate motivator. Although some students reported high levels of *ought-to L2 self* (maximum score of 5.33), the mean, median, and CIs scored close to 2 (*applies to me minimally*). That is, students as a group were not likely to be regulated by other-directed reasons in learning Korean.

A quick glance at means, medians, and CIs of the first four orientations in Table 11 gives an impression that they broadly overlapped, whereas descriptive indices of *instrumental orientation* and those of *ought-to L2 self*, respectively, showed distinctly lower values than all preceding variables. A Friedman test was run to determine if there were differences among the first four orientations. The Friedman test results revealed that these differences were, in fact, not statistically significant, $\chi^2(3) = 3.382$, $p = .336$. In constrast, a series of Wilcoxon signed-rank tests revealed that *instrumental orientation* was associated with statistically significantly lower scores than the other orientations: *intrinsic orientation* ($z = 6.22$, $p < .001$, $d = 1.08$), *the imagined L2 self* ($z = 5.48$, $p < .001$, d = .92), *immersion orientation* ($z = 5.6$, $p < .001$, $d = .94$), and *integrative orientation* ($z = 4.97$, $p < .001$, $d = .82$). The same test determined that scores associated with the *ought-to L2 self* also were statistically significantly lower than *intrinsic orientation* ($z = 7.62$, $p < .001$, $d = 1.43$), *the imagined L2 self* ($z = 7.81$, $p < .001$, $d = 1.48$), *immersion orientation* ($z = 7.73$, $p < .001$, $d = 1.46$), and *integrative orientation* ($z = 7.78$, $p < .001$, $d = 1.47$), as well as *instrumental orientation* ($z = 6$, $p < .001$, $d = 1.03$). The results indicated that students' decision to learn Korean was more likely influenced by internal drives such as intrinsic interest and

personally valued desires rather than utilitarian motives, and also that their study of Korean was motivated more by self-assigned reasons and values than by the expectations of others.

To better understand the underlying structure of L2 motivational orientations, a principal axis factor analysis (PAF) with Oblimin rotation was run. PAF revealed two factors that had eigenvalues greater than one, which accounted for 69% of the variance. Table 12 presents the rotated structure matrix with oblimin rotation of motivational orientations, along with Eigenvalue and percentage of variance explained by each of the two factors. Factor loadings less than .3 were suppressed and not printed in the table to make the results easier to interpret.

Table 12

Results of the Principal Axis Factor Analysis of Motivational Orientation

Variables	Factor	
	1	2
Integrative Orientation	.893	
Intrinsic Orientation	.794	-.399
Immersion Orientation	.726	
Imagined L2 self	.696	
Instrumental Orientation	.458	
Ought-to L2 self		.480
Eigenvalue	3.02	1.10
Percentage of Variance	50.26%	18.40%

The first factor was determined *by integrative, intrinsic, immersion orientation*, and *the imagined L2 self*, as well as by *instrumental orientation*. The second factor was defined by *ought-to L2 self* alone, with a slight negative loading from *intrinsic orientation*.

It is interesting to note that *instrumental orientation*, which has often been contrasted with *integrative* or *intrinsic orientation*, loaded onto the first factor together with measures of *integrative* and *intrinsic orientation*. This factor analysis helped to clarify the aforementioned finding that *instrumental orientation* was distinctly weaker than the other four orientations in the first factor. Despite the noted

differences, promotion-based *instrumental orientation* still represented the same factor as *integrative, intrinsic, immersion orientation*, and *the imagined L2 self*. The results suggest that the source of motivational orientation, generated within self or imposed on self, offered a distinct underlying impetus for motivation to learn Korean.

Korean learning experience

Table 13

Descriptive Statistics for the Variables Under Korean Learning Experience

Variables	M	SD	Bootstrap 95% CI for Mean	Mdn	Min	Max	IQR	Bootstrap 95% CI for Median
Attitude Toward Teachers	5.02	0.81	[4.84, 5.19]	5.17	2.17	6	1.21	[5.00, 5.33]
Attitude Toward Courses	4.88	0.84	[4.69, 5.05]	5.05	1.80	6	1.4	[4.80, 5.25]
Attitude Toward Peers	4.69	0.73	[4.53, 4.84]	4.75	2.5	6	1.06	[4.63, 4.75]
L2 Self-Confidence	3.92	0.92	[3.72, 4.12]	3.88	1.62	5.88	1.56	[3.63, 4.13]
Use Anxiety	3.78	1.33	[3.51, 4.05]	4.00	1	6	2.1	[3.50, 4.00]
Class Anxiety	2.97	1.16	[2.73, 3.21]	2.86	1	5.71	1.75	[2.71, 3.14]

Note. M=mean; SD = standard deviation; CI = confidence interval; Mdn = median; Min = sample minimum (smallest observation); Max = sample maximum (largest observation); IQR = interquartile range

As Table 13 shows, *attitude toward teachers* and *attitude toward courses* were highly positive. *Attitude toward peers* also received high scores, although the mean, median, and CIs were a little lower. The results suggested that students held favorable attitudes toward their immediate learning context. This interpretation can be supported by students' self-reported levels of *class anxiety*. The variable *class anxiety* received a mean and a median score less than 3 (*a little anxiety*) and CIs were also formed around 3. In class, negative feelings, such as *class anxiety*, seemed much weaker compared to the positive feelings toward teachers, courses, and peers. To confirm this observation, a series of Wilcoxon signed-rank tests were performed. *Class anxiety* was statistically significantly lower–with a large (or close-to-large) effect size–than positive *attitude toward teachers* ($z = 7.8$, $p < .001$, $d = 1.48$), *attitude toward courses* ($z = 7.3$, $p < .001$, $r = 1.34$), as well as *attitude toward peers* ($z = 7.26$, $p < .001$, $d = 1.33$).

As illustrated in Table 13, *use anxiety* was higher than *class anxiety*. *Use anxiety*, however, was not high per se: It was at a moderate level. *L2 self-confidence* both as a classroom learner and user of Korean also stayed at a moderate level. A Wilcoxon signed-rank test determined that *class anxiety* was statistically significantly lower than *use anxiety* ($z = 5.31$, $p < .001$, $d = .89$) as well as lower than *L2 self-confidence* ($z = 4.29$, $p < .001$, $d = .69$), whereas *use anxiety* and *L2 self-confidence* were found to have no statistically significant difference ($z = 0.302$, $p = .76$, $d = .05$).

Summary

The overall motivational profile of students in introductory Korean courses was as follows. As a group, students showed high motivation and low demotivation. They had high interest in language and in culture both general and popular (i.e., entertainment), although interest in entertainment appeared to be less intense compared to interest in language or in culture. Internal motivators (i.e., *intrinsic orientation, the imagined L2 self, immersion orientation*, and *integrative orientation*) rather than utilitarian consideration (i.e., *instrumental orientation*) or others' expectations (i.e., *ought-to L2 self*) seemed to drive students' decisions to study Korean. They described their class anxiety as low and their overall classroom leaning experience as positive. Anxiety while using Korean outside the classroom, however, was significantly higher than class anxiety. Their self-confidence as a learner and user of Korean was significantly higher than *class anxiety*, but showed no difference with *use anxiety*. Both *L2 self-confidence* and *use anxiety* were at a moderate level.

4.1.3 RQ 1b: How are cognitive, affective, orientation-related, and attitudinal variables interrelated with motivation or with demotivation?

Spearman's rank-order correlation (r_s) was used to explore the associations between *indication of motivation* and the other variables, and also between *indication of demotivation* and the others. Although statistical significance is reported with Spearman's correlation, the main interest of this research question lies in the strength and direction of the associations more than in the dichotomous statistical significance. Therefore, I will interpret the results focusing on the size of the coefficients. Following the suggestion of

Plonsky and Oswald (2014), I will interpret $0.25 \leq r_s < 0.40$ as a weak correlation, $0.40 \leq r_s < 0.60$ as a moderate correlation, and $r_s \geq 0.60$ as a strong correlation.

Bootstrap 95% CI for Spearman's correlation is also presented in Tables 14 and Table 15 because it can provide a more robust understanding of the results. LaFlair, Egbert, and Plonsky (2015) suggested that lesser precision of CI and/or simultaneous negative and positive association found in CI "would indicate a lack of confidence in the accuracy or stability of the original estimate of the correlation coefficient" (p.61). The following report of the results mainly relies on the exact values of Spearman's correlation, yet, information from bootstrap 95% CI offers added insight, especially when interpreting association rankings and the sizes of coefficients.

Correlations of cognitive, affective, orientation-related, and attitudinal variables with indication of motivation

Table 14 shows the correlation between each of the cognitive, affective, orientation-related, and attitudinal variables and *indication of motivation*. The variables in the table are ordered according to the strength of association.

Table 14

Spearman's Correlations of Cognitive, Affective, Orientation-related, and Attitudinal Variables with Indication of Motivation

Variable Names	Spearman's rho	Bootstrap 95% CI	*p*-value
Interest in Korean Language	.73	[.62, .82]	.00*
Imagined L2 Self	.70	[.56, .80]	.00*
Integrative Orientation	.68	[.54, .79]	.00*
Intrinsic Orientation	.61	[.44, .75]	.00*
Interest in Korean Culture	.55	[.39, .68]	.00*
Immersion Orientation	.51	[.32, .66]	.00*
Attitude Toward Courses	.49	[.29, .66]	.00*
L2 Self-Confidence	.43	[.24, .60]	.00*

(continued)

Table 14 continued

Variable Names	Spearman's rho	Bootstrap 95% CI	*p*-value
Attitude Toward Peers	.36	[.17, .53]	.00*
Attitude Toward Teachers	.35	[.14, .54]	.00*
Interest in Korean Entertainment	.28	[.08, .47]	.01*
Instrumental Orientation	.25	[.04, .45]	.02*
Ought-to L2 Self	.14	[-.09, .36]	.20
Class Anxiety	-.12	[-.32, .10]	.29
Use Anxiety	.07	[-.13, .25]	.55

Note. * Statistically significant at $p < .05$

As illustrated in Table 14, students' *motivation* showed a strong positive correlation with *interest in language*, *the imagined L2 self*, *integrative orientation*, and *intrinsic orientation*. *Interest in culture, immersion orientation, attitude toward courses*, and *L2 self-confidence* revealed a moderate positive correlation with motivation, and *attitude toward peers*, *attitude toward teachers*, *interest in entertainment* and *instrumental orientation* a weak positive correlation. *Ought-to L2 self, class anxiety*, and *use anxiety* turned out to have little association with motivation.

The interpretations regarding ranking and coefficients call for discretion due to broad overlaps in bootstrap CIs among some variables (e.g., only a very small difference between the secondly-ranked the *imagined L2 self* [.56, .80] and the thirdly-ranked *integrative orientation* [.54, .79]) and also a rather large range of bootstrap CIs for more than half of the variables (e.g., CI for *attitude toward courses* ranging from weak [.29] to strong [.66] correlation).

Nevertheless, the results on the whole indicate that it was very likely for students to report stronger *motivation* (i.e., more positive mind-set and more motivated behaviors) if: they showed higher interest in Korean language; were more capable of imagining themselves as a proficient user of Korean; had a greater desire to integrate or interact with Korean people; and felt stronger intrinsic enjoyment and satisfaction in learning Korean. Motivation was also related, although to a lesser degree, to interest in Korean culture, wishes to travel and/or live abroad in Korea, positive appraisal of courses, and beliefs on

one's competence and L2 learning success. The relationship was rather weak between *indication of motivation* and how students think of their peers or teachers, interest in Korean entertainment, and perceived practicality of learning Korean. Finally, motivation to learn Korean did not seem to affect or to be affected much by others' expectations or anxiety.

Correlations of cognitive, affective, orientation-related, and attitudinal variables with indication of demotivation

Table 15 shows the correlation between *indication of demotivation* and each of the cognitive, affective, orientation-related, and attitudinal variables. Again, the variables with a stronger association, regardless of the direction, appear first in the table.

Table 15

Spearman's Correlations of Cognitive, Affective, Orientation-related, and Attitudinal Variables with Indication of Demotivation

Variable Names	Spearman's rho	Bootstrap 95% CI	*p*-value
Interest in Korean Language	-.394	[-.561, -.194]	.00*
Attitude Toward Courses	-.392	[-.564, -.189]	.00*
Intrinsic Orientation	-.35	[-.531, -.154]	.00*
Class Anxiety	.31	[.085, .509]	.00*
Interest in Korean Culture	-.29	[-.479, -.084]	.01*
Imagined L2 Self	-.28	[-.466, -.063]	.01*
L2 Self-Confidence	-.27	[-.457, -.057]	.01*
Attitude Toward Peers	-.24	[-.436, -.025]	.03*
Interest in Korean Entertainment	-.23	[-.409, -.033]	.04*
Attitude Toward Teachers	-.21	[-.406, -.001]	.05
Integrative Orientation	-.19	[-.404, .025]	.08
Use Anxiety	.19	[-.042, .398]	.09
Immersion Orientation	-.13	[-.344, .094]	.23
Ought-to L2 Self	0.11	[-.118, .327]	.33
Instrumental Orientation	0.01	[-.214, .231]	.94

Note. * Statistically significant at $p < .05$

It is noted in Table 15 that all statistically significant correlations between the *indication of demotivation* and the cognitive, affective, orientation-related, and attitudinal variables showed weak to just under moderate strengths. A look at bootstrap 95% CIs indeed supported the fact that the variables overall had a weak to nonexistent correlation with *demotivation*: The values on one end of CIs for most of the variables demonstrated little or nearly no relation (close to $r_s = 0$) and the values on the other end stayed within a moderate correlation ($r_s < .60$).

There were a few variables that seemed to have a relatively stronger (i.e., still weak but close-to-moderate) negative association with *demotivation*. These variables were *interest in Korean language*, *attitude toward courses*, and *intrinsic orientation*. The variables that showed weak or close-to-weak negative correlations included *interest in Korean culture*, *the imagined L2 self*, *L2 self-confidence*, *attitude toward peers*, *interest in Korean entertainment*, and *attitude toward teachers*.

The variable *class anxiety* revealed a weak but relatively stronger positive correlation with *indication of demotivation* than most other variables, ranked at the fourth from the top. *Class anxiety* was the only variable that actually had a positive correlation with *indication of demotivation* among the cognitive, affective, orientation-related, and attitudinal variables that showed meaningful correlations. The bottom five variables in Table 15 not only showed little association with *demotivation*, but also the direction of the association was questionable as indicated by the CIs which contained both negative and positive association.

Summary

Interest in Korean language showed the strongest correlation with both *motivation* (a positive correlation) and *demotivation* (a negative correlation). In other words, the degree of interest in Korean language played an important role in relation to students' motivation and demotivation. With motivation, the variables characterized by intrinsic interest and personally valued internal desires showed strong or close-to-strong correlations; the variables concerning Korean learning experience came next with moderate correlations. Further, a less positive attitude toward courses, less intense intrinsic enjoyment,

finding less satisfaction in learning Korean, and higher anxiety during class all correlated with stronger demotivation although none of these correlations was stronger than moderate.

4.1.4 RQ 1c: Is there an interaction between students' attitude toward instructional types (large lecture vs. small discussion) and students' motivation or demotivation?

In order to answer this research question, the items consisting of the variable *attitude toward courses* and *attitude toward teachers* from RQ1a were reorganized to form two new variables, *attitude toward lecture*, and *attitude toward discussion*. The Cronbach's alpha (α) was 0.87 for both the variables. To contextualize this RQ, I will first present descriptive statistics in Table 16 and compare students' perceptions of the two different types of instructional settings, i.e., large lecture versus small discussion.

Table 16

Descriptive Statistics for Attitude Toward Lecture and Discussion

Instructional Type Variables	M	SD	Bootstrap 95% CI for Mean	Mdn	Min	Max	IQR	Bootstrap 95% CI for Median
Attitude Toward Lecture	5.00	0.83	[4.82, 5.17]	5.21	2.29	6	1.18	[5.00, 5.43]
Attitude Toward Discussion	4.82	0.92	[4.62, 5.02]	5.00	2.29	6	1.57	[4.71, 5.29]

Note. M=mean; SD = standard deviation; CI = confidence interval; Mdn = median; Min = sample minimum (smallest observation); Max = sample maximum (largest observation); IQR = interquartile range

As noted in Table 16, students rated *attitude toward lecture* more favorably than *attitude toward discussion*. A Wilcoxon signed-rank test determined that *attitude toward lecture* was statistically significantly more positive than *attitude toward discussion*, $z = 2.133$, $p = .033$, $d = .33$. Although the difference was statistically significant, an effect sizes of $d < .60$ indicated that this difference was very small.

To understand the relationship between *motivation* or *demotivation*, respectively, and the variables under investigation, Spearman's analyses of correlation were applied. The results are presented in Table 17.

Table 17

Spearman's Correlation of Instructional Type Variables (Lecture & Discussion) with Indication of Motivation and with Indication of Demotivation

With Indication of Motivation			Instructional Type Variables	With Indication of Demotivation		
p-value	Bootstrap 95% CI	Spearman's rho		Spearman's rho	Bootstrap 95% CI	*p*-value
.000*	[.25, .61]	.44	Attitude Toward Lecture	-.31	[-.51, -.08]	.004*
.003*	[.10, .52]	.32	Attitude Toward Discussion	-.28	[-.47, -.06]	.010*

Note. * Statistically significant at $p < .05$

As illustrated in Table 17, both *attitude toward lecture* and *attitude toward discussion* positively correlated with *motivation* and negatively correlated with *demotivation*, always at a statistically significant level.

Attitude toward lecture revealed stronger association than *attitude toward discussion* both with *motivation* and with *demotivation*. However, the correlations were not very strong, as only the correlation between *motivation* and positive *attitude toward lecture* reached a moderate correlation while the remaining three correlations were weak. These results indicate that students' motivation or demotivation had a greater interaction with how they felt about lecture than about discussion.

4.2 Research Question 2: What classroom learning goals are important to the students?

In answering RQ2, I will refer to the results that were derived from students' answers to the goal questionnaire. RQ2a shows the results of the first part of the goal questionnaire, which concerned goal importance. RQ2b reports the results of the second part of the goal questionnaire, which explored students' expectations of the likely timeframes for goal attainment.

I will begin with the results from the preliminary analysis of the goal importance questionnaire, which will form the organizational basis in reporting the results of RQ2 and RQ4.

4.2.1 Preliminary analysis of the goal importance questionnaire

In order to reduce the dimensionality of the data for easier understanding and more explanatory power, exploratory factor analysis was run with 22 goal importance items. As is shown in Table 18, an exploratory factor analysis with a Varimax rotation for the 22 questionnaire items yielded five factors (Eigenvalues greater than 1) with a factor loading cut-off of .50. The factors were: vocabulary learning plus having good pronunciation/accent; grammar learning; learning Korean for academic/professional use; learning Korean for everyday use; and culture learning. The items stating the goals for understanding Korean media (e.g., K-pop, TV, and movies) and for getting a Grade of A did not load onto any of the factors above.

Table 18

Factor Loadings Based on Factor Analysis with Varimax Rotation for the 22 Items That Explored Goal Importance

Goal Importance Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
16. Use vocabulary for speaking	.85				
15. Use vocabulary for listening	.77			.32	.30
17. Use vocabulary for reading	.69	.40	.33		
18. Use vocabulary for writing	.73	.36	.31		
3. Have good pronunciation and accent	.67				
14. Use grammar accurately in speaking	.46	.69			
12. Understand spoken grammar accurately		.79		.35	
11. Understand written grammar accurately		.84			
13. Use grammar accurately in Writing	.37	.77			
2. Speak for Academic/Professional purposes			.84		
6. Understand for Academic/Professional purposes			.87		
8. Read Academic/Professional materials		.54	.55		
10. Write for Academic/professional purposes		.35	.73		.30
1. Speak for everyday situations				.78	
4. Understand for everyday situations	.36		.33	.64	
7. Read everyday materials	.31	.36	.39	.52	
9. Write for everyday purposes		.49	.41	.52	
19. Understand culture	.57				.73
20. Behave culturally like a native speaker		.30			.71
21. Understand the history and/or people			.31		.69
5. Understand when listening to movies, TV, music				-.33	
22. Receive a grade of "A" from the class	.42				

Note. Factor loadings <.3 are suppressed. Factor 1 = Vocabulary / Pronunciation; Factor 2 = Grammar; Factor 3 = Academic/Professional; Factor 4 = Everyday Use; Factor 5 = Culture.

Table 19 below summarizes information on the five latent variables and two stand-alone variables, with questionnaire item numbers and Cronbach's alpha. These seven variables, instead of the 22 individual items, will be used for any further discussion of goal importance hereafter.

Table 19

Seven Variables for Goal Importance and Internal Reliability of Five Latent Variables

Variable Type	Variable Names	Number of Items	Questionnaire Item Number	Cronbach's Alpha
Latent Variable	Everyday Use	4	1, 4, 7, 9	.90
	Academic/Professional	4	2, 6, 8, 10	.92
	Vocabulary/Pronunciation	5	3,15, 16, 17, 18	.94
	Grammar	4	11, 12, 13, 14	.94
	Culture	3	19, 20, 21	.85
Stand-alone Variable	Understanding Media	1	5	
	Grade A	1	22	

Like the motivational variables, all seven goal variables showed non-normal distribution and four of these variables had outliers. As with RQ1, non-parametric tests were used for inferential statistics.

4.2.2 RQ 2a: Do students perceive certain learning goals as particularly important?

To contextualize RQ2a, I will first present the descriptive statistics on students' perceived importance of each of the learning goals in Table 20. The table is organized according to the mean scores of each goal, with the goal with the highest mean score appearing first. As mentioned in the Methodology chapter, this part of the questionnaire used a 6-point Likert scale with, "*Of no importance at all (1)*" and "*Of extreme importance (6)*" on each extreme end. Data from a total of 84 participants were analyzed.

Table 20

Descriptive Statistics for Goal Importance

Learning Goals	M	SD	Bootstrap 95% CI for Mean	Mdn	Min	Max	IQR	Bootstrap 95% CI for Median
Grade A	5.19	1.10	[4.94, 5.42]	6.00	1	6	1	[5.00, 6.00]
Grammar	5.04	0.95	[4.84, 5.24]	5.00	2	6	1.5	[5.00, 5.50]
Vocabulary/Pronunciation	4.98	0.93	[4.78, 5.16]	5.00	2	6	1.5	[5.00, 5.20]
Everyday Use	4.88	1.10	[4.64, 5.11]	5.25	1.5	6	1.75	[5.00, 5.50]
Understanding Media	4.70	1.16	[4.44, 4.94]	5.00	1	6	2	[4.00, 5.00]
Culture	4.57	1.02	[4.35, 4.79]	4.50	2	6	1.33	[4.33, 5.00]
Academic/Professional	4.47	1.24	[4.19, 4.73]	4.38	1	6	1.5	[4.25, 5.00]

Note. M=mean; SD = standard deviation; CI = confidence interval; Mdn = median; Min = sample minimum (smallest observation); Max = sample maximum (largest observation); IQR = interquartile range

As illustrated in Table 20, the goal of getting a final grade of A received the highest mean and median scores. More than 50% of students answered that getting an A was a goal of extreme importance. Grammar-related goals and vocabulary/pronunciation-related goals, which were all linguistically-focused goals, followed the high-grade goal in relative importance. Next in importance came language-use goals, namely learning Korean for everyday use, followed by learning Korean for understanding media. Learning Korean for academic or professional use seemed to be less important than prospective language uses in everyday life. The learning goal of academic or professional applications received the lowest mean and median scores among the seven goals. Also close to the bottom was the goal of understanding and learning about culture.

To determine whether there was a statistically significant difference in perceived importance across the learning goals, a Friedman test was conducted. The result proved that there was a statistically significant difference in perceived importance across the learning goals, $\chi^2(6) = 46.793$, $p < .001$. Table 21 shows the results of the pair-wise comparisons with the Wilcoxon signed-rank test. A post hoc analysis with a Holm-Bonferroni correction revealed that the goal of *academic/professional* use was significantly lower than the goals of *grade A*, *grammar*, *vocabulary/pronunciation*, and *everyday use*. The goal of

learning *culture* was of significantly lower importance than the goals of *grade A*, *grammar*, and *vocabulary/pronunciation*. Learning Korean for *understanding media* was significantly lower in importance than the goal of *grade A*. All differences showed only a small effect size.

Table 21

Pair-wise Post Hoc Comparisons with the Wilcoxon signed-rank test

Goals Compared	*z*	Holm-Bonferroni corrected *p*	*d*
Grade A – Grammar	1.20	1.00	.19
Grade A – Vocabulary/Pronunciation	2.03	.42	.32
Grade A – Everyday Use	1.80	.57	.28
Grade A – Media	3.43	.008*	.55
Grade A – Culture	3.85	.002*	.62
Grade A – Academic/Professional	4.22	.0005*	.69
Grammar – Vocabulary/Pronunciation	1.58	.69	.25
Grammar – Everyday Use	2.00	.42	.31
Grammar – Media	2.79	.07	.44
Grammar – Culture	4.33	.0003*	.71
Grammar – Academic/Professional	4.93	.00002*	.82
Vocab/Pronunciation – Everyday Use	1.19	1.00	.18
Vocab/Pronunciation – Media	2.31	.23	.36
Vocab/Pronunciation – Culture	4.21	.0005*	.69
Vocab/Pronunciation – Academic/Professional	4.22	.0005*	.69
Everyday Use – Media	1.77	.57	.28
Everyday Use – Culture	2.78	.07	.44
Everyday Use – Academic/Professional	3.72	.003*	.60
Media – Culture	.97	1.00	.15
Media – Academic/Professional	1.25	1.00	.19
Culture – Academic/Professional	.63	1.00	.10

Note. * Statistically significant at $p < .05$

In brief, the results indicated that: 1) getting a grade of A was a significantly more important goal than being able to understand Korean media, learning culture, and being able to use Korean academically or professionally; 2) learning linguistic elements, including grammar, vocabulary, and pronunciation, was more important than gaining cultural knowledge; and 3) being able to use Korean for everyday purposes

was more important than being able to use Korean for instrumental purposes such as academic or professional use.

4.2.3 RQ 2b: What are students' expectation with regards to the timeframe of achieving these learning goals?

Table 22 shows students' beliefs about when they expected to accomplish each of the learning goals. Data from only 82 of the 84 participants were analyzed because two participants failed to provide valid responses[60]. The items in Table 22 are organized by the aforementioned factors except that the pronunciation goal is presented separately from the vocabulary goals because it showed quite a different pattern from the other vocabulary goals. In the questionnaire, there were originally nine options[61] in the scale. However, the timeframe scales used in Table 22 are different from the actual scales used in the questionnaire due to the options with a blank (e.g., "*If I keep on learning for [ ] years*"). Many graduating students and discontinuing students chose this option. In order to produce analyzable data points, I added the number that these students wrote in the blank to the number of their already-completed courses (i.e., + 0.5 in case of the first semester participants and + 1 in case of the second semester participants). Therefore, the scale "*within two years*" in Table 22, for instance, is a sum of the original questionnaire scale "*by the end of 2nd year*" and "*if I keep on learning for (1) year*," and it means 1.5 to 2 years of learning Korean in the United States. The numbers in each cell signify the % of students who responded with the specified timeframe. The first six timeframes in Table 22 (i.e., learning Korean in the U.S.) accompany accumulative percentages in the round bracket for easier comparisons of goal achievability across different goals.

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[60] There were two options in the scale with a blank (i.e., If I keep on learning for [ ] years; Only if I can study abroad for [ ] years). The two participants chose one of these options for most of the questionnaire items and did not fill in the blank with a number.

[61] The options were: 1) Already achieved; 2) By the end of 1st year; 3) By the end of 2nd year; 4) By the end of 3rd year; 5) By the end of 4th year; 6) If I keep on learning for ( ) years; 7) Only if I can study abroad for ( ) years; 8) Perhaps never; 9) Never. Students were expected to fill in ( ) with a number if they chose one of the options with ( ).

Before proceeding to Table 22, it is important to note that students may not have interpreted uniformly the meaning of some words used in the questionnaire, such as "accurately," "similar to a native speaker," Korean for "every day" purposes, or "academic or professional" purposes. For example, in response to the item "Be able to speak Korean for everyday situations," three non-heritage students, one in the first semester[62] and two in the second semester, responded that they had already achieved this goal. This contrasted with the responses of other students in the same level of study who believed that they were still far from reaching this goal and perhaps never would. Therefore, the apparent variability in students' choices of specific timeframes speaks not only to differing students' expectations for achieving these goals but also their differing perceptions of the scope of the respective tasks and differing assessments of their capabilities and progress. Further, in the case of academic or professional use of Korean, there were a few students who I suspected had interpreted "Korean for academic purposes" as alluding to language use during Korean class as opposed to using Korean to pursue other academic goals which would require knowledge of Korean. Due to these divergent interpretations, the results presented in Table 22 need to be interpreted cautiously. Therefore, I will report general tendencies observed, rather than make statistical inferences.

In order to make meaningful comparisons across the goals, I will set accumulative percentages of 30% and 80%, respectively, as two benchmark points. These benchmark points can show at what timeframe at least 30% or 80% of the participants accumulatively believed a specific goal could be attained. These benchmark points were reached more quickly for some goals than others, which indicates that certain goals were thought to be more feasible within different timeframe.

[62] The student had taken an intensive language course for 10 weeks before she joined the first semester course.

Table 22

Expected Timeframe in Attaining the 21 Learning Goals

Goal \ Time	Learning Korean in the U.S.						Only If Study Abroad in Korea		(Perhaps) Never	Row Total
	Already Achieved	Within 1 yr	Within 2 yrs	Within 3 yrs	Within 4 yrs	5+ yrs	0.5-1 yr	2+ yrs		
Everyday Use										100
Speak	9.8	0 (9.8)	30.5 (40.3)	25.6 (65.9)	17.1 (83)	2.4 (85.4)	9.8	2.4	2.4	
Listen	7.3	4.9 (12.2)	26.8 (39)	22 (61)	20.7 (81.7)	3.7 (85.4)	12.2	1.2	1.2	100
Read	1.2	3.7 (4.9)	32.9 (37.8)	25.6 (63.4)	20.7 (84.1)	3.7 (87.8)	7.3	3.7	1.2	100
Write	4.9	2.4 (7.3)	22 (29.3)	25.6 (54.9)	28.1 (83)	4.9 (87.9)	9.8	0	2.4	100
Understand Media	3.7	2.4 (6.1)	19.5 (25.6)	31.7 (57.3)	28.1 (85.4)	4.9 (90.3)	4.9	2.4	2.4	100
Academic/Professional Use										
Speak	0	1.2	12.2 (13.4)	11 (24.4)	28.1 (52.5)	22 (74.5)	4.9	7.3	12.2	98.9*
Listen	0	2.4	9.8 (12.2)	13.4 (25.6)	31.7 (57.3)	19.5 (76.8)	3.7	8.5	9.8	98.8*
Read	0	1.2	11 (12.2)	14.6 (26.8)	39 (65.8)	17.1 (82.9)	2.4	4.9	9.8	100
Write	0	1.2	8.5 (9.7)	18.3 (28)	29.3 (57.3)	23.2 (80.5)	3.7	4.9	9.8	98.9*
Understand/Use Grammar										
Speak	1.2	1.2 (2.4)	19.5 (21.9)	24.4 (46.3)	35.4 (81.7)	2.4 (84.1)	7.3	2.4	6.1	100
Listen	1.2	2.4 (3.6)	22 (25.6)	25.6 (51.2)	34.2 (85.4)	3.7 (89.1)	6	2.4	2.4	100
Read	0	6.1	20.7 (26.8)	28.1 (54.9)	30.5 (85.4)	4.9 (90.3)	4.9	2.4	2.4	100
Write	0	2.4	14.6 (17)	31.7 (48.7)	35.4 (84.1)	4.9 (89)	2.4	3.7	4.9	100
Understand/Use Vocabulary										
Speak	0	0	12.2	15.9 (28.1)	34.2 (62.3)	9.8 (72.1)	13.4	8.5	6.1	100
Listen	0	1.2	14.6 (15.8)	15.9 (31.7)	36.6 (68.3)	7.3 (75.6)	12.2	8.5	3.7	100
Read	0	0	12.2	20.7 (32.9)	36.6 (69.5)	9.8 (79.3)	6.1	9.8	4.9	100
Write	0	0	11	17.1 (28.1)	40.2 (68.3)	12.2 (80.5)	6.1	4.9	8.5	100
Pronunciation	6.1	6.1 (12.2)	19.5 (31.7)	9.8 (41.5)	23.2 (64.7)	4.9 (69.6)	11	7.3	12.2	100
Culture										
Understand	4.9	1.2 (6.1)	22 (28.1)	7.3 (35.4)	23.2 (58.6)	4.9 (63.5)	14.6	13.4	8.5	100
Behave like NS	2.4	3.7 (6.1)	15.9 (22)	9.8 (31.8)	17.1 (48.9)	2.4 (51.3)	15.9	15.9	17.1	100
History/people	1.2	0 (1.2)	22 (23.3)	17.1 (40.3)	20.7 (61)	7.3 (68.3)	9.8	9.8	9.8	97.7*

Note. The responses are reported in %; ( ) = accumulative percentage; * The total did not add up to 100% because there were one or two missing responses; green box = 30% benchmark point reached; orange box = 80% benchmark point reached

As illustrated in Table 22, the four language-skill (speaking, listening, reading, and writing) goals that related to learning Korean for everyday use reached both benchmark points quicker than most of the other goals: 30% at "*within 2 years*" and 80% at "*within 4 years*." Approximately 7-12% of participants believed short-term (one to two semesters) study abroad was necessary to achieve these goals, and only a few believed that longer term study abroad would be necessary or that these goals were unattainable. Learning Korean to understand media, another everyday use of Korean, reached the 30% benchmark point at "*within 3 years*," which indicated that more participants perceived this goal would take a longer time to achieve than understanding everyday conversation. However, the 80% benchmark point was still reached at "*within 4 years*," indicating that on the whole more than 80% of the participants believed that learning to use Korean for everyday purposes, including understanding media, could be accomplished within 4 years of learning. In contrast, the participants seemed to perceive as less feasible the goals that concerned the ability to use Korean for academic or professional purposes. Approximately 10% of the participants believed they would (perhaps) never achieve these goals, and another 10% or so believed study abroad (with a preference toward longer-term study abroad) would be necessary. In addition, the 30% benchmark point was reached at no earlier than "*within 4 years*," and only reading and writing for academic/professional purposes, not speaking and listening, reached the 80% benchmark point at "5+ years" of learning in the United States.

As Table 22 illustrates, more participants believed that grammar-related goals could be achieved more quickly than vocabulary related goals. The goals concerning understanding and using grammar reached the 30% benchmark point at "*within 3 years*" for all language skills, whereas the goals concerning understanding and using vocabulary reached the 30% benchmark point at "*within 3 years*" only for listening and reading (receptive language skills); the same benchmark for speaking and writing (productive language skills) was more distant at "*within 4 years*". Grammar-related goals reached the 80% benchmark points at "*within 4 years*" for all language skills, while vocabulary-related goals reached the mark of 80% at "5+ years" and that only for reading and writing (written language). More than 20% of

the participants believed that study abroad would be necessary to achieve vocabulary-related goals for speaking and listening (spoken language).

The pronunciation goal and culture-related goals showed similar tendencies. Both reached the 30% benchmark point relatively quickly (i.e., the pronunciation goal at "*within 2 years*" and all three culture related goals at "*within 3 years*") but they never reached the 80% benchmark point when students thought only of learning Korean in the United States. For the pronunciation goal, 18% of the participants responded with the necessity for study abroad and 12% with *(perhaps) never*. For culture-related goals, 20-30% of the participants believed study abroad would be necessary and 9-17% believed they would *(perhaps) never* be able to achieve these goals.

In sum, most participants believed that using Korean for everyday purposes could be achieved more quickly than Korean for academic or professional purposes. Many participants also seemed to believe that they could use Korean for everyday purposes before they would be able to understand and use grammar accurately or before they would have achieved adequate vocabulary knowledge. On the whole, participants also expected that the goals concerning grammar could be achieved more quickly than the goals concerning vocabulary. As to culture learning, the necessity for study abroad was emphasized more than for any other goal. The percentage of students who chose "*(perhaps) never*" as their response was comparatively high among academic/professional goals and culture goals, as well as the goal of gaining near-native pronunciation and accent.

4.3. Research Question 3: How does the motivation to learn Korean differ between continuing and discontinuing students?

This research question refers to the data from the motivation questionnaire. Of the 86 students who completed the motivation questionnaire, six students were removed from analysis because they did not choose to discontinue but were compelled to by reasons such as graduation and study abroad in

countries other than Korea[63]. As a result, the continuing group contained 62 participants and the discontinuing group contained 18 participants. The structure and setting of the sub-questions presented under RQ3 are parallel with those that were addressed in RQ1. RQ3a investigated how the motivational profiles of continuing and discontinuing students compared. RQ3b explored whether associations between, on the one hand, cognitive, affective, orientation-related and attitudinal variables, and on the other hand, motivation or demotivation differed between continuing and discontinuing students. In RQ3c, continuing and discontinuing students were compared in terms of their attitudes toward two instructional types, namely, large lecture and small discussion and in the interactions of the instructional types with motivation or with demotivation.

4.3.1 RQ 3a: Are there differences between continuing and discontinuing students in their motivational profiles?

I will first present descriptive statistics in Table 23 for the groups of continuing and discontinuing students, respectively. Means along with SDs, medians, and bootstrap 95% CIs for mean of the two groups are presented side by side for easier comparison.

Table 23

Descriptive Statistics of 17 Motivational Variables by Enrollment Decision

Variables	Mean (SD)		Median		Bootstrap 95% CI for Mean	
	Cont.	D/cont.	Cont.	D/cont.	Cont.	D/cont.
Motivation/Demotivation						
Indication of Motivation	4.95 (0.67)	4.10 (0.66)	5.09	4.00	[4.78, 5.12]	[3.81, 4.41]
Indication of Demotivation	1.66 (0.79)	2.26 (0.93)	1.25	2.25	[1.47, 1.85]	[1.86, 2.68]
Interest						
in Korean Language	5.05 (0.68)	4.46 (0.77)	5.20	4.40	[4.88, 5.22]	[4.12, 4.81]
in Korean Culture	4.92 (0.84)	4.33 (0.79)	5.20	4.10	[4.70, 5.13]	[3.98, 4.69]
in Korean Entertainment	4.60 (1.25)	4.07 (1.24)	4.75	4.25	[4.29, 4.90]	[3.47, 4.65]

(Continued)

[63] Involuntary discontinuing students in qualitative portion of this study mentioned that they would have continued if it were not for inevitable situations.

Table 23 continued

Variables	Mean (SD)		Median		Bootstrap 95% CI for Mean	
	Cont.	D/cont.	Cont.	D/cont.	Cont.	D/cont.
Orientation						
Intrinsic Orientation	4.83 (0.82)	4.12 (0.99)	5.00	3.83	[4.62, 5.05]	[3.70, 4.57]
Imagined L2 Self	4.86 (1.04)	3.95 (0.95)	5.25	3.88	[4.59, 5.12]	[3.50, 4.39]
Immersion Orientation	4.77 (1.03)	3.67 (1.02)	4.83	3.67	[4.52, 5.01]	[3.16, 4.14]
Integrative Orientation	4.69 (0.95)	3.61 (0.76)	5.00	3.75	[4.45, 4.94]	[3.27, 3.95]
Instrumental Orientation	3.75 (1.24)	3.39 (0.97)	4.00	3.50	[3.45, 4.04]	[2.97, 3.80]
Ought-to L2 Self	2.39 (1.22)	2.11 (1.23)	2.33	1.67	[2.11, 2.68]	[1.60, 2.68]
Korean Learning Experience						
Attitude Toward Teachers	5.12 (0.74)	4.66 (1.01)	5.33	4.92	[4.93, 5.30]	[4.13, 5.12]
Attitude Toward Courses	5.05 (0.71)	4.42 (1.05)	5.20	4.25	[4.87, 5.23]	[3.91, 4.89]
Attitude Toward Peers	4.81 (0.71)	4.36 (0.76)	4.88	4.38	[4.64, 4.98]	[4.01, 4.68]
L2 Self-Confidence	4.08 (0.84)	3.33 (1.00)	4.13	3.25	[3.86, 4.28]	[2.87, 3.81]
Use Anxiety	3.90 (1.26)	3.44 (1.53)	4.00	3.75	[3.59, 4.21]	[2.75, 4.15]
Class Anxiety	2.86 (1.03)	3.28 (1.47)	2.79	3.29	[2.61, 3.12]	[2.61, 3.96]

Note. Cont. = Continuing students (n = 62); D/cont. = Discontinuing students (n=18)

As Table 23 shows, the mean and median scores of continuing students were higher than those of discontinuing students in all variables except for *indication of demotivation and class anxiety*. It is interesting to note that in contrast to *class anxiety,* continuing students showed higher *use anxiety* than discontinuing students. If one interprets higher scores in *use anxiety* as an indication of more frequent contact with speakers of Korean outside the classroom, continuing students, as compared to discontinuing students, showed more desirable scores (not necessarily higher) for all 17 motivational variables.

One way to identify between-group mean differences is to compare CIs for mean[64]. Since bootstrap provides for more robust estimates by reducing the impact of outliers and anomalies such as non-normal distribution, comparative examination of between-group bootstrap CIs is an alternative to parametric t-test. Comparing "95%" CIs signifies that the alpha level of statistical significance for individual variables was set at .05.

[64] Cumming and Finch (2005, p.176) suggested $p < .01$ when the two 95% CIs of independent groups do not overlap and $p < .05$ when the CIs overlap by about .05 or less of the average margin of error.

The variables with a distinct gap (i.e., *p* values smaller than .01) between the two groups were *indication of motivation, the imagined L2 self, immersion orientation*, and *integrative orientation*. The variables with minimal gaps or touching CIs (i.e., $p <$ or $\approx .01$) were *interest in Korean language*, *intrinsic orientation, L2 self-confidence, indication of demotivation*, and *interest in Korean culture*. The variables with a slight overlap (i.e., $p < .05$) were *attitude toward courses* and *attitude toward peers*. *Interest in Korean entertainment, instrumental orientation, ought-to L2 self, attitude toward teachers, use anxiety*, and *class anxiety* were likely to have no significant mean differences between the two groups as can be inferred from a large overlap in 95% CIs.

In addition to the observation of group differences described above, a Mann-Whitney U test was run for each of the 17 variables to confirm the statistically significant differences between the two groups. Table 24 shows the results of the test along with effect sizes (Cohen's *d*). The interpretation of effect size for between-group differences is $.40 \leq d < .70$ as small, $.70 \leq d < 1.00$ as medium, and $d \geq 1.00$ as large (Plonsky & Oswald, 2014). To control the Type I error for multiple comparisons, the Holm-Bonferroni corrected *p* values (family-wise alpha at .05) are presented next to the original *p* values.

Table 24

Results of Mann-Whitney U test of Motivational Variables by Enrollment Decision

Variable	Mean Rank		*U*	Original *p*	Holm-Bonferroni *p*	*d*
	Cont.	*D/cont.*				
Motivation/Demotivation						
Indication of Motivation	46.15	21.06	208	.00005*	.0009*	1.01
Indication of Demotivation	36.94	52.75	778.5	.01*	.10	-.60
Interest						
in Korean Language	44.36	27.19	318.5	.006*	.07(*)	.65
in Korean Culture	44.01	28.42	340.5	.012*	.108	.59
in Korean Entertainment	43.15	31.39	394	.058	.348	.43

(Continued)

Table 24 continued

Variable	Mean Rank		*U*	Original *p*	Holm-Bonferroni *p*	*d*
	Cont.	*D/cont.*				
Orientation						
Integrative Orientation	46.07	21.31	212.5	.00007*	.001*	1.00
Immersion Orientation	45.4	23.61	254	.0004*	.006*	.86
Imagined L2 Self	45.05	24.83	276	.001*	.01*	.78
Intrinsic Orientation	44.37	27.17	318	.006*	.07(*)	.65
Instrumental Orientation	42.36	34.08	442.5	.181	.724	.30
Ought-to L2 Self	41.99	35.36	465.5	.283	.744	.24
Korean Learning Experience						
L2 Self-Confidence	44.55	26.56	307	.004*	.05(*)	.68
Attitude toward Courses	43.96	28.58	343.5	.012*	.108	.58
Attitude toward Peers	43.69	29.53	360.5	.022*	.154	.53
Attitude toward Teachers	42.93	32.14	407.5	.081	.405	.40
Use Anxiety	42.10	34.97	458.5	.248	.744	.26
Class Anxiety	39.01	45.64	650.5	.286	.744	.24

Note. * Statistically significant at $p < .05$; (*) Marginally significant at $p < .10$

The group differences identified with statistical significance at $p < .05$, before the Holm-Bonferroni correction, coincided with the results from CI comparisons. After the Holm-Bonferroni correction, continuing and discontinuing students showed statistically significant differences with a large effect size in *indication of motivation* and *integrative orientation*, and with a medium effect size in *immersion orientation* and *the imagined L2 self*. Continuing and discontinuing students showed marginally statistically significant differences in *L2 self-confidence*, *interest in Korean language*, and *intrinsic orientation* with small effect sizes (but close-to medium, i.e., Cohen's d nearing 0.7). *Indication of demotivation*, *interest in Korean culture*, *attitude toward courses*, and *attitude toward peers*, which all showed a small effect size ($.40 \leq d < .70$) but reached statistical significance before the Holm-Bonferroni correction, could not reach even marginal significance when the *p* value was adjusted. The continuing and the discontinuing groups were found to have no statistical difference in *interest in Korean entertainment, instrumental orientation, ought-to L2 self, attitude toward teachers, use anxiety*, and *class anxiety*.

4.3.2 RQ 3b: Do associations between, on the one hand, cognitive, affective, orientation-related, and attitudinal variables, and on the other hand, motivation or demotivation differ between continuing and discontinuing students?

In order to answer this research question, a Spearman's correlation was computed for the continuing group and the discontinuing group, respectively, between *indication of motivation* and the other variables and also between *indication of demotivation* and the others. I then compared the continuing and the discontinuing groups mainly by the order and the strength of correlations of the variables. Table 25 and Table 26 shows the correlation of the cognitive, affective, orientation-related, and attitudinal variables with *indication of motivation* and with *indication of demotivation*, respectively, for the continuing and the discontinuing groups placed side by side in each of the tables. The variables are arranged in a numerically descending order within each respective group. The variables that showed very weak or little association with *indication of motivation* or with *indication of demotivation* ($r_s < .25$, which means the strength of correlation did not reach the benchmark of a weak correlation that was suggested by Plonsky and Oswald, 2014) are shown in grey. The conventional sign of statistical significance, asterisk, is marked, although it should be interpreted cautiously. The number of participants in the continuing group and the discontinuing group in this study were imbalanced (62: 18) and the statistical significance is greatly influenced by the number of participants. For example, the correlation of .46 in the discontinuing group was statistically insignificant, whereas the weaker correlation of .28 in the continuing group was statistically significant. Therefore, I will mainly use the value of strength (r_s) itself, rather than statistical significance, in interpreting the results.

Correlations of cognitive, affective, orientation-related, and attitudinal variables with indication of motivation for continuing and discontinuing students

Table 25

Spearman's' Correlations of Cognitive, Affective, Orientation-related, and Attitudinal Variables with Indication of Motivation for Continuing Students and Discontinuing Students

Continuing Students			Discontinuing Students	
Spearman's rho	Variable Names	Order	Variable Names	Spearman's rho
.71*	Interest in Language	1	Interest in Language	.62*
.68*	Imagined L2 Self	2	Imagined L2 Self	.51*
.62*	Integrative Orientation	3	Integrative Orientation	.46
.60*	Intrinsic Orientation	4	Interest in Culture	.31
.49*	Attitude Toward Courses	5	L2 Self-Confidence	.30
.485*	Interest in Culture	6	Attitude Toward Courses	.29
.47*	Immersion Orientation	7	Immersion Orientation	.20
.36*	Attitude Toward Peer	8	Intrinsic Orientation	.19
.34*	L2 Self-Confidence	9	Attitude Toward Peer	.18
.32*	Attitude Toward Teacher	10	Interest in Entertainment	.13
.28*	Ought-to L2 Self	11	Instrumental Orientation	.08
.21	Instrumental Orientation	12	Attitude Toward Teacher	-.071
.16	Interest in Entertainment	13	Use Anxiety	-.068
.08	Use Anxiety	14	Class Anxiety	.06
-.04	Class Anxiety	15	Ought-to L2 Self	.02

Note. * Statistically significant at $p < .05$

As Table 25 shows, in the continuing group, 11 variables showed a positive correlation of a strength larger than $r_s = .25$ with *indication of motivation*, whereas only six variables did so in the discontinuing group. For both groups, the top three variables that showed the strongest correlation with motivation were *interest in Korean language, the imagined L2 self,* and *integrative orientation*, although the discontinuing group displayed weaker correlations than the continuing group for the same variable.

Attitude toward courses and *interest in Korean culture* also showed a relatively stronger positive correlation with *motivation* in both groups, demonstrating a moderate correlation in the continuing group and a weak correlation in the discontinuing group. *Immersion orientation* was placed at seventh in both groups, although the continuing group showed a stronger correlation than the discontinuing group. Although similarly ranked (at eighth in continuing group and at ninth in discontinuing group), the continuing group again demonstrated a stronger correlation between *attitude toward peers* and *motivation* as compared to discontinuing group. *Intrinsic orientation*, which was placed at fourth and showed a strong positive correlation (r_s = .60) with *motivation* in the continuing group, was placed at eighth with a weak positive correlation (r_s =.19) in the discontinuing group. This indicated that enjoyment and satisfaction of learning Korean often did not accompany a motivated mind-set and/or behaviors among discontinuing students or vice versa, unlike continuing students. The relative importance of *L2 self-confidence*, which showed similarly weak positive correlations with *motivation* (r_s =.34 in the continuing group and r_s =.30 in the discontinuing group), was more prominent in the discontinuing group than in the continuing group, as can be seen from its place within each group, fifth place and ninth place, respectively. *Attitude toward teachers* and *ought-to L2 self*, which were positively correlated with motivation in the continuing group, showed almost no correlation in the discontinuing group. *Instrumental orientation*, *interest in entertainment*, and *anxiety* (both in-class and outside-class) were largely unrelated to *indication of motivation* among both continuing and discontinuing students.

Correlations of cognitive, affective, orientation-related, and attitudinal variables with indication of demotivation for continuing and discontinuing students

Table 26

Spearman's' Correlation of Cognitive, Affective, Orientation-related, and Attitudinal Variables with Indication of Demotivation for Continuing Students and Discontinuing Students

Continuing Students			Discontinuing Students	
Spearman's rho	Variable Names	Order	Variable Names	Spearman's rho
-.36*	Attitude Toward Course	1	Interest in Language	-.51*
-.35*	Intrinsic Orientation	2	Ought-to L2 Self	.48*
.283*	Class Anxiety	3	Interest in Culture	-.34
-.277*	Interest in Language	4	Use Anxiety	.31
-.23	Imagined L2 Self	5	L2 Self-Confidence	-.282
-.225	Interest in Culture	6	Attitude Toward Course	-.281
-.21	Attitude toward Peer	7	Interest in Entertainment	-.25
-.204	Attitude toward Teacher	8	Intrinsic Orientation	-.242
.195	Use Anxiety	9	Instrumental Orientation	-.22
-.15	L2 Self-Confidence	10	Imagined L2 Self	-.19
-.12	Interest in Entertainment	11	Attitude toward Peer	-.16
.10	Instrumental Orientation	12	Immersion Orientation	-.15
-.07	Integrative Orientation	13	Class Anxiety	.13
.015	Ought-to L2 Self	14	Integrative Orientation	-.08
.005	Immersion Orientation	15	Attitude toward Teacher	.06

Note. * Statistically significant at $p < .05$

Opposite to the correlations with *indication of motivation*, more variables showed a stronger correlation than $r_s \approx .25$ with *indication of demotivation* in the discontinuing group (8 variables) than in the continuing group (4 variables). Unlike the correlations with *indication of motivation*, the order of variables in each group did not coincide generally. In the case of the continuing group, the variables related to emotional reaction to current learning situation (i.e., *attitude toward courses*, *intrinsic*

orientation, and *class anxiety*) along with *interest in Korean language* showed a relatively stronger correlation (all negative correlations except for *class anxiety*) with *indication of demotivation*, although all showed weak correlations. For the discontinuing group, *demotivation* seemed to be related more with a fundamental lack of interest in Korean language and culture and also with negative or feared L2 self-image. The evidences were found in the negative correlations of *indication of demotivation* with *interest in Korean language* (ranked at first), *interest in Korean culture* (ranked at third), and *L2 self-confidence* (ranked at fifth), and in the positive correlations of *demotivation* with *ought-to L2 self* (ranked at second) and *use anxiety* (ranked at fourth). The variables related to negative emotional reaction to current learning (i.e., negative correlations of *attitude toward courses* and *intrinsic orientation* with *indication of demotivation*) followed the self-related variables, showing only weak correlations.

4.3.3 RQ3c. Do continuing and discontinuing students differ in their attitudes toward instructional types (large lecture vs. small discussion) and in the interactions of the instructional types with motivation or with demotivation?

As in RQ1c, the reorganized variables *attitude toward lecture* (7 items, α = .87) and *attitude toward discussion* (7 items, α = .87) were used in answering RQ3c. Table 27 shows the descriptive statistics of the two variables by continuing students and by discontinuing students. Means along with SDs, medians, and bootstrap 95% CIs for mean of the continuing and the discontinuing groups are displayed side by side for easy comparisons.

Table 27

Descriptive Statistics for Attitude Toward Lecture and Discussion by Enrollment Decision

Variables	Mean (SD)		Median		Bootstrap 95% CI for Mean	
	Cont.	D/cont.	Cont.	D/cont.	Cont.	D/cont.
Attitude Toward Lecture	5.16 (0.71)	4.48 (1.08)	5.43	4.71	[4.97, 5.34]	[3.95, 4.97]
Attitude Toward Discussion	4.93 (0.85)	4.62 (1.04)	5.14	4.93	[4.71, 5.14]	[4.10, 5.09]

Note. Cont. = Continuing students (n = 62); D/cont. = Discontinuing students (n=18)

As illustrated in Table 27, continuing students rated both *attitude toward lecture* and *attitude toward discussion* more positively than did discontinuing students. The inspection of 95% CIs for mean indicates that *attitude toward lecture* would have a statistically significant difference between continuing and discontinuing students (i.e., $p <$ or $\approx .01$, evidenced by touching CIs) when the significance level is .05, while *attitude toward discussion* would show no statistical difference because a large overlap in CIs is observed. The results from a Mann-Whitney U test confirmed this inference. At the significance level of .05[65], the test determined that continuing students rated *attitude toward lecture* statistically significantly more positively than did discontinuing students, $U = 336.5$, $z = -1.488$, $p = .01$, with a small effect size ($d = .61$). On the other hand, no statistically significant difference was identified in *attitude toward discussion* between continuing and discontinuing students, $U = 455$, $z = -1.189$, $p = .23$, $d = .26$. It is interesting to note that continuing students rated lecture more positively than discussion, whereas discontinuing students rated discussion more positively than lecture[66].

Table 28 below shows the correlations of the two instructional types with *indication of motivation* on the left side and with *indication of demotivation* on the right side of the table.

Table 28

Spearman's Correlation of Instructional Type Variables (Lecture & Discussion) with Indication of Motivation and with Indication of Demotivation by Continuing Students and Discontinuing Students

With Indication of Motivation		Instructional Type Variables	With Indication of Demotivation	
Continue	Discontinue		Continue	Discontinue
.43*	.15	Attitude Toward Lecture	-.25(*)	-.29
.34*	.19	Attitude Toward Discussion	-.33*	-.08

Note. * Statistically significant at $p < .05$; (*) Marginally significant at $p < .10$

[65] No Holm-Bonferroni correction is used in reporting RQ3c because the purpose of this RQ is complementary to RQ1c and exploratory.

[66] A Wilcoxon signed-rank test revealed that continuing students rated lecture statistically significantly more positively than discussion, $z = -2.308$, $p = .02$, with a small effect size ($d = .48$), while no statistically significant difference was detected in the scores of lecture and discussion by discontinuing students, $z = -.459$, $p = .65$, $d = .11$.

As noted in Table 28, continuing students showed stronger positive correlations between *indication of motivation* and *attitudes toward both instructional types* than did discontinuing students. The correlations of the instructional types with *motivation* by continuing students reached a moderate correlation for *attitude toward lecture* (r_s = .43) and a weak correlation for *attitude toward discussion* (r_s = .34), but correlations of both instructional types with *motivation* by discontinuing students did not reach even the benchmark of a weak correlation (i.e., r_s = .25). Unlike continuing students, *attitude toward discussion* showed a slightly stronger positive correlation with *indication of motivation* than *attitude toward lecture* among discontinuing students.

Discontinuing students (r_s = -.29) showed a slightly stronger negative correlation between *attitude toward lecture* and *indication of demotivation* than did continuing students (r_s = -.25). These correlations of both groups reached weak strengths. As for a correlation between *attitude toward discussion* and *indication of demotivation*, continuing students showed a weak negative correlation (r_s = -.28), while discontinuing students showed little correlation (r_s = -.08).

In brief, continuing students' *attitude toward lecture* was significantly more positive than that of discontinuing students, but *attitude toward discussion* showed no significant difference between the two groups. For continuing students, their *motivation* was more strongly associated with their positive *attitude toward lecture* than *discussion*, and their *demotivation* was more strongly associated with their negative *attitude toward discussion* than *lecture*. For discontinuing students, on the contrary, their *motivation* was more strongly associated with their positive *attitude toward discussion* than *lecture* although the strengths of association were weak, and their *demotivation* was meaningfully associated only with their negative *attitude toward lecture*.

4.4 Research Question 4: How does the perception of classroom learning goals differ between continuing and discontinuing students?

In answering RQ4, I will address the analyses from the goal questionnaire. RQ4a refers to the data on goal importance and compares the perceptions of goal importance by continuing and

discontinuing students, respectively. RQ3b refers to the data on expected timeframe of attaining these goals and explores if continuing and discontinuing students held different expectations in regards to how soon these leaning goals could be achieved.

4.4.1 RQ 4a: Are there differences between continuing and discontinuing students in the importance that they assign to specific classroom learning goals?

In order to provide a broad overview of the group differences, I will first present means along with SDs, medians, and bootstrap 95% CIs for mean of the continuing group and the discontinuing group for the seven learning goals in Table 29. Of the 84 students who completed the goal questionnaire, six involuntary discontinuing students were removed from this analysis: As a result, the continuing group included 60 participants, and the discontinuing group 18 participants.

Table 29

Descriptive Statistics of Goal Importance Variables by Enrollment Decision

Variables	Mean (SD)		Median		Bootstrap 95% CI for Mean	
	Cont.	D/cont.	Cont.	D/cont.	Cont.	D/cont.
Grade A	5.30 (1.01)	5 (1.33)	6	5	[5.05, 5.53]	[4.39, 5.50]
Grammar	5.09 (0.94)	4.82 (1.04)	5.13	5	[4.83, 5.32]	[4.33, 5.26]
Vocabulary/Pronunciation	5.18 (0.73)	4.26 (1.11)	5.2	4.40	[5.00, 5.36]	[3.77, 4.76]
Everyday	4.95 (1.0)	4.43 (1.28)	5.25	4.63	[4.68, 5.20]	[3.85, 4.99]
Understanding Media	4.77 (1.11)	4.50 (1.34)	5	4.50	[4.50, 5.03]	[3.94, 5.00]
Academic/Professional	4.57 (1.19)	3.96 (1.36)	4.75	4.25	[4.27, 4.85]	[3.32, 4.56]
Culture	4.66 (1.00)	4.20 (1.09)	4.67	4.00	[4.40, 4.90]	[3.70, 4.69]

Note. Cont. = Continuing students (n = 60); D/cont. = Discontinuing students (n=18)

As noted in Table 29, the mean and median scores of the continuing group were higher for all seven learning goal variables than those of the discontinuing group. The comparison of bootstrap 95% CIs for mean, however, revealed that only the *vocabulary/pronunciation* goal was likely to have a statistically significant mean difference between the two groups because CIs for the other six goals overlapped considerably.

A Mann-Whitney U test was run for each of the seven goals to determine whether the continuing group and the discontinuing group differed in perceived goal importance. Table 30 presents the test statistics with the original *p* values, the Holm-Bonferroni corrected *p* values for multiple comparisons, and effect sizes (Cohen's *d*).

Table 30

Results of Mann-Whitney U Test of Goal Importance

Variable	Mean Rank		*U*	Original *p*	Holm-Bonferroni *p*	*d*
	Cont.	*D/cont.*				
Grade A	40.64	35.69	471.5	.37	.74	0.20
Grammar	41.08	34.22	445	.21	.62	0.26
Vocabulary/Pronunciation	44.20	23.83	258	.0007*	.005*	0.83
Everyday	41.77	31.94	404	.10	.58	0.37
Understanding Media	40.38	36.56	487	.51	.74	0.15
Academic/Professional	41.83	31.75	400.5	.10	.58	0.38
Culture	41.63	32.42	412.5	.13	.58	0.35

Note. * Statistically significant at $p < .05$

The results in Table 30 showed that the two groups were statistically significantly different only in the *vocabulary/pronunciation* goal with a medium effect size. Other than the *vocabulary/pronunciation* goal, continuing and discontinuing students were not significantly different in assessing how important the given classroom learning goals were to their learning of Korean.

4.4.2 RQ 4b: Are there differences between continuing and discontinuing students in the expectation with regard to the timeframe of goal attainment that they assign to specific classroom learning goals?

In order to compare the respective expected timeframes for goal attainment between the continuing group and the discontinuing group, pertinent data had to be arranged into chronological increments. In order to do so, I had to apply transformations to the data. Specifically, one year of study

abroad was presumed to be equal to three years of language study in their university in the U.S.[67], and "*perhaps never*" and "*never*" were assigned a random number of 50 (years). After removing involuntary discontinuing students, the continuing group contained 59 participants and the discontinuing group 17 participants.

The goal items were organized into five latent variables (*grammar, vocabulary, everyday use, academic/professional use,* and *culture*) and two stand-alone variables (*pronunciation* and *understanding media*). Unlike goal importance, the *pronunciation* goal was separated from vocabulary-related goals after examining the internal consistency (Cronbach's alpha). The Cronbach's alpha for the latent variables were *grammar* 0.92, *vocabulary* 0.93, *everyday use* 0.93, *academic/professional use* 0.96, and *culture* 0.79.

Table 31 shows the descriptive statistics, including median scores, minimum and maximum scores, and interquartile ranges.

Table 31

Comparison of Descriptive Statistics of Expected Timeframe for Goal Attainment Between Continuing Group and Discontinuing Group

	Continue (n=59)				Discontinue (n=17)			
	Mdn	Min	Max	IQR	Mdn	Min	Max	IQR
Grammar	3.25	1	50	1.5	3.25	2	50	1.38
Vocabulary	3.75	2	50	1	4	2.5	50	2.56
Pronunciation	3	0.5	50	2	3.5	2	50	2
Everyday	3	0.5	8.88	1.38	3	1.38	50	1.38
Understanding Media	3	0.5	10.5	2	4	0.5	50	1.5
Culture	3.33	1.33	50	2.33	6	2.67	50	16.83
Academic/Professional	4	1.5	50	2.38	4	2.25	50	13.88

Note. Mdn = median; Min = sample minimum (smallest observation); Max = sample maximum (largest observation); IQR = interquartile range

[67] It takes two semesters (approximately 30 weeks, 150 hours of instruction) to complete the main textbooks used in the first year Korean courses. The immersion language program in Korea that uses the same textbooks requires one term (10 weeks, 150 hours of instruction) to cover the same contents. The transformation of one year of study abroad into three years of at-home language study was purely mathematical, based on the curricular progress described above.

The comparison of medians and dispersion of the two groups indicated that the continuing group and the discontinuing group did not show major differences on the whole in their expectation of when they would be able to achieve the given learning goals, although there were a few noticeable differences (e.g., *culture* goal). Descriptively speaking, when there were differences: The discontinuing students assigned slightly longer years or showed larger statistical dispersion.

A Mann-Whitney U test was run for each of the seven goal variables to determine if there were significant statistical differences between the two groups.

Table 32

Results of Mann-Whitney U Test of Expected Timeframe for Goal Attainment

Variable	Mean Rank		*U*	Original *p*	Holm-Bonferroni *p*	*d*
	Cont.	*D/cont.*				
Grammar	38.01	40.21	530.5	.72	1.00	.08
Vocabulary	35.82	47.79	659.5	.047*	.28	.47
Pronunciation	36.75	44.56	604.5	.19	.76	.30
Everyday	37.67	41.38	550.5	.54	1.00	.14
Understanding Media	36.49	45.47	620	.13	.65	.36
Culture	35.67	48.32	668.5	.037*	.26	.49
Academic/Professional	37.54	41.82	558	.48	1.00	.16

Note. Cont. = Continuing students (n = 59); D/cont. = Discontinuing students (n=17)

As noted in Table 32, statistically significant group differences with a small effect size were found in the *culture* goal and in the *vocabulary* goal, when the statistical significance level was set at .05 for each individual variable. When *p* value was adjusted with the Holm-Bonferroni correction to control Type I error, none was found to have statistically significant differences. In other words, continuing students and discontinuing students held similar expectations, in general, concerning when they would be able to achieve the learning goals.

CHAPTER 5: DISCUSSION

In this chapter, I will place the quantitative results presented in Chapter 4 into context. I will allude to select qualitative data, specifically those gathered in written narratives and interviews, to support the interpretation of the quantitative findings. The qualitative data was mostly gained from first- and second- semester participants, but it also includes two narratives written by two fourth-semester participants (refer to 3.2.1). I will specify the fourth-semester participants when they appear in the discussion. Otherwise, all participants were first- and second-semester participants. The chapter is organized into five themes that correspond to the themes used to report the results of the motivation questionnaire, i.e., motivation/demotivation, interest, orientation, and classroom learning experience, plus in-class learning goals.

5.1 Motivation and demotivation in learning Korean

In this section, I will interpret the results concerning motivation and demotivation of the first- and second-semester students, first, as reported by the whole group and then in a comparison of continuing and discontinuing students.

5.1.1 Motivation vs. demotivation

As a group, students' *motivation* to learn Korean in first- and second-semester Korean was uniformly high, whereas *demotivation* was distinctly lower than *motivation*. In other words, the introductory-level learners of Korean in this study generally valued and felt positive about their choice to learn Korean and demonstrated a strong desire and effort in learning Korean; even after one or two semesters of studying, most students did not lose interest or desire to learn Korean. I would like to mention two specific factors that mediated these results: participants' demographic characteristics and the perceived quality of instruction that was evidenced in students' positive evaluation of both the course (median score of 5.05 out of a maximum of 6) and the teachers (*Mdn* = 5.17). The participants in this study were university students who mostly chose to learn Korean out of their own interest and with little

pressure from others, such as their parents or degree requirements. Korean courses would fulfill a program requirement for only 29% of the students, yet 100% of the participants specified that a language requirement was not the only reason why they chose to learn Korean. Since volition or learner agency[68] are conducive to motivation (Dörnyei & Kubanyiova, 2014; Schunk et al. 2014), the context of this study provided a highly favorable motivational condition.

When continuing and discontinuing students were compared, it was not surprising to find that the degree of *motivation* was the most salient difference between continuing (*Mdn* = 5.09 out of a maximum of 6) and discontinuing students (*Mdn* = 4.0), a finding that reminded of Gardner et al. (1976). The scores for *demotivation*, however, showed only a small difference between continuing and discontinuing students. Although the *demotivation* score of discontinuing students was slightly higher (*Mdn* = 2.25 out of a maximum of 6) than that of continuing students (*Mdn* = 1.25), it was still within the low range. Based on these results, it seems reasonable to assume that loss of interest or desire to learn Korean might not be the major reason for students to discontinue their Korean courses. Indeed, in the qualitative portion of this study, I found that the most prevalent reasons for discontinuing were scheduling conflicts and other more important academic priorities, such as major requirements. There was only one student who mentioned a loss of interest in learning Korean as her reason to discontinue. Although discontinuing students might not have been as strongly self-motivated as some of the continuing students who, for example, described how hard they had tried to fit Korean into their unwieldy schedule[69], overall low *demotivation* scores among discontinuing students indicated that their attitude toward learning Korean was still not very negative even at (or toward) the time that they decided to discontinue. It appears that for learners to continue, a low

[68] Agency is people's belief that they have a considerable control over important events in their life (Bandura, 1997).

[69] For example, Olivia wrote: "I'd already met my foreign language requirements with Spanish. Nonetheless, I contorted my schedule into a complicated mess so that I could take elementary Korean. And I did it again the following spring semester. And if even remotely possible, I'll do it yet again next year."

degree of demotivation is not sufficient. In other words, even after they have initiated language study, learners need a strong positive drive to maintain their commitment.

5.1.2 The relationship of motivation with cognitive, affective, orientation-related, and attitudinal variables

The examination of the relationship between *motivation* and other cognitive, affective, orientation-related, and attitudinal variables, within the whole group, indicated that 'interest' and 'the ideal L2 self' were the key factors that were highly and positively associated with *motivation*. The top six variables in positive correlations with *motivation* included *interest in Korean language*, *imagined L2 self*, *integrative orientation*, *intrinsic orientation*, *interest in Korean culture*, and *immersion orientation*. In other words, the learners of Korean in this study showed more motivation in their mind-set and behaviors if they had higher levels of interest, enjoyment, and satisfaction in learning Korean language and culture; and they also had the stronger Korean-related ideal self, i.e., these learners could imagine themselves as proficient Korean speakers; desired to integrate into or interact with Korean people; and wished to travel and/or live abroad in Korea. These findings are similar to McEown et al. (2014) whose results showed that the ideal L2 self and intrinsic interest were significant predictors of engagement[70]. *Attitude toward courses* and *L2 self-confidence*, which were considered as the major components of L2 motivation in studies that adopted a social psychological approach (e.g., Clément, Dörnyei & Noels, 1994), showed only a moderate association with *motivation* in this study. The perceived utility of learning Korean (i.e., *instrumental orientation*) was only weakly related to motivation to learn Korean, which was in line with

[70] Integrative orientation in McEown et al. (2014) did not play an important role in predicting engagement, which seems counter to my finding that integrative orientation was strongly associated with motivation. I argue that this disagreement stemmed from different conceptualization of 'integrative orientation' in terms of questionnaire items comprising the variable in this study and in McEown et al. (2014). The four items of 'integrative motivation' that McEown et al. (2014) borrowed from Gardner (1985) focused mainly on easy or effective interaction with speakers of TL (e.g., Because it will allow me to meet and converse with more and varied people), while the four items of *integrative orientation* in the present study focused on current and future self which were described not only in terms of interaction with TL speakers but also of integrative desires (i.e., desire to integrate into TL community and to invite certain qualities of TL speakers as an integral part of self). The operationalization of *integrative orientation* in this study made it plausible to relate this variable to the ideal L2 self.

previous research on learners of Korean or LCTLs generally, such as Murphy et al. (2009), Thomas (2010), and Yang (2003).

When continuing students and discontinuing students were compared, a few interesting differences were found in terms of the relationship between *motivation* and the other variables. First, continuing students' motivation was associated with a greater array of variables than that of discontinuing students'; and continuing students always showed a stronger correlation of *motivation* with every respective variable than did discontinuing students. In other words, continuing students' *motivation* involved more multi-faceted and more compelling motives than that of discontinuing students. This same tendency was also observed in the interviews and written narratives. Continuing students often named multiple reasons, goals, desires, and wishes in regards to learning Korean, many of which constituted elaborations on their initial reasons for choosing to study Korean. In contrast, discontinuing students tended to attach to one or two major reasons to their Korean studies and furthermore, the reasons that students cited in their interviews and/or written narratives closely related to their initial reason(s) to engage in learning Korean. Continuing students' narratives often included a development or expansion of interest and motives (see the discussion in 5.2), an approach that was usually lacking in discontinuing students' narratives. Second, the association between *intrinsic interest* and *motivation* was strong and significant among continuing students but insignificant and very weak among discontinuing students. Instead, *L2 self-confidence* ranked higher in the association with *motivation* among discontinuing students (fifth among 15 variables) than among continuing students (ninth among 15 variables), although the strength of the association did not show a meaningful difference (r_s = .34 for continuing students and r_s = .30 for discontinuing students). In other words, for *motivation*, the sense of competence played a more important role than intrinsic enjoyment and satisfaction in learning Korean among discontinuing students, in contrast with the continuing students. The qualitative data that were gained in interviews and written narratives further suggested that the group of discontinuing students can be divided further into those with high and those with low L2 self-confidence. The former type of learner maintained more positive attitudes toward learning Korean, demonstrated more self-regulated behaviors, and was more learning-oriented as

opposed to grade-oriented (all indications of motivation) than the latter type. For example, Sofia, a Japanese linguistics majoring graduate student, could quickly and effectively learn Korean because she was able to "really take advantage of the similarity between Japanese and Korean." Since she knew she was going to be busy during the semester, she had self-studied Korean before the semester began, made a routine to study Korean in repeated mini-study sessions in addition to doing homework assignment and meeting weekly with a conversation partner, and used smartphone apps to support her learning. After a semester of learning Korean, having a brief conversation with her language partner, completely in Korean, made her "feel so good, just to be able to really use the Korean she was learning in a real situation." Sofia's example was contrasted with John who had a belief that "languages are really hard for me." John studied only two to three hours a week most of which was just doing homework and he "didn't put in more work than he needed to." These examples may explain the relationship between *L2 self-confidence* and *indication of motivation* among discontinuing students. However, discontinuing students who displayed behaviors indicative of motivation like Sofia were often the ones who were taking Korean with more extrinsic orientation (e.g., requirement) than intrinsic orientation.

5.1.3 The relationship of demotivation with cognitive, affective, orientation-related, and attitudinal variables

When the whole group of participants was examined, interest and class-related affect were two key factors that explained *demotivation*. *Demotivation* interacted most strongly with lessened linguistic interest and a negative evaluation of the courses, followed by weaker intrinsic enjoyment and satisfaction in learning, higher anxiety in class, and lessened cultural interest. The incapability of imaging oneself as a proficient speaker of Korean and low self-confidence as a learner and user of Korean also showed a weak but significant association with *demotivation*. These results are similar to previous descriptive research on demotivation, which attributed demotivation to a lack of intrinsic interest (e.g., Sakai & Kikuchi 2009; Zhou & Wang, 2012), the class environment (e.g., Fallout, Elwood & Hood, 2009; Li & Zhou, 2013; Sakai & Kikuchi 2009), and a deficiency in confidence (e.g., Fallout, Elwood & Hood, 2009; Li & Zhou, 2013). It is interesting to note that *attitude toward teacher* in this study revealed a weak negative but

insignificant association with *demotivation*. This result is congruent with recent demotivation studies, which concluded that teachers did not play a determinant role in students' demotivation among FL learners (Li & Zhou, 2013; Sakai & Kikuchi 2009), although earlier research emphasized strong influence of teachers on students' demotivating experiences (e.g., Christophel & Gorham, 1995; Oxford 2001). In the motivation questionnaire of this study, 87% of the participants disagreed to the statement "If I don't learn much in my language class, it is because the teacher has failed to make the course interesting" (strongly disagree 41%; disagree 28%; Slightly disagree 18%). This result may also provide a support for less determinant role of teachers, perceived by the student, in students' demotivating experiences.

When continuing students and discontinuing students were compared, a few interesting differences were identified in the relationship between *demotivation* and the other variables. Discontinuing students' *demotivation* was associated with a greater array of variables than that of continuing students when the benchmark point of $r_s \approx .25$ (i.e., an equal or larger correlation coefficient size of small) was applied. That is, for discontinuing students, *demotivatio*n was related to a lack of interest (i.e., linguistic, cultural, as well as media-related) and negative or externally-oriented self-concept (i.e., *ought-to L2 self*, high *use anxiety*, and low *L2 self-confidence*) as well as less positive appraisal of courses. For continuing students, *demotivation* was related to a less positive appraisal of courses, less enjoyment and satisfaction of learning, higher class anxiety, and less linguistic interest. Reviewing information presented in 5.1.2, it appears that just as *motivation* had been a more complex phenomenon among continuing than among discontinuing students, the opposite was true for *demotivation*. It also seemed that among continuing students, *demotivation* centered around the learning situation whereas among discontinuing students it related to how students felt about themselves.

This distinction also emerged in interviews and written narratives. Continuing students attributed boredom or demotivation to external factors that related to classroom learning, e.g., a slow pace, rote memorization and repetition, the textbook, pairing with less competent peers, little opportunity to engage in creative and self-expressive talk. In contrast, discontinuing students often mentioned personal factors, such as perceptions of learning Korean as difficult (e.g., difficulties in spontaneous speaking and

understanding both in class and outside class, and in memorizing vocabulary and taking quizzes) and the inability to make time for Korean-related activities other than course work. Both the quantitative data and qualitative data in this study suggest that the determinant factors of demotivation differed between the continuing and the discontinuing group.

5.2 Interest and motivation to learn Korean

Overall, the introductory-level learners of Korean in this study revealed a strong interest in the Korean language (i.e., linguistic and conversational features) and the culture (i.e., the Korean way of life including artifacts) as well as in Korean entertainment (i.e., K-pop music, TV programs, and films). This finding is consistent with previous research, which identified strong linguistic, cultural, and/or media-related interest among tertiary learners of Korean in the United States (e.g., Damron & Forsyth, 2012; Jee, 2015; Kim, 2015; Liu & Shibata, 2008; Thomas, 2010). The results in the present study, however, indicated that the motivational features of an interest in Korean entertainment differed from those of an interest in language and culture.

Interest in Korean entertainment was distinct from *interest in Korean language* and *interest in Korean culture* in that: (1) *interest in entertainment* (*Mdn* = 4.62 out of a maximum of 6) received a significantly lower score than either *interest in language* (*Mdn* = 5) or *interest in culture* (*Mdn* = 5.2); (2) the responses on *interest in entertainment* items were more dispersed (i.e., ranging from "Does not apply to me at all [1]" to "Applies to me perfectly [6]"), as compared to those on *interest in language* and *interest in culture* items (i.e., ranging from "Applies to me a little [3]" to "Applies to me perfectly [6]"); (3) *interest in entertainment* revealed a noticeably weaker correlation both with *motivation* and with *demotivation* than did ether *interest in language* or *interest in culture*; (4) continuing and discontinuing students did not show a statistically significant difference in the scores of *interest in entertainment* even before the Holm-Bonferroni correction, whereas both *interest in language* and *interest in culture* did show significantly different scores before the Holm-Bonferroni correction. In other words, all students demonstrated at least moderate *interest in Korean language* and *culture* while students varied from no

interest to great interest *in Korean entertainment*; and *interest in Korean entertainment* did not relate to a motivated mind-set, effort, and the decision to continue as much as *interest in language* and *culture* did.

5.2.1 Interest in Korean entertainment

Silva (2007) mentioned a general lack of awareness of Korean language and culture among Americans and warned the unwarranted optimism with regards to the Korean wave (i.e., *hallyu*) [71] and KFL education in the United States. However, due to easy access to *hallyu* content via new media such as YouTube and Netflix and maybe to the unexpected worldwide hit of "Gangnam style" by Korean musician Psy in 2012, the influence of the Korean wave among learners of Korean in the U.S. has become apparent in recent years. Kim (2015), for example, ascribed the dramatic increase of enrollment in university Korean courses since 2010 exactly to the arrival of the Korean wave. According to Cho, as cited in Kim (2015), the percentage of non-heritage learners in Korean courses in a university on the East coast had increased from 10% to 60%-80% between 2009 and 2014, which could only be explained by the spread of the Korean wave. In Damron and Forsyth (2012), 22% of university students in the Rocky Mountain Region responded that they were highly motivated to learn Korean by an interest in K-pop. The influence of the Korean wave among classroom KFL learners can also be supported by the fact that a large percentage of students in Korean courses in recent years are Asian Americans, who are not of Korean descent, and international students from Asian countries other than Korea (Kim, 2015). They have been reported to be attracted to *hallyu* more easily than other ethnic groups in the U.S. because of their cultural affinity and identity issues (Dator & Seo, 2004; Hogarth, 2013; Ju & Lee, 2015).

Similarly, the present study found that the Korean wave played a considerable role in triggering the initial motivation to enroll in Korean courses: 50% of the questionnaire participants were non-HLL Asian Americans and Asians (c.f. 29% were non-HLLs with non-Asian background and 21% were HLLs); of the 28 participants in the qualitative portion (i.e., interviews and/or written narratives) of the study, 54% (or 71% of 21 non-heritage participants) had originally developed their awareness of and interest in

[71] At the time of his article, Korean wave swept Asia and KFL learners increased dramatically in Asian countries.

Korean language and culture through K-pop and K-drama. Many of these learners identified themselves as enthusiastic consumers of K-pop and/or K-drama, and for some of them, Korean entertainment was a major motivator to learn Korean, as Lisa described in a written narrative:

> One day I asked a friend from [Japanese] class if she knew of any Japanese shows or manga that were good. She responded saying she had only watched Korean dramas. […] She recommended me a drama called "Coffee Prince" and I watched it right away. […] It was romantic, had a great story line, good acting, and great scenery. I fell in love with Korean dramas, and now constantly watch them, which is my main reason for why I started learning Korean. Another reason I started learning Korean is music, specifically K-pop. […] Now I have over 400 Korean songs and listen to them everyday, and have 12 posters covering every inch of my room. One could say I am obsessed.

Korean entertainment also seemed to play a role in alleviating the fear of studying one of the less commonly taught languages and in triggering a positive situational interest[72] toward the course, especially at the beginning phase of instruction. The questionnaire participants revealed the perception that taking Korean was not an easy task for them, as 87% of students answered the motivation questionnaire item "I chose to learn Korean because Korean courses are easier than other courses" negatively (*Does not apply to me at all* 43.5%; *Applies to me minimally* 23.5%; and *Applies to me a little* 20%). Insights derived from the qualitative data underscored that watching K-pop or K-drama clips in class influenced students' affect positively. For example, in an interview, Amy, who had hesitated to enroll in Korean due to her belief that Korean courses would be difficult, described her excitement and relief when her teacher played a K-pop music video in the first class: "Wow, is this what Korean classes are like? Yeah!"

However, interest in Korean entertainment alone did not seem to contribute to sustained motivation or persistence in learning Korean. For example, Emma, a K-pop fan, only wanted to learn the basics to be able to read and write, and she discontinued the course after a semester because she could read the lyrics of K-pop songs aloud in Korean although she could not understand the meaning. She was a good student while taking the course, but her effort was narrowly focused on getting a good grade and her

[72] Situational interest is defined as "a reaction to particular content or activity, […] characterized by focused attention to particular content" and "may be short-term or may be maintained over a somewhat longer period of time" (Renninger & Hidi, 2016, p.10).

interest in learning Korean stayed mainly on K-pop all through the course. She already felt satisfied with her achievement after one single semester. K-pop triggered Emma's interest in Korean language but it did not provide sustaining motivation. Ko and Cho's (2014) study in a Canadian university similarly showed that interest in K-pop was weakly associated with commitment to learning Korean (i.e., length of study). In fact, students can easily enjoy *hallyu* content without taking the time and effort to learn Korean, as Alice rightly pointed out in a written narrative: "With subbing teams telling me everything they [boy bands she liked] were saying, learning Korean wasn't one of my top priorities." Alice became a dedicated learner and joined the course only after she found another purpose for learning Korean beyond her K-pop enthusiasm (see footnote 73). For stronger and sustained motivation, it seems necessary for learners to develop additional interests and/or purposes for learning Korean before or while taking courses.

It is also important to note that not all participants appreciated Korean entertainment, especially K-pop, with enthusiasm. At times, as learners with interest in Korean entertainment dominated the introductory-level courses, students whose interest in Korean stemmed from reasons other than the Korean wave (e.g., martial arts, friendship with Koreans, and identity exploration) were apt to experience feelings of marginalization. These learners were not generally aware that an interest in Korean entertainment could be a reason to learn Korean. For example, Sam (fourth-semester), whose interest stemmed from Taekwondo, wrote "It amazed me to see how many people were dedicated K-pop fans." Some students even showed negative attitudes toward K-pop when they used words or phrases such as "loud" (John), "over-the-top, fake, annoying" (Lily), or "not for me" (Nora). They might watch Korean films or TV programs for learning purposes after they joined the course and/or have a few favorite Korean musicians (not necessarily K-pop idols), but they nevertheless did not often expose themselves to Korean entertainment for the sake of mere enjoyment as other *hallyu* fans in class did. These learners, instead, often showed a high degree of interest in culture other than K-pop and often had a strong desire to communicate in Korean.

One intriguing observation in the qualitative data was that participants' treatment of K-pop seemed noticeably different than their treatment of other entertainment types (i.e., films and TV

programs). Therefore, I performed further analysis on the quantitative data to see if there was statistical evidence of this difference. Spearman's rank-order correlation (r_s) revealed interesting results: *Interest in K-pop* showed only an insignificant and weak correlation with *indication of motiv*ation (r_s = .17), *interest in language* (r_s= .17), and *interest in culture* (r_s = .19), while *interest in films* and *in TV programs* correlated significantly ($p < .05$) with *indication of motivation* (r_s=. 26 and r_s= .33, respectively), with *interest in language* (r_s=. 39 and r_s= .36, respectively), and with *interest in culture* (r_s= .46 and r_s= .37, respectively). These results indicated that the motivational power of interest in films and TV programs was stronger than that of K-pop with regards to learning Korean, possibly because K-pop contains less linguistic and cultural information than films and TV programs does. Lee (2014) similarly found that K-pop showed a much weaker correlation with other culture content (e.g., daily life, socializing, food, etc.) than did films and TV dramas and he related the results to students' desire to learn about the daily interactions of Korean people including greetings, etiquette, and cultural differences, which were embedded in films and TV dramas.

5.2.2 Interest in language and culture

Interest in language and *in culture* appeared to be a more developed form of interest than *interest in entertainment*. According to Renninger and Hidi (2016), "having a more developed interest is optimal" because it will bring optimal motivation (e.g., repeated engagement, effort, persistence, positive affect, etc.), "although any development of interest is beneficial" (p.1). Under the premise that interest is not static but develops, they proposed a four-phase model of interest development, which includes triggered situational, maintained situational, emerging individual, and well-developed individual interest. When we assume that *interest in entertainment* related more to situational interest while *interest in language* and *in culture* more to individual interest (i.e., a more developed personal interest), the distinctly lower motivational power of *interest in entertainment* as compared to *interest in languag*e and *in culture* can be well understood.

In the qualitative data, the development of interest was observed quite often and learners with a more developed personal interest in language and in culture expressed strong motivation and intention to

persist in learning Korean. For example, Adam, who expressed strong *motivation* (5.5 out of 6) and an intention to continue the course until 8th semester, described his development of interest as follows:

> I chose to learn Korean because I became infatuated by the culture. At first I fell in love with the pop culture, but as time grew, I came to have an urge to understand Korean culture as a whole much better, beginning with language.

Similarly, Alice also displayed strong motivation (5.5 out 6). She had joined an East Asian First Year Interest Group (FIG) mainly to have a guaranteed spot in first semester Korean. Her interest in K-pop boy bands initially led her to the female K-pop singers "Girl's Generation" who provided a role model with which she strongly identified and who, she said, "changed her life."[73] This, in turn, also made her connect strongly with the Korean language: "It's a song that just rolls off the tongue and flows through ears." Paul, who applied to only the universities that offered Korean courses, demonstrated a well-developed individual interest in Korean language and culture that was deeply ingrained in his identity and self. Through his 12 years of Hapkido training, he developed an appreciation of Korean culture (e.g., self-respect, discipline, how to live a complete life) and a personal connection to the Korean language and culture. He developed an interest in Asian culture and philosophy after a visit to Korea as a teenage boy. This experience first led him to take Chinese in high school, but the feeling that "something (i.e., personal connection) was missing" made him seek opportunities to learn Korean because he "wanted to truly learn about both the language and what makes Korea well… Korean." He showed high motivation (5 out of 6) and intended to continue the course of study until the sixth semester after which he planned to study abroad in Korea.

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[73] Alice wrote in her narrative: "However, with subbing teams telling me everything they [boy bands that she liked] were saying, learning Korean wasn't one of my top priorities. This all changed though when I learned about a new girl group. I've followed Girl's Generation for the last four years and it's completely changed my life. […] They taught me that good things happen to those who work hard for their dreams. […] They are the embodiment of "What doesn't kill you makes you stronger." There is a particular member in Girls' Generation who specifically helped me a lot when I had self-confidence problems. Her stage name is Tiffany and at the age of 15 she left California and flew to South Korea alone to chase after her dream of being a singer. […] Change has intimidated me for all of my life and it has led to me passing up opportunities. Now, whenever I get discouraged I think of Tiffany and the rest of Girls' Generation who went from nothing to the leaders of the *hallyu* Wave. By this point, translations simply weren't enough."

All three of these students already had a developed interest in language and culture before they joined the course, but learners who developed their interest only once they joined the course also showed strong motivation and persistence. For example, Amy initially enrolled in first-semester Korean because her friend from high school, who went to a university where no Korean course was offered, wanted her to "learn Korean for her." Once she began the course, she instantly fell in love with K-pop music and K-dramas and wanted to understand them better. For a course requirement, she met a Korean language partner who, in turn, introduced her to many other Korean friends. As an international student from Africa, she felt culturally closer to Koreans than Americans and she began to socialize with a group of Korean friends, who often talked only in Korean among themselves. Therefore, understanding the language and culture of those Korean friends became of great interest to her. With a more developed interest in Korean language and culture, she expected to study Korean over a longer term, including studying abroad and teaching English in Korea. All these examples contrast with the case of Emma in the previous section, whose interest did not develop further than K-pop and who discontinued the course only after a semester.

When *interest in language* and *interest in culture* were compared, it is interesting to note that *interest in language* had a stronger association both with *motivation* (r_s = .73) and with *demotivation* (r_s = -.39) than *interest in culture* (r_s = .55 and -.29, respectively) although students as a group showed similarly high interest both *in language* and *in culture*. In fact, *interest in Korean language* showed the strongest positive association with *motivation* and the strongest negative association with *demotivation* among all 15 cognitive, affective, orientation-related, attitudinal variables. Since this study measured *motivation* and *demotivation* in view of classroom "language" learning, the results seem sensible. The qualitative data further contextualizes the results. The participants who revealed a strong linguistic interest in their written narratives and/or interviews also share other learner characteristics. They were autonomous, highly self-regulative, and self-reflective on their own progress in learning Korean, which are all manifestation of motivated behaviors. For example, fourth-semester participant Mark, who chose to learn Korean because he felt an inexplicable attraction to the tone and articulation of the sounds in Korean, self-studied the grammar extensively outside of class and found ways to improve his Korean by

making it a rule to write a weekly Korean essay and submit it to his TA. Olivia, who, according to her own estimation, showed high aptitude in language learning, was never satisfied with her excellence in class and continually reflected on her progress and competence in Korean. Specifically, she compared herself to the native-speaker norm to direct her effort. It seems that the intrinsic enjoyment of learning a foreign language among students with a high linguistic interest led them toward a more positive mind-set and more motivated behaviors. In terms of learning persistence, the difference between continuing and discontinuing students in *interest in language* reached marginal significance after the Holm-Bonferroni correction while the between-groups difference in *interest in culture* did not. These results may suggest the relative precedence of linguistic interest over cultural interest in terms of motivational intensity and learning persistence.

5.3 Orientation and motivation to learn Korean

Gardner (2010) defined orientation as "an inclination, the underlying force directing the choice of the particular reason" (p. 16). In the present study, based on SEM (integrative/instrumental), SDT (intrinsic/extrinsic), and L2MSS (ideal L2 self/ought L2 self), six orientation-related variables were examined to understand the underlying impetus that directed introductory-level students' motivation to learn Korean (i.e., choice, effort, and persistence). They were *intrinsic orientation*, *integrative orientation*, *instrumental orientation* (equivalent to *external regulation*, the most extrinsic type of motivation in SDT), *imagined L2 self* and *immersion orientation* (two representative aspects of ideal L2 self), and *ought-to L2 self*. Since motivation to learn a foreign language often involves complex and multi-faceted motives, the underlying structure of these six orientation-related variables were explored with a factor analysis. The result revealed two factors: the one that was determined by *integrative orientation, intrinsic orientation, immersion orientation, imagined L2 self,* and *instrumental orientation*; and the other that was defined by *ought-to L2 self* alone. The variables comprised under the former factor reflected self-generated internal interest, vision, goals, and desires, while the variable expressed in the latter factor related to other-directed external reasons of FL study, such as obligations and responsibilities.

Previous research on motivational orientation demonstrated a strong correlation between *integrative orientation* and *intrinsic orientation* (Noels, Clement & Pelletier, 2001) and between *integrativeness* and *ideal L2 self* (Ryan, 2009; Taguchi et al. 2009). The present study confirmed that *intrinsic orientation, integrative orientation*, and the *ideal L2 self*, as was expressed in *immersion orientation* and *imagined L2 self*, indeed shared commonalities although each of the orientations reflected a different motive to pursue foreign language study. In this study, *instrumental orientation* (e.g., expecting material or career benefits) was also found to share some commonalities with *intrinsic*, *integrative*, and *ideal-L2-self-related orientations*. Dörnyei (2009) assumed that *instrumental orientation* with a promotion focus (e.g., achieving professional success) would be related to *ideal L2 self*, while *instrumental orientation* with a prevention focus (e.g., not failing exams) would be related to *ought-to L2 self*. Taguchi et al. (2009) provided somewhat mixed support for this claim. However, Dörnyei's (2009) explanation helps to understand the result of the present study. As a case in point, *instrumental orientation*, when it was based on respondents' aspirations and accomplishments, was part of the same factor as the other orientations that featured a promotional focus and positive affect.

Intrinsic, integrative, imagined L2 self, immersion and instrumental orientation all concerned positively-conceived aspects of the current and future self. *Imagined L2 self, immersion orientation*, and *instrumental orientation*, which were core components of the *ideal L2 self* in L2MSS, related to future-oriented self. In contrast, *intrinsic orientation* was likely reflected the current self, which involved current interest and enjoyment. *Integrative orientation* embraced both the current and the future self because it could concern both ongoing integrative desires and the future-oriented ideal self. Even as all orientations shared as a common feature, the importance of a positive conception of self, each orientation tapped into different types of motives and aspects of self. In the following sections, I will discuss each motivational orientation individually.

5.3.1 Intrinsic orientation

Intrinsic orientation, which bespoke an aspect of learners' current self (what they enjoyed doing), received the highest score (*Mdn* = 4.83 out of a maximum of 6) among the six orientation variables. This

result aligns with previous research that Korean or LCTL students chose to learn the TL mostly to satisfy a personal interest (e.g., Jee, 2015; Murphy et al., 2009). It also could relate to the high interest in Korean language and culture that was measured among the participants in this study, as explained in the previous section. Interestingly, however, (1) *intrinsic interest* showed a slightly weaker association with *motivation* (r_s = .61) than *imagined L2 self* (r_s = .70) and *integrative orientation* (r_s = .68); and (2) the difference between continuing and discontinuing students in their respective *intrinsic orientation* (*d* = .65) was smaller than that of *integrative orientation* (*d* = 1.00)*, immersion orientation* (*d* = .86), and *imagined L2 self* (*d* = .78). In other words, the impact of *intrinsic interest* on motivational intensity and persistence was not as strong as that of *integrative orientation* or the *ideal-L2-self-related orientations*. These results are similar to Noels et al. (2000), who found that the correlation between intention to continue FL study and *intrinsic motivation* was weaker than that between intention to continue FL study and *identified regulation* (i.e., the most self-determined form of extrinsic motivation involving personally valued goals). They interpreted this result in a manner that has some bearings on the present study:

> On a more practical level, this finding might suggest that those who naturally enjoy the feeling of learning an L2 may not necessarily feel personally involved in the learning process; they may view language learning as a puzzle or a language game that has few repercussions in everyday life. To foster sustained learning, it may not be sufficient to convince students that language learning is interesting and enjoyable; they may need to be persuaded that it is also personally important for them. (p. 75)

5.3.2 Ideal L2-self: Imagined L2 self and immersion orientation

Imagined L2 self was the variable with the next highest score (*Mdn* =4.75 out of a maximum of 6) after *intrinsic interest*, and followed *immersion orientation* (*Mdn* = 4.67). These scores indicated that the study participants as a group showed moderately high expectation of becoming fluent speakers of Korean and could quite envision themselves communicating in Korean while traveling and living in Korea. In L2MSS studies such as Ryan (2009) and Taguchi et al. (2009), both the vision of the proficient L2 self and of sojourning in the TL country were central to the future-oriented *ideal L2 self*. Since vision related to *ideal self* has strong motivational power according to Dörnyei and Kubanyiova (2014), the positive

vision of the *ideal L2 self* that the participants in this study held, may partly explain the strong motivation that they also demonstrated.

With regards to the association between, *imagined L2* self and *immersion orientation*, respectively, and *motivation*, the former was stronger than the latter (r_s = .70 vs. r_s = .51). However, when comparing continuing and discontinuing students, the difference between the two groups was greater in *immersion orientation* (*d*= .86) than in *imagined L2 self* (*d*= .78). These results may suggest that a positive vision of achieving L2 proficiency exercised a stronger influence on *motivation* (i.e., motivated mind-set and behaviors), while seeking immersion experiences had a greater impact on the decision to continue. Indeed, in the qualitative data, the participants who already had set themselves the explicit goals to live in Korea for a longer period of time (e.g., study abroad and teach English abroad) also expressed the intention to take Korean courses longer (or at least until the semester before leaving for Korea). Their goal was to equip themselves with the linguistic skills that would enrich their experiences in Korea. As university students of Korean who could foresee realistic opportunities to go to Korea, the future self-image of living, traveling, studying, and working abroad in Korea was perceived as highly plausible. In turn, this plausible immersion goal, for some participants, was incorporated into their current selves already. Since plausibility, vividness, and regular activation in a learner's working self-concept are known to be important conditions for the *ideal L2 self* to have maximal motivational power (Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011), highly plausible immersion opportunities seemed to provide ongoing motivation to continue. Another condition for optimal motivation cited by Dörnyei and Kubanyiova (2014) was that "the desired future self-image is offset by a counteracting feared possible self in the same domain" (p.14). It was interesting to observe in interviews that quite a few participants who sought immersion experiences also revealed an associated feared possible self, which, conversely, energized them to continue learning. For example, Amy due to her incompetence in Chinese once had a frustrating experience in a taxi during her summer study abroad in China. As she planned to study or teach abroad in Korea in the near future, her wish to avoid similar frustrating experiences motivated her to learn more Korean. In the case of Grace, who originally had the intention to drop the course after a

semester because the course at first was difficult for her, setting the goal to study abroad in Korea motivated her to continue because she was afraid that she would forget everything and could not function well in Korea unless she kept on taking courses.

5.3.3 Integrative orientation

Integrative orientation was moderately high (*Mdn* = 4.50 out of a maximum of 6), among participants taken as a whole group, but received a lower score than *intrinsic orientation*, *imagined L2 self*, and *immersion orientation*. When examining the association of *motivation* with *integrative orientation* (r_s = .68), however, it proved to be strong and ranked third from the top following the association of *motivation* with *interest in Korean language* (r_s = .73) and that with *imagined L2 self* (r_s = .70). In addition, the difference in *integrative orientation* between continuing and discontinuing students (*d*= 1.00) was the largest among the six orientation variables; in fact, the difference was the second largest among all 17 variables, immediately following *indication of motivation* (*d*= 1.01). In other words, *integrative orientation* was strongly interacted with *motivatio*n and it also marked one of the salient differences between continuing and discontinuing students.

In the qualitative data, I could confirm that integratively-oriented participants had strong motivation and intention to persist in their study of Korean, in some cases even in the face of unfavorable circumstances. For example, Sam's (fourth-semester) strong wish to interact in Korean with his taekwondo master, his "childhood hero" and mentor, prompted him to continue taking courses in Korean, even though he occasionally felt intimidated by superior peers (e.g., heritage learners). He reported that he did not start to really enjoy Korean class until third semester because of the "cliquey" atmosphere that he perceived and the ensuing loneliness that he felt during the first two semesters. Since taekwondo was "a really important part" of his life, his desire and joy in interacting with taekwondo people and participating more fully in the taekwondo community surmounted his negative affect in class, which propelled him to continue taking the course. Another integratively-oriented participant Amy, whose comments were discussed in the previous section as well, began learning Korean with an externally-derived reason (learning Korean as a favor for her friend) but developed stronger motivation and the

intention to continue when she developed a cultural affinity for a group of Korean speaking friends on campus. In the case of heritage learners, most of them showed a strong integrative orientation from the onset, but the ones who felt a renewed sense of reconnection with their family and relatives through learning Korean (e.g., HLLs with one Korean parent), as compared to the other HLLs who joined the class mostly to "sharpen their language skills" (e.g., Mia), demonstrated greater integrative orientation that accompanied a strong motivation and the intention to persist. For example, Nora, who visited her Korean family including her mother after 13 years of separation, described that this new bond with her mother and mother's side of family motivated her to learn Korean. She wrote in a narrative:

> Just today, my cousin Ji Un and I were talking on Facebook and it served as a simple but perfect reminder of my greater purpose in learning Korean. I updated her on how my class was going and she responded almost immediately: "한국어 너무 잘 해요! 언니, 빨리 한국 오세요! (You are very good at Korean! Sis, hurry and come to Korea!)" It is because of family members like her that I am motivated to do well in Korean and "hurry and come to Korea." I hope to honor my family, express gratitude for our rich heritage, and follow my heart that is calling me to connect with Korea in any way that I can.

Integrative orientation was also observed among the participants who did not have a tangible TL community to participate in or TL people to interact with in their immediate environment. Even under such restrictive circumstances*, integrative orientation* still appeared to be a strong driving force. For instance, Grace, a Hmong descendent, was a long-time K-drama fan. In an interview, she described that Korea as portrayed in K-dramas sometimes felt like a place representing Asian ideal that she dreamed to belong to. Although she did not enjoy foreign language learning in general and felt "overwhelmed" at first in learning Korean, her orientation toward the imagined community (i.e., Korea) encouraged her to seek opportunities for interaction and integration such as study abroad, and energized her to exert more effort and to persist. As Pavlenko and Norton (2007) argued, "our orientation toward such imagined communities might have just as much impact on our current identities and learning as direct involvement in communities of our everyday life" (p. 670).

Integrative orientation, as was operationalized in this study, reflected both the current values and future-oriented ideals toward interaction with and integration into a TL-speaking community. The desired self-image that involved not only future ideals but also currently valued goals may explain the strong motivational power of *integrative orientation*, especially in relation to the decision to continue learning. In addition, *integrative orientation* often entailed a sense of identity (Gardener, Masgoret, Tennant & Mihic, 2004), as the qualitative data showed and which may also explain the motivational capacity of *integrative orientation*. Dörnyei (2010) attempted to reframe L2 motivation with L2MSS by reinterpreting *integrativeness* as a facet of the ideal L2 self, but based on the findings of this study, I would like to argue that this reinterpretation may not capture *integrative orientation* in its fullness because its strong ties to one's current self and identity might not be sufficiently considered in the L2MSS framework.

5.3.4 Instrumental orientation

Instrumental orientation showed only a moderate score (*Mdn* = 3.67). Its median was significantly lower than that measured for *intrinsic, instrumental, imagined L2 self*, and *immersion orientation*, although it was comprised under the same factor as *intrinsic, integrative, imagined L2 self*, and *immersion orientation*. Continuing students did not show a significant difference from discontinuing students in *instrumental orientation* (*d*= .30). In addition, the association of *instrumental orientation* with *motivation* was significant but weak among the whole group (r_s = .25), and was almost non-existent among discontinuing students (r_s = .08). In other words, the expected benefits of knowing Korean did not provide sufficient incentives to learn Korean in general. These results indicated that few participants in this study chose to learn Korean mainly for utilitarian reasons, as well as that first- and second-semester students as a group might not yet be aware of or did not yet value the practical benefits that learning Korean might bring.

Those who showed high *instrumental orientation* were usually the ones who planned to study or work abroad in Korea. However, the qualitative data revealed that these plans aimed at personal growth and usually did not relate to professional or career goals, as Olivia described in her written narrative:

> As much as I enjoyed Korean dramas, there's no way that the ability to watch a TV show sans subtitles would be enough for me to justify the time and effort involved in learning a foreign language. But my searches on the internet led me in yet another direction. […] I had stumbled upon a community of American bloggers who were teaching English in Korea. I read their posts, their experiences, their frustrations and their rewards. I looked into the actual logistics of it all: decent pay with benefits, roundtrip airfare, living arrangements provided. Korea suddenly became real to me in a way that it had not before. It was no longer just a place on the map, a paragraph in our history books, or the place that mass produced all these addictive dramas. It took on a more definite shape in my mind and even within my own life's plans. I've always yearned to travel and to live abroad and experience cultures different from my own. I've always thought the experience would broaden my horizons and build character. I'd have to adjust myself to fit in in another place, another culture, as a minority within that group. I resolved I would take advantage of this opportunity after graduation, and that I'd take it seriously- as an opportunity to teach, to learn, and to grow.

Strong *instrumental orientation* was often related to personal interest and desired self, as was evidenced in the Olivia's quote above. This connection could explain why the same factor comprised *instrumental orientation* together with *intrinsic, integrative, imagined L2 self*, and *immersion orientation.* At the same time, this tendency could have motivational consequences. *Instrumental orientation*, which involved mainly the skills navigating everyday life in Korea rather than the skills necessary for career advancement and professional use, might compromise the ultimate level of proficiency to which these learners aspire.

5.3.5 Ought-to L2 self

Ought-to L2 self received a significantly lower median score (*Mdn* = 2) than any of the other orientation-related variables. *Ought-to L2 self* was not a motivator for most of the participants in this study since only 10% responded with a score higher than 4 (out of 6). Continuing students and discontinuing students did not reveal a significant difference in their *ought-to L2 self* scores (*d*= .24). As a whole group, *ought-to L2 self* was not significantly associated with *motivation* (r_s = .14) or with *demotivation* (r_s = .11). In general, other-directed external reasons (i.e., the sense of obligations and/or responsibilities) did not influence to an appreciable degree participants' motivation to learn Korean. Participants' demographic characteristics and the status of Korean language in the U.S. and academic setting could provide an explanation regarding their low *ought-to L2 self* scores. The participants in this

study were university students, who were able to make academic choices quite independently from other important people in their lives, e.g., their parents. What is more, most of the participants had chosen to learn Korean out of personal interest without attention to utilitarian objectives (e.g., fulfilling program requirement, financial benefits, etc.). Participants were unlikely to expect negative outcomes if they had chosen not to learn Korean well. Whenever a study involved university learners in an English speaking country and a language with less immediate applicability, the findings were similar. For example, Busse and Williams (2010) found that a salient ought-to L2 self was absent among first-year students of German at English universities and concluded that the *ought-to self* seemed conceptually different from *intrinsic motivation, ideal self, instrumental reasons, and integrative reasons*.

One notable result in this study was that the relationship between the *ought-to L2 self*, on the one hand, and, on the other hand, students' *motivation* and *demotivation* represented differently among continuing and discontinuing students. In the continuing group, *ought-to L2 self* showed a weak but positive correlation with *indication of motivation* (r_s = .28) and showed nearly no correlation with *indication of demotivation* (r_s = .015). In the discontinuing group, on the contrary, *ought-to L2 self* showed the second strongest positive correlation with *indication of demotivation* (r_s = .48) but showed nearly no correlation with *indication of motivation* (r_s = .02). In other words, continuing students were likely to perceive other-directed expectations as encouragement, while discontinuing students were likely to perceive them as stress. This result suggests that a similar kind of external pressure could be perceived differently by continuing students and by discontinuing students, and these differences in perception could lead to different motivational processing.

According to Oyserman and Markus (1990), negative feared self could provide energy and persistence. Based on this proposal, Dörnyei and Kubanyiova (2014) suggested that counterbalancing the *ideal L2 self* with the *ought-to L2 self* could create motivational effectiveness. Although the learners of Korean in this study were identified with no salient *ought-to L2 self*, it may prove useful to foster in language learners a positively-conceived *ought-to L2 self* that the learners themselves value, as Jones (cited in Dörnyei and Kubanyiova, 2014) suggested.

5.4 Korean learning experiences and motivation to learn Korean

This study examined the participants' Korean learning experiences in terms of their appraisal of their immediate learning environment (i.e., attitude toward courses, teachers, and peers), as well as of their cognitive and affective reactions to their learning experiences (i.e., L2 self-confidence as a learner and user of Korean, anxiety during class, and anxiety while using Korean outside the classroom). With regards to the unique educational setting of introductory Korean courses at the research site (three large-group lecture classes and two small-group discussion classes per week), motivational implications of the different instructional types were also explored. The three themes of appraisal of the immediate learning environment; cognitive and affective reactions to the learning environment; and motivational implications of the different instructional types will be discussed, respectively, in the following sections.

5.4.1 Appraisal of the immediate learning environment: Attitudes toward courses, teachers, and peers

The participants as a group in this study revealed highly positive *attitude toward teachers* (*Mdn*= 5.17 out of a maximum of 6) and *attitude toward courses* (*Mdn*= 5.05). Their *attitude toward peers* (i.e., perception of their relationship with their classmates) were also positive (*Mdn*= 4.75). When continuing and discontinuing students were compared, the two groups did not reveal a statistically significant difference in *attitude toward teachers* (d = .40), but they showed significant differences in *attitude toward courses* (d = .58) and in *attitude toward peers* (d = .53), at least before the Holm-Bonferroni adjustment. In other words, continuing students and discontinuing students evaluated their teachers, courses and peers similarly positively, although continuing students showed slightly more positive attitudes toward the courses and peers than did discontinuing students.

Attitude toward courses (r_s= .49) was moderately associated with *motivation*, while *attitude toward peers* (r_s= .36) and *attitude toward teachers* (r_s= .35) were weakly but statistically significantly associated with *motivation*. When these correlations were compared with interest-related variables and

orientation-related variables, the immediate learning environment did not seem to exert as much influence on *motivation* as did self-valued goals or a more fully developed intrinsic interest. With regards to *demotivation*, a less favorable *attitude toward courses* (r_s= -.392) was one of the top two variables in terms of their interaction with *demotivation*. A less positive *attitude toward peers* (r_s= -.24) was weakly but significantly associated with *demotivation,* but a less positive *attitude toward teachers* (r_s= -.21) was not associated with *demotivation* at a significant level (refer to the discussion in 5.1.3).

In their written narratives and interviews, several participants mentioned their teachers in the context of their positive classroom learning experiences. Some of the merits of teachers that the participants listed were: "helpful and passionate" (Mark, fourth semester); "upbeat, welcoming, and kind" (Kelly); "approachable and open" (Susan); "patient" (Natalie); "enthusiastic, funny, positive," "a good sense of humor" (Alice); and "a spunky personality that made the class funny and interesting" (Mia). Other positive adjectives to describe their teachers included: "nice" (Luke); "lovely" and "fantastic" (Paul); and "awesome" (Emily). A few participants initially had worried that teachers would be "intimidating" (Alice) and "harsh like his Korean Hapkido masters" (Paul), but they instantly abandoned this fear when they joined the course. Ryan was thankful for his teachers for providing a learning environment that was "safe, accepted, challenged, and encouraged" and added that he "put forth much effort to reciprocate that energy." Kelly appreciated teachers' effort to present materials in learnable and manageable chunks, due to which she could learn better. Alice enjoyed the mutual respect between teachers and students when they shared differences in culture between South Korea and America beyond language learning. Although the quantitative results in the present study indicated that *attitude toward teachers* did not interact strongly with either *motivation* or with *demotivation*, the qualitative data suggested that good teachers (e.g., as expressed in the teacher's personality, his/her teaching style, and his/her relationship with students, as listed by Dörnyei, 2003) and the perception that the teacher was

committed to teaching[74] (see Matsumoto, 2011 for a similar finding) seemed to contribute to students' positive learning experiences, which in turn may have influenced their motivation positively.

The quantitative results suggested that *attitude toward peers* could be slightly more decisive than *attitude toward teachers* in the association with *motivation* or with *demotivation,* as well as in the decision to continue or discontinue. In the second written narratives that asked the participants to reflect on their learning experiences, 'classmates' was one of the most frequently mentioned themes. Students held more varied attitudes toward their peers even as they held quite uniformly positive attitudes toward their teachers. As a result, participants' relationships with or perceptions of their classmates seemed to exert either a positive or a negative influence on motivation.

Many participants reported that they enjoyed Korean class not only for the purpose of learning Korean but also for that of making friends. Stella, who initially did not have any other expectations from the course other than learning Korean, found new friends and with them gained enjoyable new experiences (e.g., "researching into the Korean nightlife, going to Korean restaurants in the city and trying the food we read about in class"). Mia acknowledged her classmates to be one of the major reasons why she enjoyed Korean class: "Everyone was so kind and silly. They were all very open-minded and I made a few good friends. I am hoping that we will remain in touch even though the year is over." Alice, who wanted to find a community of her own as a first-year student, wrote that taking Korean classes "helped connect with a group of friends on a large campus." For another first-year student, Kelly, Korean class was a place to make new friends with whom she shared common interests (i.e., "we want to learn Korean and get better at speaking and understanding it"). For her, to continue taking Korean also meant to continue building friendships within the Korean classroom community. Linda, another first-year student, also emphasized the positive motivational influence of peers that extends beyond the classroom itself.

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[74] Alice expressed an interesting view on Korean teachers' commitment: "I don't think I've ever had so much learning in a foreign language before. I believe that the professor had a lot to do with it. Most people say that because it was closed off from the rest of the world for so long, Koreans really appreciate people taking the time to learn their language and I think it shows with my professor and TAs. They're as enthusiastic to teach about their language and culture as I am to learn it."

> Korean the language itself is not only fun, but the people in the class are very interesting as well. […] Because of the small class size, it is easier to bond on similar interests. Each and every semester we end up being in the same lecture and eventually the same discussion as well. I feel connected with my classmates and I feel comfortable with myself in that class, since we are pretty much all friends with one another. As students studying Korean, we try to not only bond in class, but we also try to find ways to hang out outside of class. This week after the final for our Korean class, some of us are planning to eat at a Korean restaurant slightly off campus. In that class, I enjoy sharing what I want to do in the future in Korea. For me, I personally just want to travel, but it's interesting to see how others want to take on careers in teaching or even considering living there for several years.

As previous research on group cohesion has suggested (e.g., Clément, Dörnyei& Noels, 1994; Dörnyei, 2007), a close relationship with classmates and a feeling of belonging together as group appeared to create a positive learning environment that was conducive to learning for these participants.

In contrast, there were also students who wrote about discouraging and frustrating experiences with their peers. Natalie complained about those of her peers who were already good at Korean but had nevertheless registered for a first-semester course because, in her eyes, these students "moved the curve." Sam (fourth-semester) also reported frustration toward so-called false beginners in his class: "The Korean-American students who could already read and write and understand seemingly everything my professor said were so discouraging." Both Natalie and Sam lost self-confidence when they compared themselves with more competent peers. In a mirror image reaction, there were also students who felt frustrated with peers whom they perceived to be less competent by comparison to themselves. Although Olivia felt "camaraderie" toward her classmates, she reported frustration when she practiced speaking in pairs:

> I am eager to engage in actual, spontaneous conversation in Korean. But, when we practice speaking skills, it tends to be heavily scripted. Even in the more creative tasks which offer more flexibility, if I stray too far from the script, I'm met with blank stares from many of my classmates. I then find myself translating back in English. It can be quite frustrating.

Mark (fourth semester), who also enjoyed engaging in more creative and meaningful conversations, complained about pair work when he had to collaborate with seemingly less competent peers:

> I was paired up with the same few people, who had some difficulty speaking in Korean spontaneously. It is definitely untrue that I was not willing to assist them—in fact I am—but

> when it comes to conversation and not grammar, all it takes is by experience and not teaching/tutoring/helping. So I was glad to be able to work with classmates with lower grasp during other class activities but conversation.

He wished for his TAs to pair up students with similar conversational skills. Although negative experiences involving peers such as the ones exemplified above may not be a determinant source of demotivation or a critical reason for discontinuing, they certainly created negative emotions, such as anxiety and boredom, which, in turn, could harm situated, if not global, motivation.

In written narratives and interviews, most participants demonstrated a favorable appraisal of courses that was often associated with their an equally positive appraisal of teachers and peers, in addition to the satisfaction of learning what they personally liked and voluntarily chose to do. Negative attitudes toward the course were usually found among those who perceived their competence as very low or very high when they compared themselves to their peers. These two groups showed opposite perceptions of the same phenomena in class: For example, while the pace was too fast for Natalie, who considered herself less proficient than her peers, was too slow for Lisa, Olivia, and Mark (fourth-semester), who considered themselves as more proficient than other students. Similar disagreement was observed for the teachers' use of English, which John considered essential and helpful for learning and Lisa as an impedimental to optimal learning; quizzes appeared to be very frequent and challenging to Natalie even as the course requirements were not challenging enough for Lisa and Olivia. Of these two diametrically opposed groups, the group that considered itself particularly proficient was also more critical of class. Nevertheless, most of these critically inclined students also chose to continue. In contrast, students who perceived their competence as very low often expressed frustration with themselves rather than blaming the class but they were also more likely to discontinue than their peers in the course. These insights appear to reflect how the discontinuing and continuing groups differed in what variables, respectively, predicted *demotivation*. Among discontinuing students, self-concept related variables (e.g., less positive *L2 self-confidence* and high *use anxiety*) were significantly associated with *demotivation*, whereas, among continuing students,

learning situation related variables (e.g., less positive *attitude toward course* and high *class anxiety*) showed significant association.

5.4.2 Cognitive and affective reactions to the immediate learning environment: Class anxiety, use anxiety, and L2 self-confidence

Students' positive feelings toward their teachers, peers and courses, as discussed in the previous section, were also reflected in moderately low *class anxiety* (*Mdn*= 2.86 out of a maximum of 6) among the participants in this study. Both continuing students (*Mdn* = 2.79) and discontinuing students (*Mdn* = 3.29) showed moderately low *class anxiety* and the between-groups difference did not reach statistical significance. Frantzen and Magnan (2005) reported that students cited "a sense of classroom community" and "a good teacher" as the top two reasons why they felt comfortable in class. The qualitative data in the present study provided similar findings. For example, Mia, a Korean-American student who had reported inhibitions in speaking Korean due to her accent, wrote: "I felt more comfortable speaking during discussion because everyone else had it too, and I knew they wouldn't judge me." Olivia also described how a comfortable atmosphere and a sense of community created an anxiety-free learning environment:

> The classroom atmosphere is relaxed and positive. One thing about taking Korean, as opposed to more popular languages like Spanish or French is that you tend to have more of the same students in your class from on semester to the next. Thus, although you may not necessarily become close friends with all of your classmates, there's nonetheless a comfort and camaraderie that steadily builds as time goes on. As you witness everyone's progress, it gives the feeling that you are on a sort of journey together all working towards the same goal. In this kind of environment, there's little anxiety and you can feel free to learn even if you make mistakes along the way.

Many students appreciated not only their peers but also their teachers for providing a safe learning environment that was unlikely to induce anxiety (see the examples in the previous section).

However, an anxiety-free atmosphere was not always perceived as positive or conducive to learning. The pervasive low level of class anxiety allowed students who had competing everyday duties to come to class ill prepared. As a consequence, some students took away the perception that the class was not challenging and motivating. Lily, who wished that each class had pushed her to learn the language better and to use it more, described her belief that a constructive form of anxiety could be motivating:

> It is true that low-anxiety environments are often good for language learning. But high expectations and being pushed to use the language, which often creates a bit of stress, seem like a healthy form of stress or pressure. This kind of pressure, could exist simultaneously with a low-stress environment; the stress being low in that you knew you wouldn't be laughed at or reprimanded for making mistakes.

This potential facilitating role of anxiety was also evidenced in other previous studies (e.g. Frantzen and Magnan, 2005; MacIntyre & Gardner, 1991). In the study of Spielmann and Radnofsky (2001), the term tension, instead of anxiety, was used. This study indicated that adequate cognitive euphoric tension could contribute to positive learning experience and best possible balance of cognitive and affective euphoric tension, achieved by instruction, could support satisfactory development of emerging L2 self.

The participants' reported *use anxiety* (*Mdn*= 4.0) was at a moderate level but significantly higher than *class anxiety*. In other words, students generally felt comfortable and safe to speak Korean in class, but interaction in Korean outside the class triggered higher levels of anxiety. It is interesting to note that, contrary to what was observed for *class anxiety*, continuing students (*Mdn*= 4.0) showed slightly higher *use anxiety* than discontinuing students (*Mdn*= 3.75) although the between-groups difference did not reach statistical significance. The data obtained from written narratives and interviews revealed that continuing students often had more frequent and meaningful interactions with speakers of Korean outside the class, which may explain the higher levels of *use anxiety* that was reported among continuing students. Both continuing students' higher frequency of contact with speakers of Korean and their more personal investment in these interactions may explain why they felt more anxious when using Korean outside of the instructional setting. Although both continuing and discontinuing students had been obliged to meet with a Korean-speaking language partner[75], it seemed that the former sought out additional opportunities for interaction. With their language partners, they tried out novel forms of the language and welcomed corrective feedback even if they found speaking Korean with native speakers somewhat intimidating. By comparison, discontinuing students seemed to have regarded their meetings with the language partner as

[75] The language partners were international students from Korea on campus. The students could find a language partner on their own through personal connections. Sometimes the professor helped students to find a partner.

merely a mandatory exercise. During interviews, quite a few of the discontinuing students reported that many of these meetings were almost entirely conducted in English; treated as an opportunity to ask grammar questions or to be helped with homework. Interestingly, although the correlations were extremely weak and not significant among both continuing and discontinuing group, *use anxiety* was positively associated with *motivation* among continuing students (r_s = .02), whereas the association was negative among discontinuing students (r_s = -.07). This result may suggest that use anxiety had facilitating effects for continuing students but debilitating consequences for discontinuing students.

The behavioral differences between continuing and discontinuing students, described above, may be explained by their different levels of *L2 self-confidence*. After the Holm-Bonferroni adjustment, the *L2 self-confidence* score of continuing students (*Mdn*= 4.13) was higher at a marginally significant level than that of discontinuing students (*Mdn*= 3.25). Low *L2 self-confidence* may lead students to avoid using the language, which in turn may deprive them of learning opportunities and a feeling of achievement. Previous research on perceived self-confidence indeed suggested a link to Willingness to Communicate (MacIntyre, Dörnyei, Clément & Noel, 1998). Perceived self-confidence was also found to be associated with attitude, effort, and motivation (Clément et al., 1994; Pyun et al., 2014). The findings in the present study are similar to these of previous studies in that *L2 self-confidence* correlated significantly and positively with *motivation* and significantly and negatively with *demotivation* (refer to the discussion in 5.1) and that *L2 self-confidence* (e.g., perceived competence) influenced students' attitude (refer to the discussion in the previous section and 5.5.1).

Sam (fourth-semester) explained in his own words how affect such as anxiety and confidence could influence students' learning experiences and motivation: "Going to Korean class has the potential to be the best and worst part of my day in that it was easy to embarrass yourself messing up publically or you could have a blast talking to classmates."

5.4.3 Motivational implications of instructional type: Large lecture vs. small discussion

The participants in this study revealed different attitudes toward large lectures as compared to small discussions. As a whole group, *attitude toward lecture* was more favorable than *attitude toward*

discussion; furthermore, *attitude toward lecture* showed a stronger association both with *motivation* and *demotivation* than did *attitude toward discussion*. When continuing and discontinuing students were separated, continuing students rated *attitude toward lecture* (*Mdn*= 5.43) more positively than *attitude toward discussion* (*Mdn*= 5.14) at a statistically significant level, while discontinuing students rated *attitude toward discussion* (*Mdn*= 4.93) more positively than *attitude toward lecture* (*Mdn*= 4.71) although this difference was not statistically significant. When continuing and discontinuing students were compared, continuing students rated *attitude toward lecture* statistically significantly higher than did discontinuing students (*d*= .61). The more favorable score in *attitude toward discussion* by continuing students did not reach statistical significance (*d*= .26). Among continuing students, *attitude toward lecture* (r_s= .43) showed a stronger association with *motivation* than did *attitude toward discussion* (r_s= .34), while *attitude toward discussion* (r_s=-.28) showed a slightly stronger negative association with *demotivation* than *attitude toward lecture* (r_s=-.25). These associations were all statistically significant except for the association between *demotivation* and *attitude toward lecture*. In contrast, among discontinuing students, *attitude toward discussion* (r_s=.19) showed a slightly stronger association with *motivation* than did *attitude toward lecture* (r_s= .15), while *attitude toward lecture* (r_s= -.29) revealed a stronger negative association with *demotivation* than did *attitude toward discussion* (r_s= -.08). None of these associations were statistically significant.

The qualitative data provided context for these results. In interviews, there were quite a few discontinuing students who expressed a preference for a small discussion class. Natalie, who believed "language is not my skill," preferred discussion because she could have "a lot of personal time" and chances to individually interact with her TA to ask questions. She did not appreciate the instructional style that a large lecture had to employ, describing it as "old school style, not my style," and wished she had had more discussion than lecture. Emma, too, preferred a small class because "it's easier to ask questions right there when you have a question" and "you just get personal with the people around you so you can ask some for help if you want a help." Stella confessed that she was often distracted and chat with her friend during lecture because she "didn't feel she was that much responsible to participate." Due

to the large class size, she did not get attention from the others even when she had to speak out in class during lecture. In contrast, she was "always into the teacher" and wanted to do well in discussion because classmates who knew her well were listening to her when she spoke out. The examples above indicated that getting more personal in small class seemed to provide motivation to work harder for these discontinuing learners. As was discussed in the previous section, there were quite a few discontinuing students who displayed a lower level of *L2-confidence*. Small classes seemed to be more conducive to learning for students with a low *L2 self-confidence* because students could receive more personalized attention from teachers; they could get help from peers through collaborative activities; and the familiarity and intimacy with peers and perhaps also with the teacher in small class may also ease the class-related anxiety.

Even among continuing students, intimacy that a small class could provide triggered more positive emotion toward their learning. Sam, a fourth-semester student, described how the class sizes affected his emotion in the following quote:

> Unfortunately, it was also really awkward. There were some students who had already had a lot of Korean language experience and a lot of people took the class with their friends. In a class of around sixty people, being one of the only people who is taking the class by yourself is uncomfortable. I usually sat toward the front and was always by myself. The cliquey aspect of Korean class was very discouraging and sometimes I felt like I didn't belong there. Luckily, I got over that toward the second semester and the class shrunk to close to a quarter of what it started as. The intimacy of a class of 13 or so made it the only class I actually developed regular friendships with my fellow students.

Although continuing students did not directly mention why they maintained more favorable attitudes toward lecture than discussion, I could infer a few reasons in their written narratives and interviews. Continuing students in general enjoyed learning new things and developing larger linguistic repertoires (i.e., new grammar) to express themselves more efficiently. Lecture classes, in which new learning materials were covered, might have stimulated these learners' motivation more strongly than did discussion classes, in which practice and review activities were planned. In addition, the perception of the professor as a more knowledgeable figure, compared to TAs, also might have influenced their attitudes, as

Mark (fourth-semester) complained that he was often referred to professor when he asked grammar questions to his TA in discussion.

5.5 In-class learning goals and motivation to learn Korean

The goal questionnaire used in this study served two purposes: The first part of the questionnaire investigated what in-class learning goals students in this study valued; the second part explored the timeframe within which students believed they could achieve these goals. The same 21 in-class learning goals were listed in both parts of the questionnaire, except that the first part included one more item, i.e., the goal of receiving a grade of A. An exploratory factor analysis of the goal importance yielded seven factors, namely, *everyday use, academic/professional use, vocabulary and pronunciation, grammar, culture, understanding media,* and *grade A*.

When the goals were compared against each other: (1) Getting a *grade of A* was a significantly more important goal than being able to *understand media*, *learning culture*, and being able to *use Korean academically or professionally*; (2) being able to *use Korean for everyday purposes* was significantly more important than being able to *use Korean for academic or professional purposes*; and (3) learning linguistic elements such as *grammar, vocabulary, and pronunciation* was significantly more important than *learning culture*. When the goal importance scores were compared between continuing and discontinuing students, *only vocabulary/pronunciation* goal revealed a significant difference although continuing students rated every single goal higher than did discontinuing students.

With regards to the expected timeframe within which students expected to achieve these learning goals, students as a group believed that being able to *use Korean for everyday purposes* could be achieved within shorter time than any of the other goals: Forty percent of the participants believed that they could *speak Korean for everyday purposes* within two years of classroom instruction in the United States, 66% accumulatively within three years, and 83% accumulatively within four years. The *academic/professional* goal was perceived less feasible among the participants, as only 53% believed that they would be able to *speak Korean for academic or professional purposes* within four years of classroom instruction. When

grammar-related goals and vocabulary-related goals were compared, more students seemed to believe that *grammar* could be learned more quickly than *vocabulary*. More than 80% of the participants believed that understanding and using Korean grammar accurately could be achieved within four years of classroom instruction, whereas less than 70% believed that understanding and using Korean vocabulary fluently could be achieved within the same timeframe. Within four years of classroom instruction, 65% believed that they could achieve near-native pronunciation; about 60% expected to gain cultural understanding and knowledge; and only 49% believed they could behave culturally appropriately similar to native speakers. Among the goals, the percentage of students who chose "perhaps (never)" or "only if study abroad in Korea" was higher in the goals of *academic/professional use*, *pronunciation*, and *culture*.

When continuing and discontinuing students were compared in terms of the timeframe for each goal attainment, discontinuing students assigned significantly longer years than continuing students in *vocabulary* goal and *culture* goal before the Holm-Bonferroni adjustment, but none of the goals revealed significant differences after the Holm-Bonferroni adjustment. In other words, continuing and discontinuing students overall held similar beliefs in how long it would take to achieve each of the learning goals.

5.5.1 The most important goal: Receiving a grade of A

The goal of getting a grade A received the highest score among the seven learning goals (mean score of 5.19 and median score of 6 out of a maximum score of 6). Receiving an A was a goal of extreme importance for 52% of the participants and of major importance for 26%, although there were participants who responded that this goal was of no (2.4%) or minor importance (5%). This result seems understandable since most university students would want to maintain a good GPA and receiving an A in beginning-level language courses would seem very feasible.

Having the goal to receive a high or at least decent grade could promote students' motivated behaviors such as effort and self-regulation, especially among those who believed that learning Korean was difficult. According to goal setting theory (Locke & Latham, 1990), students who set goals (i.e., standards of performance) that they believe are attainable will engage in motivated behaviors. Explicit

and difficult goals bring greater commitment and achievement (Locke, 1996), and specific proximal learning goals that will eventually lead to a distal goal (such as mastering an L2) can induce higher performance (Locke & Latham, 2006). The goal of receiving a grade of A seemed to be perceived as an explicit, proximal, and reasonably difficult goal that could encourage commitment and motivation for some of the participants in this study. In an interview, for instance, Grace described various ways to become "almost as good as other students" including visiting her TA every week during her office hours and making a routine to study Korean everyday because "her grade was at stake." Although she was "overwhelmed" at first, her effort was paid off with an improved grade (from a C on the first exam to an A on the second exam), which, in turn, led her to keep working hard and to change her mind from dropping the course after a semester to continuing. In fact, her wish to study abroad was the apparent reason that she chose to continue but without the experience of success and heightened self-efficacy she might have discontinued.

However, some participants who provided written narratives or participated in interviews found that the high value that they assigned to the goal of receiving a high grade was helpful in achieving a satisfactory grade and maintaining a positive self-confidence but that this same goal was not conducive to sustained motivation and/or learning Korean per se. For example, John "didn't put in more work than he needed to" although he felt that learning Korean was difficult but still well within his ability only if he would put more work to do it. As a university student who had competing duties to fulfill (e.g., other courses), it seemed that learning Korean over the course of a semester became an academic course to pass with a decent grade although his original intention to join the course was to be able to speak Korean with his Korean friend and visit him in Korea. He discontinued after a semester. Another student, Emma, who also discontinued after a semester, said she worked hard ("at least an hour or two a day, 14 hours probably a week, Sunday to Saturday") because she "didn't want to lose the points, so that was something that she would just tell herself 'you need the points for the class' and it's not that hard of work." She received an A in first semester Korean, but at the time of the interview (2.5 months after the completion of first semester Korean) she admitted that "she didn't remember a lot" because "she would not go back

and repeat" after quizzes and exams. From the perspective of goal orientation theory (Ames, 1992; Elliot & Church 1997), John and Emma displayed a performance goal orientation (as opposed to a mastery goal orientation), more specifically performance avoidance goals (as opposed to performance approach goals). Performance avoidance goals are known to be detrimental to motivational and cognitive outcomes (Schunk et al., 2014), and the findings in the present study are consistent with the view.

An interesting observation concerned the goal of earning a grade of A came among those who showed great passion for and strong L2 self-confidence in learning Korean. They were likely to perceive the goal of attaining a grade of A as too easy to achieve. This perception, in turn, sometimes influenced students' situated (classroom-related) motivation and their commitment to coursework negatively. For example, Lisa, who acquired Korean outside of class by watching Korean TV and listening to K-pop, wrote in a narrative that she "honestly had not studied for a single quiz or test" but nevertheless easily received a grade of A. She reported high levels of boredom in class although she said that "it was not the language that was boring" and "she had not lost any interest in Korean." Another student, Olivia, also wrote in a narrative: "Without studying much at all, I find myself easily getting all A's. Since I am not made to challenge myself, I don't." She also reported boredom during lecture and disappointment in heavily scripted practices during discussion. She felt frustrated by a disconnection between the classroom and real life, and she believed the frustration originated from "such an inflated sense of her own Korean abilities in class." Mark (fourth semester) wrote in his written narrative that "owing to the leniency of this course [first semester Korean], he (perhaps everybody of the class) still managed to get an A," even though he took the course "as a responsibility instead of something that was interesting/meaningful to him" due to his dissatisfaction with the class (e.g., extremely slow pace and lack of explicit grammar instruction). He rekindled his interest in learning Korean by extensive self-study outside of class and continued the study of Korean until fourth semester. However, his perception of the class being managed with too much leniency and little challenge maintained through all four semesters and he wrote at the end of his fourth semester: "To me, professor was overly cautious about the pace and might have excessive worry over that the fast pace would push students away." All the three participants exemplified above

acknowledged that the type of instruction given in class might suit the needs of the other classmates and admitted that they could be a bit peculiar in terms of their degree of aspiration. Yet, still, all three of them did not appreciate an easy grade of A.

5.5.2 Intended purpose of language use: Everyday over academic/professional use

Being able to use Korean for everyday purposes (Mdn= 5.25 out of a maximum of 6) was a significantly more important goal than *being able to use Korean for academic/professional purposes* (Mdn= 4.38) for the study participants as a group. In fact, among the seven in-class learning goals, *being able to use Korean for academic/professional purposes* was the least important goal for the participants. This result connects well with relatively weak *instrumental orientation* that the participants in this study revealed. The study participants as a group also showed lower expectation of goal attainment in *academic/ professional use* than in *everyday use* of Korean. As compared to goal for *everyday use*, higher percentage of students believed that they would never be able to *use Korean for academic/professional purposes* or only after (longer-term) study abroad would they be able to achieve this goal.

In general, the social and academic context did not seem to support the development of long-term academic or professional goals among learners. As was discussed in 5.3.4, even the participants with higher instrumental orientation (e.g., study or work abroad) than their peers envisioned their use of Korean mostly in everyday context, not in academic/professional context. Students usually take English-medium courses when they go to Korea for short-term study abroad. If they work abroad in Korea, they will probably be expected to use English for their work, as Olivia pointed out in her narrative: “My primary role in Korea will be to teach English, not learn Korean. So although both will occur, a full eight hours of my day will be conducted primarily in English.” According to expectancy-value theory, expectancy of success and valued outcomes are important factors for motivation (Dörnyei and Ushioda, 2011). Since academic/professional use of Korean in the students’ perception involved a lesser likelihood of goal attainment and more vague values, it is natural that many participants in this study were not motivated toward academic/professional purposes. This may relate to the ultimate proficiency level that

these students aspired in learning Korean (e.g., minimal functional proficiency vs. true mastery) and intended length of study.

In fact, even if students only wished to be able to use Korean for everyday purposes, it might take longer than students might generally expect. According to Foreign Service Institute's (FSI) classification, Korean is one of the languages that need the longest instructional time for American learners to achieve specific levels of proficiency (Schleicher & Everson, 2006). The participants in the present study showed great variation in terms of the expected timeframe in achieving everyday use goals, ranging from "already achieved" to "(perhaps) never". These varied expectations may have motivational consequences including commitment and intention to continue. As Horwitz (1988) indicated, if students presume language learning to be easy and accomplished within shorter time, they will experience frustration when they cannot progress as quickly as they expected. If students believe that language learning will take an extraordinarily long time, they may just give up. In the present study, 40% of the participants accumulatively responded that they will be able to speak and understand Korean for everyday purposes within two years. Experientially speaking, students rarely achieve the adequate functional proficiency in Korean within two years of instruction at five hours per week unless they also used Korean intensively outside of instructional time. As Horwitz (1988) suggested, "it would probably be useful for teachers to discuss with students reasonable time commitments for successful language learning and the value of some language ability even if it is less than fluent" (p.286).

5.5.3 What really matters: Linguistic goals over culture goals

The participants in this study considered learning linguistic elements, i.e., *grammar* (*Mdn*= 5 out of a maximum of 6) and *vocabulary/pronunciation* (*Mdn*= 5), as significantly more important than learning culture (*Mdn*= 4.5) in Korean classes. Although students' *interest in language* and *interest in culture* was similarly high (refer to 5.2.2), learning language was perceived as a more important in-class learning goal than learning culture. A larger percentage of students chose "only if study abroad in Korea" as their response for *culture goals* than for *grammar* or *vocabulary goals*. Despite their great interest in culture, the participants seemed to think that Korean class should be the place to learn the language rather

than the culture, and, in turn, that culture could be learned elsewhere especially in immersion environment. The interview participants in Awad (2014) revealed similar perception. This finding is also similar to Chavez (2002) who found that students did not value learning culture in language classes as much as did FL professionals. FL motivation and attrition studies sometimes suggested that teaching culture could satisfy students and make them persist in FL study (e.g., Choe, 2013; Thomas, 2010). However, as Chavez (2002) suggested, students might not share this view with FL professionals. In a written narrative, Mark (fourth-semester) clearly articulated his preference for language learning to culture learning in Korean classes:

> One only thing that I did not feel good of her teaching program was the video show time at the beginning of every discussion. It was usually about Korean music but sometimes about Korean culture too. But I sometimes took it as a waste of time. I was not particularly fond of Korean pop music which was all about dancing songs and big bands, even though they were the hottest aspects of the Korean wave. I would like to know more about Korean food, Korean values etc. if I was to learn about Korean culture. But in fact my focus was still at Korean language itself.

As previous research related to learner beliefs implied (e.g., Horwitz, 1988; Kern, 1995), learning grammar, vocabulary, and pronunciation comprised salient goals among the study participants. Grammar, especially, appeared to be prominently related to classroom learning, as approximately 85% of the participants accumulatively believed mastering grammar could be achieved within four years of instruction in the United States, while the expectations for achieving vocabulary-related or pronunciation goals showed larger dispersion toward longer timeframe (therefore, perceived as more difficult to achieve).

When continuing and discontinuing students were compared, only the variable *vocabulary* revealed a significant difference in goal importance scores. An explanation may come from different orientations and attitudes toward learning Korean between continuing and discontinuing students. Continuing students showed a stronger integrative and immersion orientation than did discontinuing students, which indicated that they had stronger desire for actual interaction with speakers of Korean. Continuing students also revealed a higher score in *imagined L2 self*, i.e., they were more likely than their discontinuing peers to envision themselves as highly proficient in Korean. When continuing students have

real-life uses of Korean and a vision of advanced proficiency in mind, the achievement of near-native levels of vocabulary (*Mdn*= 5.2 out of a maximum of 6) might become an even more valued goals for them than the attainment of grammatical accuracy (*Mdn*= 5.13). In contrast, discontinuing students might value structural knowledge, grammatical accuracy, and adequate vocabulary to do well in class, with no greater wish for advanced proficiency.

In the comparison of continuing and discontinuing students in terms of their expected timeframes for goal achievement, the scores in *vocabulary* and in *culture* showed significant group differences although only before the Holm-Bonferroni adjustment. For both variables, discontinuing students expected that it would take longer to achieve these goals. For *vocabulary* goals, the different degrees of importance that continuing and discontinuing students assigned to *vocabulary* goals might in turn have influenced their expectations of goal attainment (Or vice versa, discontinuing students might value *vocabulary* goals less than continuing students because discontinuing students have the lower expectancy in achieving *vocabulary* goals). For *culture* goals, noticeably higher median score and larger dispersion among discontinuing students (*Mdn*= 6; *IQR*= 16.83) than those of continuing students (*Mdn*= 3.33; *IQR*= 2.33) indicated that discontinuing students may think gaining cultural understanding or acquiring culturally appropriate behaviors as more difficult. Or the group difference might reflect the different degrees of integrative orientation between continuing and discontinuing group (discussed in 5.3.3) since *culture* item involved adopting behavioral characteristics of the TL speakers.

CHAPTER 6: CONCLUSION

6.1 Limitations

6.1.1 Limitations due to sampling

The mixed method design of the present study offers a contextualized understanding of motivation, goals, and persistence of the introductory level learners of Korean at a large U.S. Midwestern research university during the time of rapid growth of enrollment in Korean courses in the United States. However, due to the inherently situated nature of motivation and attitudes, the findings of this study cannot be generalized without qualification beyond the study's specific social, educational, and temporal context.

What is more, the participants in this study were selected via a sample of convenience, an approach that resulted in an imbalance in the number of continuing and discontinuing students in this study. Approximately three times more continuing than discontinuing students participated in the study. Results of inferential statistical tests that involved the small number of discontinuing students might have been compromised by a Type II error, i.e., they failed to show statistical significance in the face of actual differences or correlations. In the qualitative portion of this study, there were also more continuing students than discontinuing students and the discontinuing students in particular may have constituted a select subset of the larger corresponding population, for example, students who may have volunteered their participation and preserved an affinity for the language or program even as they discontinued their Korean studies.

6.1.2 Limitations related to the construction of the questionnaires

The questionnaires employed in the present study appear to be effective in measuring some constructs but maybe not be able to capture or discriminate among all motivation- and goal-related constructs. For example, in the analysis of the motivation questionnaire, *motivation* was associated with many of the cognitive, affective, orientation-related, and attitudinal variables, ranging from weak to strong correlations, while *demotivation* revealed weak correlations with a smaller number of variables.

These results might indicate that underlying factors for *motivation* may not have adequately discriminated among related but essentially distinct constructs and/or that the measurement of *demotivation* may not have capture the construct fully.

As I mentioned when I reported the results of the goal questionnaire, there were issues with regards to possible misinterpretations of the questionnaire items (e.g., Korean for academic purposes) and respondents may have differed in how they perceived the scope of the listed tasks (goals). These are inherent problems in gathering self-reported data such as questionnaires, but more explicit explanations and clarification may have been helpful. In the second part of the goal questionnaire, learners' expectancy of goal attainment was operationalized in terms of the timeframe within which students believed they could achieve a particular in-class learning goal. Responses revealed the relative degree of difficulty that students attributed to the achievement of specific goals but the response intervals suggested on the scales are somewhat ambiguous. Since it was unknown for how long participants intended to continue their studies or what levels of proficiency students wished to achieve ultimately, a response of *"(perhaps) never,*" for example, could be interpreted to mean either "the goal is very difficult to achieve" or "I am likely to quit before the goal is achieved."

6.2 Suggestions for future research

6.2.1 Exploring learner types

According to Howard, Reynolds, and Deák (2009), motivation is affected not only by language types but also by learner types. Although the present study did not pursue research questions that investigated the relationship between motivation and different learner types (e.g., HLLs vs. non-HLLs), I believe that an exploration of this relationship would have provided a deeper understanding of the students and program under investigation. For example, unreported preliminary analyses of quantitative data on *ought-to L2* self revealed that HLLs showed slightly higher *ought-to L2 self* scores than did non-HLLs. Among HLLs, the open-ended questionnaire data showed that continuing HLLs showed an overall

positive appraisal of Koreans (e.g., used such words as ‘love’, ‘nice’, ‘family’, ‘give food a lot’ to describe Koreans) while discontinuing HLLs showed ambivalent feelings toward Koreans (e.g., used words such as ‘FOB [fresh off the boat]’and ‘judgmental’ as well as positive words such as ‘kind’ and ‘passionate’). These insights may connect to an interpretation of *ought-to L2 self* that was presented earlier, namely that *ought-to L2 self* provides an encouragement for continuing students just as it constitutes a course of stress for discontinuing students.

It may also be useful to re-analyze responses with an expanded notion of HLLs, specifically to examine whether international students with an Asian, not specifically Korean, background constitute a distinct subgroup. Matsumoto (2009) in a study of students of Japanese found that students whose cultural background was close to Japan (i.e., East Asian background) were more likely to discontinue their Japanese course. Although the context of learning in Matsumoto’s study (e.g., Australian university) might not be comparable to the learning situations in the United States, it still would be interesting to see whether this tendency holds true for learners of Korean.

6.2.2 Dynamic approach

In the written narratives and interviews, in which participants described their learning histories retrospectively, changes of motivation or developments of interest were often identified. However, the cross-sectional collection of the data that were used in quantitative analyses did not afford the opportunity to track or document the changes that characterize the dynamicity of motivation. For example, although the demotivation scores of discontinuing students were low, it may be possible that the demotivation of discontinuing students had become stronger (or, conversely, that their motivation had become weaker) compared to when they began their studies. I believe that a longitudinal exploration of changes and temporal variations, both quantitatively (e.g., administering the same questionnaire at multiple time points) and qualitatively (e.g., regular interviews or regular FL learning journals), would demonstrate the dynamicity of students’ motivation. Similarly, predictors of and reasons for discontinuation may be different for students in upper-level courses than they were observed here in analyses of students in first-year Korean. Therefore, an expansion of analyses to populations beyond the beginner stage may prove

useful. In fact, the qualitative data that I collected from interviews with third-semester participants over the course of a semester (unreported in the present study) showed that motivational chances in upper-level courses tend to be more intense and complex in relation to intention to continue, due to reasons such as the added difficulty in making notable progress in proficiency, academic maturation, and constant modifications of classroom-learning-related expectations and expectancy of goal attainment.

Attention to the dynamics of change is particularly relevant for the study of demotivation, a construct that turned out to be distinctly different from (and not the mirror-image opposite of) motivation. There have been several recent studies that researched L2 motivation with a dynamic perspective (e.g., the whole volume of Dörnyei, MacIntyre, & Henry, 2015). However, I could find only a small number of studies which attempted to take the same approach vis-à-vis demotivation. In addition, these few studies that dealt with demotivation investigated ESL learners, who probably could not discontinue their studies of English even in the face of extreme demotivation.

One theme that is uniquely suited to a dynamic approach is interest developments. Interest is an important motivational variable that has received much attention in educational psychology. In many L2 motivation studies, including the present study, interest was considered as one of the major motivators for FL learners, not only for initiating L2 study but also for sustaining motivation. However, not many studies have explored interest or its development in-depth in relation to L2 learning. Since interest has been found to relate closely to motivation, engagement, and other motivational variables (Renninger & hidi, 2016), pertinent research with particular attention to dynamic changes stands to add to our understanding of L2 motivation. According to Renninger and Hidi (2016), interests go dormant without environmental support. Research on how formal instruction can support interest development can be very useful both for teachers and learners.

6.2.3 New media and motivation to learn FL

Easy access to new media, such as YouTube and Netflix, can influence motivation to learn an L2, as was observed in the present study. Korean with the spread of the Korean wave (*hallyu*) might constitute an unusual case, but it is nevertheless generally evident that students have ever more options in

the ways that they can participate in the TL culture. In this study, even without direct contact with the TL community, students could develop a strong integrative motivation which, in turn, was intertwined closely with their self-concept and identity construction (e.g., Alice, who had strong affinity for one of the K-pop idols and Grace, who had strong orientation toward an imagined Korean community).

New media in L2 education has to-date mainly been researched with the perspective of their potential as rich sources of authentic language and interaction (e.g., Oroujlou, 2012). However, analyses presented in this study suggest that the value of new media may exceed what language teachers and researchers currently value it for.

6.3 Pedagogical implication

6.3.1 Approaches to the course attrition problem

As the results of this study showed, lower levels of demotivation or fun in class may not be enough to induce learners to continue their formal L2 study. The findings of the present study generally indicated that learners need to develop a strong positive motivations that appeals to their current self just as much as their future self (e.g., integrative orientation, immersion orientation, and imagined L2 self). If one aims to induce student persistence, one should encourage students to interact with the TL community outside of class and help them identify concrete opportunities of applying their knowledge of Korean.

The course requirement of meeting a language partner was found to be a good way for students to engage with TL speakers. However, in the interviews and written narratives, I found that the motivational impact of a language partner varied depending on how students utilized the opportunity. Students who attempted to engage in meaningful communication usually felt increased self-confidence and achievement, which in turn sustained their motivation to learn more. Students who considered these encounters as tutoring time (e.g., receiving help for homework and asking grammar questions) and spoke English most of the time did not experience the same motivational boost. It would be helpful for teachers to guide

students, and if possible also the TL participants, in how they can interact most profitably. Additional opportunities for students to connect with the local TL communities would also be beneficial.

The prospects of teaching English or studying in Korea appeared to be strong motivators for the students to continue learning as well. In the same vein, other kind of long-term or short-term immersion experiences (e.g., travel, intensive summer immersion courses, internships, etc.) are also likely to motivate students to learn more. The results of this study indicate that prompting students to have vivid positive images that involve future sojourns into the TL country can have the maximal motivational power even as or perhaps because these images are also accompanied by visions of a feared self. Using visual materials (e.g., photos, video clips) of the things that students can experience in Korea or sharing various successful or, alternatively, frustrating episodes that a sojourner can experience in another culture may be helpful.

Learners whose current main motivation is an interest in pop culture should be guided toward a deeper interest in the target language and culture along with more varied motives.

6.3.2 Considering individual needs

The results of this study suggest that continuing students and discontinuing students as well as students with high as compared to low self-confidence, may need to be approached differently in efforts to boost their motivation. Although it may not be possible to satisfy all learners in a class, a few general tips may help teachers to motivate their students.

A comfortable and intimate atmosphere is important, but students also need to be challenged at optimal levels. This is especially true for the students who perceive themselves to be more advanced than their peers. Drills and scripted practices are necessary but they should eventually lead to more creative and flexible language use practices. Teachers may want to pay more careful attention to pairing students in speaking activities. Teachers may, for example, give preference to similar-proficiency matches over matches between students with differential levels of proficiency.

In students with low self-confidence, individual assistance and frequent small-scope speaking opportunities may boost self-confidence and sustain motivation. Teachers may want to prepare carefully

scaffolded activities so that students experience a series of achievements and eventually are able to accomplish much more than they thought possible, for example a series of assignments leading to a short class presentation in Korean. It also seems desirable to keep class sizes small. Small classes, in which students could make more personal connections with their teachers and peers were preferred by many discontinuing students as well as by introverted continuing students. Alternatively, instructors should look to devise ways for students to feel more connected in large lecture classes, for example, by incorporating more learning opportunities that stimulate interactions.

6.3.3 Culture in language class

The participants in this study showed the perception that in FL classes, language learning is a significantly more important goal than culture learning. This does not mean that FL classes should focus only on language teaching. As was discussed, students appreciated cultural exchanges with native teachers, and cultural elements in class (e.g., video clips) triggered students' interest and eased anxiety. However, the findings in the present study direct teachers to incorporate culture more purposefully. When using media resources in class, it would be more desirable to present materials that can stimulate students' linguistic as well as cultural interests. For example, instead of showing random K-pop videos currently in trend, selecting a music video which conveys compelling stories or shows life in Korea may attract the attention of students more fully. Other desirable forms of media include those that show cultural dimensions (e.g., hierarchical relationships) that find their expression in language use (e.g., honorifics). Examples may come from K-dramas or movie clips that contain different dialects; or TV clips in which foreigners living in Korea talk about cultural differences. If cultural elements are introduced in relation to language learning rather than as stand-alone information, I believe that students will be stimulated both affectively and cognitively.

6.4 Conclusion

This study explored two broad questions in the context of a large U.S. Midwestern university: Who learns Korean and why?; How do continuing and discontinuing students compare in these regards? The results showed that there were four times more non-heritage learners than heritage leaners in the introductory level Korean courses, possibly due to the arrival of the Korean wave. Other reasons for learning Korean included cultural interests (e.g., martial art); friendships with Koreans; heritage (i.e., family-related reasons and identity exploration); and plans of sojourning to Korea to teach English or study. Students who were motivated mainly by the Korean wave may or may not have more personal reasons to learn Korean. Students as a whole group showed strong interest in Korean language and culture, and learned Korean mostly for self-endorsed, personally valued goals rather than for utilitarian purposes or because of the expectations of others. They also maintained an overall positive attitude toward their immediate learning environment. However, continuing and discontinuing students differed in several regards, including: the level of motivation; the degree of desire to integrate with Korean people and to live/travel in Korea; and the capacity to imagine themselves as a proficient future L2 speaker. They also showed small differences in their respective level of self-confidence as learners and users of Korean; in the strength of their interest in the Korean language; and in the degree of their enjoyment and satisfaction in learning Korean. In order to induce students to continue their formal L2 study, it is not enough to offer enjoyable classroom experiences. It is even more important to direct students to conceive personally valued goals in using L2. Similarly, while students enjoy the exploration of culture–and would enjoy doing so especially in opportunities outside of class–they also require explicit attention to linguistic matters.

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Appendix A: The Results of Preliminary Analyses to Confirm the Appropriateness of Combining the First Semester and the Second Semester Groups into One Study Population

1. The Whole Group

Table 33

Results of Mann-Whitney U Test of Motivational Variables Between the First Semester and the Second Semester Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=56)	*Semester 2 (n=30)*		
Motivation				
Indication of Motivation	43.40	43.68	845.5	1.00
Indication of Demotivation	44.01	42.55	811.5	1.00
Interest				
in Korean Language	42.77	44.87	881	1.00
in Korean Culture	42.37	45.62	903.5	1.00
in Korean Entertainment	42.71	44.98	884.5	1.00
Orientation				
Intrinsic Orientation	43.08	44.28	863.5	1.00
Imagined L2 Self	45	40.7	756	1.00
Immersion Orientation	44.63	41.38	776.5	1.00
Integrative Orientation	44.79	41.1	768	1.00
Instrumental Orientation	44.4	41.82	789.5	1.00
Ought-to L2 Self	48.81	33.58	542.5	.105
Korean Learning Experience				
Attitude toward Teachers	43.41	43.67	845	1.00
Attitude toward Courses	43.64	43.23	832	1.00
Attitude toward Peers	44.99	40.72	756.5	1.00
L2 Self-Confidence	42.49	45.38	896.5	1.00
Use Anxiety	42.71	44.97	884	1.00
Class Anxiety	43.75	43.03	826	1.00

Table 34

Results of Mann-Whitney U Test of Goal Importance Variables Between the First Semester and the Second Semester Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=56)	*Semester 2 (n=28)*		
Grade A	43.21	41.07	744	1.00
Grammar	41.20	45.11	857	1.00
Vocabulary/Pronunciation	43.07	41.36	752	1.00
Everyday Use	40.79	45.93	880	1.00
Understanding Media	39.29	49.11	969	.476
Culture	42.45	42.61	787	1.00
Academic/Professional	42.41	42.68	789	1.00

Table 35

Results of Mann-Whitney U Test of Expected Timeframe for Goal Attainment Variables Between the First Semester and the Second Semester Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=54)	*Semester 2 (n=28)*		
Grammar	43.04	39.96	713	1.00
Vocabulary	42.08	41.84	765.5	1.00
Pronunciation	41.11	42.25	777	1.00
Everyday Use	41.88	42.23	776.5	1.00
Understanding Media	42.08	41.84	765.5	1.00
Culture	37.5	50.84	1017.5	.119
Academic/Professional	41.37	43.23	804.5	1.00

2. The Continuing Group Only

Table 36

Results of Mann-Whitney U Test of Motivational Variables Between the First Semester and the Second Semester Continuing Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=44)	*Semester 2 (n=18)*		
Motivation				
Indication of Motivation	30.18	33.19	426.5	1.00
Indication of Demotivation	30.80	33.22	427	1.00
Interest				
in Korean Language	30.82	33.17	426	1.00
in Korean Culture	30.65	33.58	433.5	1.00
in Korean Entertainment	31.84	30.67	381	1.00
Orientation				
Intrinsic Orientation	30.66	33.56	433	1.00
Imagined L2 Self	32.41	29.28	356	1.00
Immersion Orientation	30.81	33.19	426.5	1.00
Integrative Orientation	31.05	32.61	416	1.00
Instrumental Orientation	31.40	31.75	400.5	1.00
Ought-to L2 Self	34.94	23.08	244.5	.27
Korean Learning Experience				
Attitude toward Teachers	30.17	34.75	454.5	1.00
Attitude toward Courses	30.41	34.17	444	1.00
Attitude toward Peers	31.65	31.14	389.5	1.00
L2 Self-Confidence	32.06	30.14	371.5	1.00
Use Anxiety	29.84	35.56	469	1.00
Class Anxiety	30.09	34.94	458	1.00

Table 37

Results of Mann-Whitney U Test of Goal Importance Variables Between the First Semester and the Second Semester Continuing Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=44)	*Semester 2 (n=16)*		
Grade A	31.94	26.53	288.5	1.00
Grammar	29.23	34	408	1.00
Vocabulary/Pronunciation	30.16	31.44	367	1.00
Everyday Use	28.38	36.34	445.5	.81
Understanding Media	28.64	35.62	434	.92
Culture	29.75	32.56	385	1.00
Academic/Professional	28.95	34.75	420	1.00

Table 38

Results of Mann-Whitney U Test of Expected Timeframe for Goal Attainment Variables Between the First Semester and the Second Semester Continuing Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=43)	*Semester 2 (n=16)*		
Grammar	28.69	33.53	400.5	1.00
Vocabulary	29.45	31.47	367.5	1.00
Pronunciation	28.6	33.75	404	1.00
Everyday Use	28.02	35.31	429	.88
Understanding Media	28.30	34.56	417	.97
Culture	27.50	36.72	451.5	.46
Academic/Professional	29.67	30.88	358	1.00

3. The Discontinuing Group Only

Table 39

Results of Mann-Whitney U Test of Motivational Variables Between the First Semester and the Second Semester Continuing Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=8)	*Semester 2 (n=10)*		
Motivation				
Indication of Motivation	8.25	10.50	50	1.00
Indication of Demotivation	11.5	7.9	24	1.00
Interest				
in Korean Language	8.75	10.10	46	1.00
in Korean Culture	7.44	11.15	56.5	1.00
in Korean Entertainment	6.19	12.15	39	.22
Orientation				
Intrinsic Orientation	9.12	9.80	43	1.00
Imagined L2 Self	7.81	10.85	53.5	1.00
Immersion Orientation	10.5	8.70	32	1.00
Integrative Orientation	9.50	9.50	40	1.00
Instrumental Orientation	10.50	8.70	32	1.00
Ought-to L2 Self	11.50	7.90	24	1.00
Korean Learning Experience				
Attitude toward Teachers	10.81	8.45	29.5	1.00
Attitude toward Courses	9.38	9.60	41	1.00
Attitude toward Peers	9.62	9.40	39	1.00
L2 Self-Confidence	5.69	12.55	70.50	.06
Use Anxiety	9.62	9.40	39	1.00
Class Anxiety	10.88	8.40	29	1.00

Table 40

Results of Mann-Whitney U Test of Goal Importance Variables Between the First Semester and the Second Semester Continuing Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=8)	*Semester 2 (n=10)*		
Grade A	8.06	10.65	51.5	1.00
Grammar	8.62	10.20	47	1.00
Vocabulary/Pronunciation	8.44	10.35	48.5	1.00
Everyday Use	9.19	9.75	42.5	1.00
Understanding Media	7.12	11.40	59	.71
Culture	8.75	10.10	46	1.00
Academic/Professional	10.69	8.55	30.5	1.00

Table 41

Results of Mann-Whitney U Test of Expected Timeframe for Goal Attainment Variables Between the First Semester and the Second Semester Discontinuing Students

Variable	Mean Rank		*U*	Holm-Bonferroni *p*
	Semester 1 (n=7)	*Semester 2 (n=10)*		
Grammar	10.29	8.10	26	1.00
Vocabulary	9.29	8.80	33	1.00
Pronunciation	10.21	8.15	26.5	1.00
Everyday Use	10.43	8.00	25	1.00
Understanding Media	11.14	7.50	20	1.00
Culture	7.50	10.05	45.5	1.00
Academic/Professional	8.79	9.15	36.5	1.00

Appendix B: The Motivation Questionnaire

Student Questionnaire on Motivations for Studying Korean

Thank you for your participation in the following survey. This survey is part of a study that explores students' motivation for learning Korean. Your decision to participate or not participate is voluntary and risk free and will have no professional, personal, or academic consequences. Your responses will remain confidential and will not be shared with your instructors or anyone else other than the researchers. Your responses will not affect your course grade or any other aspects of your studies. Please complete this survey as honestly as possible. There are no "right" or "wrong" answers. Although you are encouraged to answer all the questions, you can skip questions if you don't feel comfortable answering them. Please do not put any identifiable information such as your name. Your participation is greatly appreciated and fundamental for the success of this research. If you have any questions, please contact the student researcher, Ae Ree Nam (anam2@wisc.edu) or the supervising professor (Principal Investigator), Monika Chavez (mmchavez@wisc.edu).

*(1) In this part, we would like you to tell us how much you feel the following statements apply to you by simply circling a number from 1 to 6. Please **do not** circle between the numbers.*

Does not apply to me at all.	Applies to me minimally.	Applies to me a little.	Applies to me moderately.	Applies to me well.	Applies to me perfectly.
1	**2**	**3**	**4**	**5**	**6**

<EX> If you think the following statement applies to you perfectly, write this:						
I like skiing very much.	1	2	3	4	5	(6)

1.	I would like to learn two or more foreign languages.	1	2	3	4	5	6
2.	I feel excited when hearing Korean spoken.	1	2	3	4	5	6
3.	I feel anxious when hearing Korean spoken.	1	2	3	4	5	6
4.	I am learning Korean to be able to communicate with friends who speak it.	1	2	3	4	5	6
5.	I am learning Korean because it will be helpful when I travel Korea.	1	2	3	4	5	6
6.	I can imagine myself speaking Korean as if I were a native speaker of Korean.	1	2	3	4	5	6
7.	I learn Korean because it is good for my personal development.	1	2	3	4	5	6
8.	I learn Korean because close friends of mine think it is good for me to learn Korean.	1	2	3	4	5	6
9.	Knowing Korean is an important goal in my life.	1	2	3	4	5	6
10.	I am losing my desire to know Korean.	1	2	3	4	5	6
11.	I am working hard at learning Korean.	1	2	3	4	5	6

		Not at all ←→ Perfectly to me					
12.	I like meeting people from Korea.	1	2	3	4	5	6
13.	Hardly anybody I know cares whether I learn Korean or not.	1	2	3	4	5	6
14.	I find learning Korean interesting.	1	2	3	4	5	6
15.	If I were visiting a foreign country, I would like to be able to speak its language.	1	2	3	4	5	6
16.	I can imagine myself speaking Korean with Korean friends.	1	2	3	4	5	6
17.	I want to be more a part of a cultural group that speaks Korean.	1	2	3	4	5	6
18.	I am learning Korean because I think I will need it for further studies.	1	2	3	4	5	6
19.	I am resolved to learn as much Korean as possible.	1	2	3	4	5	6
20.	My relationship with the other students in this class is important to me.	1	2	3	4	5	6
21.	I get nervous when I am speaking in my Korean lecture class.	1	2	3	4	5	6
22.	I get nervous when I am speaking in my Korean discussion class.	1	2	3	4	5	6
23.	I find the Korean language interesting.	1	2	3	4	5	6
24.	I am learning Korean because it will enable me to better understand the Korean way of life.	1	2	3	4	5	6
25.	I am learning Korean because I would like to spend a longer period living in Korea (e.g. studying, working).	1	2	3	4	5	6
26.	I wish I were fluent in Korean.	1	2	3	4	5	6
27.	I would feel uncomfortable speaking Korean anywhere outside the classroom.	1	2	3	4	5	6
28.	In general, I am a good language learner.	1	2	3	4	5	6
29.	I enjoy meeting people who speak a language I did not grow up with.	1	2	3	4	5	6
30.	I have a personal attachment to Korean as part of my identity.	1	2	3	4	5	6
31.	I feel lazy and bored when I study for Korean class.	1	2	3	4	5	6
32.	I worry what other speakers of Korean think of how I speak the language.	1	2	3	4	5	6
33.	I am interested in the way Korean is used in conversation.	1	2	3	4	5	6
34.	My parents encourage me to study Korean.	1	2	3	4	5	6
35.	I am learning Korean to understand Korean films, videos, or music.	1	2	3	4	5	6
36.	I only wish to learn the basics of Korean.	1	2	3	4	5	6
37.	I don't pay attention to the feedback I receive in my Korean class.	1	2	3	4	5	6
38.	Korean is one of my favorite courses.	1	2	3	4	5	6
39.	I want to visit Korea someday.	1	2	3	4	5	6
40.	Learning Korean is one of the important aspects in my life now.	1	2	3	4	5	6
41.	I work on my Korean almost every day.	1	2	3	4	5	6
42.	I don't have much interest in foreign languages.	1	2	3	4	5	6

		Not at all ←→ Perfectly to me					
43.	I like the rhythm of Korean.	1	2	3	4	5	6
44.	I can imagine myself dating a Korean person.	1	2	3	4	5	6
45.	I want to learn Korean so well that it will become natural to me.	1	2	3	4	5	6
46.	I tend to give up and not pay attention when I don't understand my Korean teacher's explanations.	1	2	3	4	5	6
47.	I have a positive attitude toward native speakers of Korean.	1	2	3	4	5	6
48.	I look forward to the time I spend in my Korean lecture class.	1	2	3	4	5	6
49.	I look forward to the time I spend in my Korean discussion class.	1	2	3	4	5	6
50.	Other students in my class seem to speak Korean better than I do.	1	2	3	4	5	6
51.	I make a point of trying to understand all the Korean I see and hear.	1	2	3	4	5	6
52.	I am interested in the daily lives of Korean people.	1	2	3	4	5	6
53.	I like the shapes of the characters of the Korean alphabet.	1	2	3	4	5	6
54.	I can imagine myself going to Korea and using Korean effectively for communicating with the locals.	1	2	3	4	5	6
55.	I learn Korean because I choose to be the kind of person who can speak more than one language.	1	2	3	4	5	6
56.	I believe I am wasting my time in studying Korean.	1	2	3	4	5	6
57.	I enjoy learning Korean.	1	2	3	4	5	6
58.	I feel comfortable working in pairs or in groups in my Korean class.	1	2	3	4	5	6
59.	I don't learn anything useful in my Korean lecture class.	1	2	3	4	5	6
60.	I don't learn anything useful in my Korean discussion class.	1	2	3	4	5	6
61.	I am interested in Korean pop music.	1	2	3	4	5	6
62.	I am interested in Korean films.	1	2	3	4	5	6
63.	I am interested in Korean TV programs.	1	2	3	4	5	6
64.	I see qualities in Korean people that I want to have as part of my life.	1	2	3	4	5	6
65.	I do not try hard to understand the more complex aspects of Korean.	1	2	3	4	5	6
66.	I like my professor in my Korean lecture class.	1	2	3	4	5	6
67.	I like my TA in my discussion section.	1	2	3	4	5	6
68.	Learning Korean is difficult for me.	1	2	3	4	5	6
69.	I like the atmosphere of my Korean lecture class.	1	2	3	4	5	6
70.	I like the atmosphere of my Korean discussion class.	1	2	3	4	5	6
71.	I am interested in Korean food.	1	2	3	4	5	6
72.	Because I like my Korean class, I look forward to studying more Korean in the future.	1	2	3	4	5	6
73.	I study Korean because I feel satisfied to find out new things about Korea.	1	2	3	4	5	6

		Not at all ←→ Perfectly to me					
74.	I would rather spend my time doing other things than studying Korean.	1	2	3	4	5	6
75.	I worry about how my language skills compare to those of other students in the class.	1	2	3	4	5	6
76.	I study Korean because I enjoy the feeling of learning new things about the Korean language.	1	2	3	4	5	6
77.	Other students in my class seem to speak Korean worse than I do.	1	2	3	4	5	6
78.	I work hard in my Korean class even when I don't like what we are doing.	1	2	3	4	5	6
79.	I have little interest in my Korean lecture class.	1	2	3	4	5	6
80.	I have little interest in my Korean discussion class.	1	2	3	4	5	6
81.	I study Korean because I feel enjoyment when I accomplish demanding tasks in Korean.	1	2	3	4	5	6
82.	I am interested in the traditions, folklore, and art of Korea.	1	2	3	4	5	6
83.	I question my decision to study Korean.	1	2	3	4	5	6
84.	I feel at ease when I have to speak Korean.	1	2	3	4	5	6
85.	I would feel uneasy speaking Korean with a native speaker.	1	2	3	4	5	6
86.	If Korean were not taught in the university, I would try to find ways to learn Korean somewhere else.	1	2	3	4	5	6
87.	I feel more tense and nervous in my Korean lecture class than in my other classes.	1	2	3	4	5	6
88.	I feel more tense and nervous in my Korean discussion class than in my other classes.	1	2	3	4	5	6
89.	I imagine myself as someone who will be able to speak Korean fluently.	1	2	3	4	5	6
90.	I study Korean because I feel satisfied when I accomplish demanding tasks in Korean.	1	2	3	4	5	6
91.	I want to learn Korean well.	1	2	3	4	5	6
92.	I would like to learn more about Korean culture.	1	2	3	4	5	6
93.	I chose to take Korean because class time fits well with my schedule.	1	2	3	4	5	6
94.	I am sure I have a good ability to learn Korean.	1	2	3	4	5	6
95.	Even if I am well prepared for Korean lecture class, I feel anxious about it.	1	2	3	4	5	6
96.	Even if I am well prepared for Korean discussion class, I feel anxious about it.	1	2	3	4	5	6
97.	I chose to learn Korean because I wanted to learn a language that not many others attempt to learn.	1	2	3	4	5	6
98.	I believe I will receive a grade of "A" in this class.	1	2	3	4	5	6
99.	I chose to learn Korean because Korean courses are easier than other courses.	1	2	3	4	5	6
100.	I chose to learn Korean because it requires fewer hours per week than other East Asian languages.	1	2	3	4	5	6
101.	I am learning Korean to be able to communicate with relatives who speak it.	1	2	3	4	5	6
102.	I study Korean because I enjoy the feeling of acquiring knowledge about Korea.	1	2	3	4	5	6

		Not at all ←→ Perfectly to me					
103.	I don't feel pressure to prepare well for Korean lecture class.	1	2	3	4	5	6
104.	I don't feel pressure to prepare well for Korean discussion class.	1	2	3	4	5	6
105.	I can imagine myself living in Korea.	1	2	3	4	5	6
106.	I study Korean because I feel satisfied when I learn new things about the Korean language.	1	2	3	4	5	6
107.	I enjoy the activities of my Korean lecture class more than those of my other classes.	1	2	3	4	5	6
108.	I enjoy the activities of my Korean discussion class more than those of my other classes.	1	2	3	4	5	6
109.	My relationship with other students in this class is good.	1	2	3	4	5	6
110.	If I planned to stay in another country, I would try to learn the local language.	1	2	3	4	5	6
111.	If I keep on learning Korean, I am sure I will become fluent in Korean.	1	2	3	4	5	6
112.	If there were a major in Korean, I would like to major in it.	1	2	3	4	5	6
113.	If there were a minor in Korean, I would like to minor in it.	1	2	3	4	5	6
114.	I would like to earn Certificate in East Asian Studies.	1	2	3	4	5	6

(2) In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of items or circle between the numbers.

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

115.	Studying foreign languages is not an important part of education.	1	2	3	4	5	6
116.	Having Korean ability will have financial benefits for me (e.g. a better job, a higher salary).	1	2	3	4	5	6
117.	The things I want to do in the future require me to use Korean.	1	2	3	4	5	6
118.	Korea is an advanced and developed nation.	1	2	3	4	5	6
119.	Where I live, learning Korean does not matter very much.	1	2	3	4	5	6
120.	Studying Korean is important to me because other people will respect me more if I have knowledge of Korean	1	2	3	4	5	6
121.	My classmates are enthusiastic about learning Korean.	1	2	3	4	5	6
122.	My Korean lecture class is a waste of time.	1	2	3	4	5	6

		Strongly disagree ←→ Strongly agree					
123.	My Korean discussion class is a waste of time.	1	2	3	4	5	6
124.	If I am not successful at learning Korean, it is because I haven't worked hard enough.	1	2	3	4	5	6
125.	Being able to speak Korean will add to my social status.	1	2	3	4	5	6
126.	It will have a negative impact on my life if I don't learn Korean.	1	2	3	4	5	6
127.	I am doing well in my Korean class because I have a talent in learning language.	1	2	3	4	5	6
128.	Korea plays an important role in the world.	1	2	3	4	5	6
129.	My professor in lecture class motivates me to learn Korean.	1	2	3	4	5	6
130.	My TA in my discussion class motivates me to learn Korean.	1	2	3	4	5	6
131.	My classmates support me when I learn Korean.	1	2	3	4	5	6
132.	If I fail to learn Korean, I'll be letting other people down.	1	2	3	4	5	6
133.	My own effort is the most important factor for success in learning Korean.	1	2	3	4	5	6
134.	Korea has a lot of cool things to share with the world.	1	2	3	4	5	6
135.	Knowledge of Korean would make me a better educated person.	1	2	3	4	5	6
136.	If I don't learn much in my language class, it is because the teacher has failed to make the course interesting.	1	2	3	4	5	6
137.	Learning Korean is necessary because people surrounding me expect me to do so.	1	2	3	4	5	6
138.	Most of my classmates work hard to learn Korean.	1	2	3	4	5	6
139.	My Korean lecture class is boring.	1	2	3	4	5	6
140.	My Korean discussion class is boring.	1	2	3	4	5	6
141.	My professor in lecture class has an interesting teaching style.	1	2	3	4	5	6
142.	My TA in my discussion class has an interesting teaching style.	1	2	3	4	5	6
143.	In order to learn a language well, one must have a good teacher.	1	2	3	4	5	6
144.	My professor in lecture class is a good language teacher.	1	2	3	4	5	6
145.	My TA in my discussion class is a good language teacher.	1	2	3	4	5	6
146.	If I get an A on tests, I believe it is because I was lucky during tests.	1	2	3	4	5	6

Appendix C: The Goal Questionnaire

Learning Goals

*I. Please indicate how important the following goals are to your learning of Korean by circling a number from 1 to 6. Please **do not** circle between the numbers.*

Of no importance at all	Of hardly any importance	Of minor importance	Of moderate importance	Of major importance	Of extreme importance
1	**2**	**3**	**4**	**5**	**6**

<EX> If you think the following goal statement is extremely important to you:						
Be able to travel around the world	1	2	3	4	5	(6)

1. Be able to speak Korean for everyday situations	1	2	3	4	5	6
2. Be able to speak Korean for academic or professional purposes	1	2	3	4	5	6
3. Be able to have good pronunciation and accent similar to native speakers	1	2	3	4	5	6
4. Be able to understand Korean when speaking with others for everyday situations	1	2	3	4	5	6
5. Be able to understand Korean when listening to movies, TV, music, etc.	1	2	3	4	5	6
6. Be able to understand Korean for academic or professional purposes	1	2	3	4	5	6
7. Be able to read "every day" materials in Korean (e.g. signs, websites)	1	2	3	4	5	6
8. Be able to read academic or professional materials in Korean(e.g. novels, articles, business documents)	1	2	3	4	5	6
9. Be able to write in Korean for everyday purposes	1	2	3	4	5	6
10. Be able to write in Korean for academic or professional purposes	1	2	3	4	5	6
11. Be able to understand Korean written grammar accurately.	1	2	3	4	5	6
12. Be able to understand Korean spoken grammar accurately.	1	2	3	4	5	6
13. Be able to use Korean grammar accurately in writing	1	2	3	4	5	6
14. Be able to use Korean grammar accurately in speaking	1	2	3	4	5	6
15. Be able to use vocabulary for listening similar to a native speaker	1	2	3	4	5	6
16. Be able to use vocabulary for speaking similar to a native speaker	1	2	3	4	5	6
17. Be able to use vocabulary for reading similar to a native speaker	1	2	3	4	5	6
18. Be able to use vocabulary for writing similar to a native speaker	1	2	3	4	5	6
19. Be able to understand Korean culture similar to a native speaker	1	2	3	4	5	6
20. Be able to behave culturally like a native speaker of Korean	1	2	3	4	5	6
21. Be able to understand the history and/or people of Korea similar to a native speaker	1	2	3	4	5	6
22. Be able to receive a grade of "A" from the class	1	2	3	4	5	6

II. Please indicate by when you believe the following goals are likely to be achieved by circling one of the given time frames. Please write down an appropriate number of years if you choose one of the two answers with a blank.

1. Be able to speak Korean for everyday situations

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

2. Be able to speak Korean for academic or professional purposes

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

3. Be able to have good pronunciation and accent similar to native speakers

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

4. Be able to understand Korean when speaking with others for everyday situations

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

5. Be able to understand Korean when listening to movies, TV, music, etc.

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

6. Be able to understand Korean for academic or professional purposes

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

7. Be able to read "every day" materials in Korean (e.g. signs, websites)

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

8. Be able to read academic or professional materials in Korean(e.g. novels, articles, business documents)

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

9. Be able to write in Korean for everyday purposes

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

10. Be able to write in Korean for academic or professional purposes

Already achieved | By the end of 1st year | By the end of 2nd year | By the end of 3rd year | By the end of 4th year | If I keep on learning for ( ) years | Only if I can study abroad for ( ) years | Perhaps never | never

11. Be able to understand Korean written grammar accurately.

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

12. Be able to understand Korean spoken grammar accurately.

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

13. Be able to use Korean grammar accurately in writing

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

14. Be able to use Korean grammar accurately in speaking

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

15. Be able to use vocabulary for listening similar to a native speaker

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

16. Be able to use vocabulary for speaking similar to a native speaker

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

17. Be able to use vocabulary for reading similar to a native speaker

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

18. Be able to use vocabulary for writing similar to a native speaker

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

19. Be able to understand Korean culture similar to a native speaker

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

20. Be able to behave culturally like a native speaker of Korean

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

21. Be able to understand the history and/or people of Korea similar to a native speaker

Already achieved	By the end of 1st year	By the end of 2nd year	By the end of 3rd year	By the end of 4th year	If I keep on learning for ( ) years	Only if I can study abroad for ( ) years	Perhaps never	never

Appendix D: Background questionnaire

Background Information

A. What is your class standing?
1) Freshman 2) Sophomore 3) Junior 4) Senior 5) Graduate student

B. What is your major? _____

If undecided, what might be your intended major? _____

C. What is your sex?
1) Female 2) Male

D. What is your race/ethnic background? _____

E. How many languages do you speak or have you learned? List these languages in order from the most fluent to the least fluent and describe your proficiency level for each language.

Languages			How well?
Languages		How did you learn? (e.g. speaking at home, 2yrs at high school)	Describe what and/or how well you can do with this language.
Most fluent ↑ | | | ↓ Least Fluent			

F. Do you have any family members (or significant others) who speak Korean? Who that you have regular contact with speaks Korean?
1) None 2) Mother 3) Father 4) Maternal Grandparents 5) Paternal Grandparents

6) Spouse 7) Girlfriend/Boyfriend 8) Others (_____)

G. Have you ever lived in or visited Korea?
1) Yes 2) No

If yes, how many times, how long did you stay in Korea each time, and where/with whom did you stay (e.g. hotel, friends, family, etc.)?

H. Are you currently pursuing Undergraduate Certificate in East Asian Studies?
1) Yes 2) No

I. Are you taking Korean to fulfill your university language requirement?
1) Yes (the only reason) 2) Partly (one of several reasons) 3) No

J. Have you ever taken Korean courses at schools/institutions other than UW-Madison?
1) Yes 2) No
If yes, please list the name of the schools/institutions, the courses, and when you attended the course(s).

_____

_____

K. On average, how many hours did you spend studying Korean outside of class time this semester?
1) 1 hour/week 2) 2 hours/week 3) 3 hours/week 4) 4 hours/week
5) 5 hours/week 6) 6 hours/week 7) 7 hours/week 8) 8 hours/week 9) 9 or more hours/week

L. On average, how many hours did you spend doing Korean-related activities outside of class time this semester?
(e.g., watching Korean movies/dramas, listening to Korean music, meeting a language partner, etc.)
1) 1 hour/week 2) 2 hours/week 3) 3 hours/week 4) 4 hours/week
5) 5 hours/week 6) 6 hours/week 7) 7 hours/week 8) 8 hours/week 9) 9 or more hours/week

M. Do you have opportunities to use Korean outside of class?
1) Yes 2) No

If yes, (1) describe these opportunities; (2) how often do you take advantage of these opportunities; and (3) how do you like it?

_____

_____

_____

N. Do you seek opportunities to use Korean outside of class?
1) Yes 2) No

If yes, describe these opportunities _____

_____

Personal Code (only for the participants in second semester Korean, spring 2012)

Create 6-digit secret personal code by combining: 1) the first 2 letters of the city you were born; 2) the date you were born; and 3) the last 2 digits of your phone number. This secret personal code will be asked instead of your name in the following series of questionnaires. This personal code is devised in the way that it is easy to recreate in case you forget your code, while the identification of the participants is almost impossible to secure the anonymity. Here is an example to create the secret personal code.

Example) The city you were born : Madison → MA
Date of your birthday : March 10th → 10
Last two digits of your phone number: 608-123-4567→ 67
Personal code: MA1067

Now create your own personal code.

My personal code is: _____

Enrollment Information (only for the participants in first semester Korean, fall 2012)

1. Are you going to take 2nd semester Korean at UW-Madison next semester?

1) Yes.

2) No.

3) I am graduating after this fall semester.

4) I will be on study abroad next semester to _____(name of the country).

2. Please explain the reason(s) regarding your enrollment decision in question #2 above.
(i.e., Why did you decide to continue? Or why did you decide to quit?)

4. How many more semesters do you intend to take Korean classes?
1) this semester only 2) up till 2nd semester 3) up till 3rd semester 4) up till 4th semester
5) up till 5th semester 6) up till 6th semester 7) up till 7th semester 8) up till 8th semester
9) Others (Explain: _____)

5. What are your future plans and expectations regarding the study of Korean?

Appendix E: Narrative Guides

Foreign Language Learning Motivation Study

Thank you very much for participating in my study. Participation will involve writing two pieces on "learning Korean", both to be written in English.

Here is the guide for writing the first piece. By writing this piece you do not oblige yourself to write the second one, but, of course, you can. If you write only one piece, either the first or the second, you will receive $5. If you write both pieces, you will receive $20. A guide for the second piece will be provided later in this semester.

First Story

Please write a semi-autobiographical narrative inspired by your decision to learn Korean and your Korean learning experiences. You should have a narrator in the story but the narrator need not have your name. You can be as creative as you would like to be. Please include not just descriptions of events but also plenty of emotional elements, to make the story interesting and compelling. You can tell the story in the first ('I') or third ('he'/'she') person, as you like. The story can be told in the past or present tense.

Please know:

(1) Please type your narrative and submit it to my email account (anam2@wisc.edu) electronically.
(2) The narrative should be submitted by Thursday, March 15th. If you need more time, please let me know.
(3) There is no stipulated length but write as much as you need to develop a full story.
(4) Please give the story a title that captures its essence.

(5) Things you can (but need not) include in your story are:

- why the narrator decided to learn Korean (reasons, objectives, hopes)
- how the narrator experiences/experienced the learning process
- the challenges and rewards the narrator has encountered
- how the narrator engages with Korean speakers, the Korean language, or the Korean culture
- how the narrator feels/what the narrator experiences when s/he speaks Korean

(6) If you can, write a conclusion to your story, which could be a motto for the future, a resolution, or a summary of how the narrator is feeling about his or her studies of Korean.

If you have any questions, feel free to email me at anam2@wisc.edu.

Foreign Language Learning Motivation Study

Thank you very much for your participation in my study.

Here is the guide for writing the second piece about learning Korean.

(1) If you wrote the first piece and now are writing this second piece, you will receive a total of $20.
(2) If you wrote the first piece but choose not to write this second piece, you will receive a total of $5

Second Story

Please write a semi-autobiographical narrative on **your past year(s) of learning Korean in the university classroom**. You should have a narrator in the story but the narrator need not have your name. You can tell the story in the first ('I') or third ('he'/'she') person, as you like. The story can be told in the past or present tense. You can be as creative as you would like to be. Please **include not just descriptions of events but also plenty of emotional elements**, to make the story interesting and compelling.

(1) Please type your narrative and submit it to my email account (anam2@wisc.edu) electronically.
(2) Please **save your narrative as "[INSERT YOUR PERSONAL CODE] (2)."** Your personal code is a combination of: 1) the first 2 letters of the city you were born; 2) the date you were born; and 3) the last 2 digits of your phone number. For example, if you were born in Madison on May 10th and your phone number is 608-123-4567, your **code** name is MA1067 and the **file** name is MA1067(2).
(6) The narrative should be submitted by **Thursday, May 10th**. If you think you will need more time or you would still like to participate after the deadline, please contact me via email and ask for an extension.
(7) There is no stipulated length. Write as much as you need to develop a full story.
(8) If you can, **please give the story a title** that captures its essence.

(9) Things you can (but need not) include in your story are:

- how the narrator experiences/experienced the classroom learning process
- how the narrator feels/felt about the classroom learning (learning materials, activities, assignments, tests, classroom environments, teachers, peers, the fit between the classroom learning objectives and one's own objectives, etc.)
- how the narrator evaluates his or her own progress
- motivational ups and downs, and possible reasons
- the challenges and rewards the narrator has encountered
- wishes and regrets regarding Korean studies

(10) If you can, write a conclusion to your story. **If you decide to continue taking Korean courses**, the conclusion could concern the narrator's feelings about his or her studies of Korean and plans for future studies. **If you decide not to continue taking Korean courses**, the conclusion could concern how the narrator is feeling about his or her studies of Korean or how the narrator made the decision not to continue. **In either case**, you can describe what the narrator wanted to accomplish with his/her studies of Korean and whether/how/when these objectives have been or will be met.

If you have any questions, feel free to email me at anam2@wisc.edu.

Appendix F: Semi-structured Interview Protocols

I. Interview protocol for discontinuing former student interview

1. How did you first become interested in Korean?
2. Why did you decide to learn Korean among many languages available at the University?
3. What other language courses did you take/are you taking/are you going to take?
4. What were your wishes, expectations, and goals before taking the class? Did you hear about the course before you enrolled?
5. How did you feel about learning Korean?
6. Tell me about your past Korean class.
    a. What did you like about your class and what not?
    b. How did you like your teachers and your classmates?
    c. Were there any memorable incidents or events worth mentioning?
    d. What did you learn?
    e. What did you feel about the workload?
    f. What did other friends of yours in the class talk about the class?
7. Tell me about your experiences with Korean language outside of class.
    a. Did you do any Korean related activities not required for class?
    b. Did you have any contacts with Korean outside of class? (friends, family, community)
    c. How was your language exchange?
    d. Were there any memorable incidents or events worth mentioning?
8. How would you evaluate your progress in Korean while you were taking the Korean class?
9. Describe your good day and bad day in class or in learning Korean in general. (Motivational ups and downs)
10. What did you do to maintain your motivation to learn Korean? What did you do when your motivation level was low?
11. Did you have any significant moments in class or in life that have influenced your motivation to learn Korean? (other school works)
12. How much did you put your time and energy into learning Korean?
13. Why did you decide to discontinue?

14. Was it an easy decision to quit?
15. If you ever changed your mind to continue/discontinue while taking Korean class, what were the reasons?
16. Does stopping taking Korean classes at the university mean stopping learning Korean at all or do you still wish to continue learning the language even after you stop taking formal courses?
17. Are you going to take any formal Korean classes in the future?

II. Interview protocol for continuing current student interview

1. Why did you decide to learn Korean among the many languages available at the University?
2. What were your wishes, expectations, and goals before taking the class?
3. How do you feel about learning Korean?
4. Tell me about your Korean class.
   a. What do you like about your class and what not?
   b. How do you like your teachers and your classmates?
   c. Were there any memorable incidents or events worth mentioning (since our last interview)?
5. Tell me about your experiences with Korean language outside of class.
   a. Do you do any Korean related activities not required for class?
   b. Do you have any contacts with Korean outside of class? (friends, family, community)
   c. Were there any memorable incidents or events worth mentioning (since our last interview)?
6. Evaluate your progress in Korean.
7. Describe a good day and bad day in class or in learning Korean in general.
8. What do you do to maintain your motivation to learn Korean?
9. Did you have any significant moments in class or in life that have influenced your motivation to learn Korean?
10. How much time and energy have you put into learning Korean?
11. Are you thinking of continuing to the next level class? Why or why not?
12. If you are not taking a Korean class any more, does stopping taking Korean classes at the university mean stopping learning Korean at all or do you still wish to continue learning the language even after you stop taking formal courses?

Appendix G: Results of Preliminary Analysis of Motivation Questionnaire - Variables and Constituting Items

Table 42

The 17 variables used in the analyses of RQ1a, RQ1b, RQ3a, and RQ3c.

Variable Names	Questionnaire Items
Indication of Motivation (11 items, α = .86)	9 Knowing Korean is an important goal in my life. 11 I am working hard at learning Korean. 14 I find learning Korean interesting. 19 I am resolved to learn as much Korean as possible. 36 I only wish to learn the basics of Korean. (Reverse coded) 40 Learning Korean is one of the important aspects in my life now. 41 I work on my Korean almost every day. 45 I want to learn Korean so well that it will become natural to me. 51 I make a point of trying to understand all the Korean I see and hear. 57 I enjoy learning Korean. 86 If Korean were not taught in the university, I would try to find ways to learn Korean somewhere else.
Indication of Demotivation (4 items, α = .71)	10 I am losing my desire to know Korean. 31 I feel lazy and bored when I study for Korean class. 56 I believe I am wasting my time in studying Korean. 83 I question my decision to study Korean.
Interest in Korean Language (5 items, α = .71)	2 I feel excited when hearing Korean spoken. 23 I find the Korean language interesting. 33 I am interested in the way Korean is used in conversation. 43 I like the rhythm of Korean. 53 I like the shapes of the characters of the Korean alphabet.
Interest in Korean Culture (5 items, α = .79)	24 I am learning Korean because it will enable me to better understand the Korean way of life. 52 I am interested in the daily lives of Korean people. 71 I am interested in Korean food. 82 I am interested in the traditions, folklore, and art of Korea. 92 I would like to learn more about Korean culture.

(Continued)

Table 42 continued

Variable Names	Questionnaire Items
Interest in Korean Entertainment (4 items, α = .87)	35 I am learning Korean to understand Korean films, videos, or music. 61 I am interested in Korean pop music. 62 I am interested in Korean films. 63 I am interested in Korean TV programs.
Immersion Orientation (3 items, α = .76)	5 I am learning Korean because it will be helpful when I travel Korea. 25 I am learning Korean because I would like to spend a longer period living in Korea (e.g. studying, working). 105 I can imagine myself living in Korea.
Intrinsic Orientation (6 items, α = .87)	73 I study Korean because I feel satisfied to find out new things about Korea. 76 I study Korean because I enjoy the feeling of learning new things about the Korean language. 81 I study Korean because I feel enjoyment when I accomplish demanding tasks in Korean. 90 I study Korean because I feel satisfied when I accomplish demanding tasks in Korean. 102 I study Korean because I enjoy the feeling of acquiring knowledge about Korea. 106 I study Korean because I feel satisfied when I learn new things about the Korean language.
Imagined L2 Self (4 items, α = .85)	6 I can imagine myself speaking Korean as if I were a native speaker of Korean. 16 I can imagine myself speaking Korean with Korean friends. 54 I can imagine myself going to Korea and using Korean effectively for communicating with the locals. 89 I imagine myself as someone who will be able to speak Korean fluently.
Integrative Orientation (4 items, α = .71)	12 I like meeting people from Korea. 17 I want to be more a part of a cultural group that speaks Korean. 44 I can imagine myself dating a Korean person. 64 I see qualities in Korean people that I want to have as part of my life.
Instrumental Orientation (3 items, α = .72)	18 I am learning Korean because I think I will need it for further studies. 116 Having Korean ability will have financial benefits for me (e.g. a better job, a higher salary). 117 The things I want to do in the future require me to use Korean.
Ought-to L2 Self (3 items, α = .76)	126 It will have a negative impact on my life if I don't learn Korean. 132 If I fail to learn Korean, I'll be letting other people down. 137 Learning Korean is necessary because people surrounding me expect me to do so.

(Continued)

Table 42 continued

Variable Names	Questionnaire Items
Attitude Toward Courses (10 items, α = .88)	38 Korean is one of my favorite courses. 48 I look forward to the time I spend in my Korean lecture class. 49 I look forward to the time I spend in my Korean discussion class. 72 Because I like my Korean class, I look forward to studying more Korean in the future. 107 I enjoy the activities of my Korean lecture class more than those of my other classes. 108 I enjoy the activities of my Korean discussion class more than those of my other classes. 122 My Korean lecture class is a waste of time. (Reverse coded) 123 My Korean discussion class is a waste of time. (Reverse coded) 139 My Korean lecture class is boring. (Reverse coded) 140 My Korean discussion class is boring. (Reverse coded)
Attitude Toward Teachers (6 items, α = .84)	66 I like my professor in my Korean lecture class. 67 I like my TA in my discussion section. 141 My professor in lecture class has an interesting teaching style. 142 My TA in my discussion class has an interesting teaching style. 144 My professor in lecture class is a good language teacher. 145 My TA in my discussion class is a good language teacher.
Attitude Toward Peers (4 items, α = .64)	20 My relationship with the other students in this class is important to me. 58 I feel comfortable working in pairs or in groups in my Korean class. 109 My relationship with other students in this class is good. 131 My classmates support me when I learn Korean.
L2 Self- Confidence (8 items, α = .84)	28 In general, I am a good language learner. 50 Most other students in my class seem to speak Korean better than I do. (Reverse coded) 68 Learning Korean is difficult for me. (Reverse coded) 77 Most other students in my class seem to speak Korean worse than I do. 84 I feel at ease when I have to speak Korean. 94 I am sure I have a good ability to learn Korean. 98 I believe I will receive a grade of "A" in this class. 111 If I keep on learning Korean, I am sure I will become fluent in Korean.
Korean Use Anxiety (2 items, α = .73)	32 I worry what other speakers of Korean think of how I speak the language. 85 I would feel uneasy speaking Korean with a native speaker.

(Continued)

Table 42 continued

Variable Names	Questionnaire Items
Korean Class Anxiety (7 items, α = .88)	21 I get nervous when I am speaking in my Korean lecture class. 22 I get nervous when I am speaking in my Korean discussion class. 75 I worry about how my language skills compare to those of other students in the class. 87 I feel more tense and nervous in my Korean lecture class than in my other classes. 88 I feel more tense and nervous in my Korean discussion class than in my other classes. 95 Even if I am well prepared for Korean lecture class, I feel anxious about it. 96 Even if I am well prepared for Korean discussion class, I feel anxious about it.

Table 43

The two variables used in the analyses of RQ1c and RQ3c

Variable Names	Questionnaire Items
Attitude Toward Lecture (7 items, α = .87)	48 I look forward to the time I spend in my Korean lecture class. 107 I enjoy the activities of my Korean lecture class more than those of my other classes. 122 My Korean lecture class is a waste of time. (Reverse coded) 139 My Korean lecture class is boring. (Reverse coded) 66 I like my professor in my Korean lecture class. 141 My professor in lecture class has an interesting teaching style. 144 My professor in lecture class is a good language teacher.
Attitude Toward TAs (7 items, α = .87)	49 I look forward to the time I spend in my Korean discussion class. 108 I enjoy the activities of my Korean discussion class more than those of my other classes. 123 My Korean discussion class is a waste of time. (Reverse coded) 140 My Korean discussion class is boring. (Reverse coded) 67 I like my TA in my discussion section. 142 My TA in my discussion class has an interesting teaching style. 145 My TA in my discussion class is a good language teacher.