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Korean College Students' English Learning Motivation and Listening Proficiency*

Eun-Mi Yang
(Kkottongnae Hyundo University of Social Welfare)

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The aim of this study is twofold. First, this study aimed to explore how Korean university students' English learning motivation is related to their English listening proficiency and study time. Second, it attempted to interpret the English learning motivation linking the two different motivation theories: self-determination theory and L2 motivational self system. The constructs of the students' L2 learning motivation were investigated with the data obtained through the questionnaire from 122 sophomore students. A factor analysis was conducted to extract the major factors of motivation. As a result, 6 factors were extracted: Intrinsic Pleasure, Identified Value Regulation, Intrinsic Accomplishment, Introjected Regulation, External Regulation, and Identified Regulation. The Interrelatedness among the assessment results on the L2 listening proficiency (pre and post test), listening study time, and motivation factors was measured by correlation coefficients. The statistical results indicated that pre-test scores were significantly related to Identified Regulation and Identified Value Regulation toward English learning, and post-test results had significant correlation with Intrinsic Accomplishment and Identified Regulation. However, no motivation subtypes showed statistical association with the students' listening study time. The results were attempted to be interpreted both under L2 motivational self system and self-determination framework to better illuminate the motivation theory with more explanatory power.

[L2 learning motivation/L2 listening/self-determination theory/L2 motivational system/ideal L2 self/integrative motivation]

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I. INTRODUCTION

Motivating students to study English autonomously has always been in the interests of English educators especially in EFL situations where L2 language input is scarce. It has been a consistent issue for the teachers how to lead students to be more self-regulated and to overcome the limitation of exposure time to English in a formal learning setting. For learners to improve language ability, exposure to sufficient language input in a steady manner is essential. But it requires learners' autonomous effort from their heart, which appears to involve strong motivation. English learning experience is also important for students' motivation because their feeling of pleasure or satisfaction from the actual learning process is assumed to become a motive and finally affect their success in English learning. That is why L2 teachers endeavor to provide learners with a positive and enjoyable learning experience.

For several decades a great deal of research has been carried out to investigate the nature and role of language learning motivation in L2 teaching and learning areas. Gardner's (1985, 2001) L2 motivation framework has been a very powerful L2 motivation theory with its key concepts of integrativeness and instrumentality in the last five decades. Along with this model, Noels et al.'s (2000) self-determination approach to motivation with intrinsic and extrinsic motivation concepts has also received considerable attention. However, motivation theories are currently passing through some reconceptualising process, especially with Gardner and his associates' (e.g., Gardner, 1985, 2001, Gardner & Lambert, 1959, 1972) socio-educational model. Dörnyei (2005, 2009) is at the forefront in reformulating the existing framework and developing it with intuitive and empirical evidences. He has proposed a new theoretical perspective, namely, L2 Motivational Self System, and it is now getting significant attention from second or foreign language educators. The newly emerging perspective toward L2 learning motivation involves the changing stature of English. In the rapidly globalized world, people around the world have become more aware that English plays a role of a global language not as a language of certain countries.

The present researcher has also been interested in the self-regulated language study of college students in an EFL situation of Korea. In the process of equipping students with autonomous language learning experience, listening practice outside the classroom was chosen by the researcher to complement the classroom activities. My concern about the effectiveness of the listening activity and its association with the students' L2 learning motivation was the starting point of this study. Even though motivation has been a popular research topic in the field of language education and has been actively studied so far (e.g., Caizér & Dörnyei, 2005; Dörnyei, 2005, 2009; Gardner, 1985, 1988, 2001; Kim, 2009; Noels, Pelletier, Clement, & Vallerand, 2000), motivation toward English learning in an

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EFL context and its relationship with the improvement of English listening skill has not been explored that much.

Therefore the aim of this study is two-fold. First, this study aims to examine the relationship between the students' English learning motivation and listening proficiency in light of the current state of L2 motivation theories. Second, it aims to elucidate English learning motivation theory which has a better explanatory power by interpreting L2 motivational constructs under the two different frameworks. It focuses on discussing and cross-analyzing the students' L2 motivation both from the perspective of Dörnyei's emerging framework with the concept of ideal/ought-to L2 self and from the framework of Noels et al.'s self-determination theory with intrinsic and extrinsic orientations.

II. REVIEW OF THE LITERATURE

1. Theories of Motivation toward L2 Learning

Motivation is an everlasting fascinating subject to examine for educators in any education-related areas. However, it has been a question of long standing to grasp the facts of and better explain about motivation. Gardner and his associates (e.g., Gardner, 1985, 2001; Gardner & Lambert, 1959, 1972; Gardner & MacIntyre, 1993; Masgoret & Gardner, 2003; Tremblay & Gardner, 1995) have been the pioneers to advance a theory of L2 learning motivation and have been the most influential in this field for more than five decades. They theorized a general learning model, namely the socio-educational model and developed the social psychological construct of L2 motivation. Integrative and instrumental orientation in the socio-education model is considered their key concepts, where integrative motive is defined as a "motivation to learn a second language because of positive feelings toward the community that speaks that language" (Gardner, 1985, pp. 82-82), while instrumental orientation is related to the potential practical advantage of L2 proficiency, such as getting a prestigious job.

Many researchers found integrativeness as the most powerful construct that leads learners to investing effort in learning a second or foreign language through empirical studies, even though some researchers doubted the explanatory power of this concept in EFL contexts. In any case, given the fact that language learning is not just like learning other subjects but involves social context, the changing social environment in the globalized world might affect the concept of integrativeness.

The components of intrinsic/extrinsic motivation were incorporated in self-determination theory by the influence of Deci and Ryan's (1985) theory in mainstream psychology. The importance of intrinsic motivation in learning an L2 was emphasized by the researchers

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such as Brown (1994), with fostering the concept of learner autonomy. Noels et al. (2000) developed an instrument to evaluate L2 learners' orientation from a self-determination perspective. The questionnaire they developed measures different kinds of intrinsic and extrinsic orientations in L2 learning, and they attempted to examine the amotivation and intrinsic/extrinsic continuum in L2 learners' motivation. In the self-determination framework, each of the three different types of motivation, which lie on a continuum, is composed of several subtypes. First, amotivation means a state of a lack of motivation. Second, extrinsic motivation is represented in an effort for achieving some kind of instrumental end, which includes external regulation, introjected regulation, and identified regulation. External regulation represents learning goals like getting a prestigious job, introjected regulation is more likely taken-for-granted reasons of learning L2, and identified regulation is the most self-determined form of extrinsic motivation. Third, intrinsic motivation involves internal enjoyment and satisfaction due to new knowledge or accomplishment in the process of L2 learning itself.

Dörnyei (2005, 2009) tried to re-theorize Gardner's integrativeness in an attempt to apply the concept of integrative orientation in the situation where no specific target reference group of speakers exists. Both Gardners' and Dörnyei's L2 motivation theories are based their roots on a social psychological approach in understanding the ground of human action. Newly proposed 'L2 motivational self system' consists of three central concepts of ideal L2 self, ought-to L2 self, and L2 learning experience (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2009). In Dörnyei's theory, the problem-to-be due to the fuzzy boundary of integrativeness concept might be solved in the contemporary social context where the specific target L2 community in Gardner's integrative orientation is broadened to the world English context. The key concept, 'ideal L2 self' refers to "the representation of the attributes that someone would ideally like to possess (i.e. a representation of personal hopes, aspirations or wishes)"; on the other hand, 'ought-to L2 self' concerns "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29).

2. Research about L2 Motivation

Vandergrift (2005) tested the self-determination theory with the same instrument developed by Noels et al., but the continuum of amotivation-extrinsic-intrinsic motivation was not verified in his study with 57 subjects of French learners in Canada. He also examined the correlations between listening proficiency and motivation factors of intrinsic and extrinsic, but unexpectedly no significant correlations were found. That is, intrinsic or extrinsic motivations were proved not to be a reliable predictor of L2 listening proficiency in the learning context of his study. In this respect, the finding of Vandergrift (2005) is not

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congruent to Noels et al.'s (2000). Furthermore, the relationship between the integrativeness and the self-determination constructs were not clearly explained as in Noels et al. (2000). It still needs to be scrutinized to acquire a clear conceptual picture regarding the relationship between the intrinsic/extrinsic orientation and integrative orientation.

On the contrary to Vandergrift's study, Noels et al.'s self-determination theory was verified in the Korean EFL context by Pae Tae-Il's (2007) study, where intrinsic motivation was found to be the strongest predictor of the 197 Korean university students' perceived English proficiency followed by introjected regulation. However, he concluded that motivational intensity played a mediating role between perceived proficiency and intrinsic motivation indicating that intrinsic motivation alone is insufficient for making students' increased perception toward their English proficiency. In Yang's (2009) study which examined the association between English reading behavior and reading motivation, she reported the significant correlation between intrinsic motivation and reading behavior (such as reading amount and English proficiency) of Korean college students as well.

The self-determination theory is attractive in its emphasis on learner autonomy in L2 classes. It has been shown that more self-determined learners are more likely to be motivated learners, so both motivation and autonomy are important to predict learning successes. Noels asserts that "autonomy refers to the experience of initiation and regulation of behavior by the self" (Noels, 2009, p. 302). The cultural differences of learning context could be an influential factor on the relationship between learner autonomy and learning outcome, which needs empirical evidence according to cultural differences, such as the degrees of individualism and authoritarianism, to better understand the actual facilitator of L2 learning. In this aspect, Murray's (2007) comparative study with 167 Korean middle school students is important as it attempted to compare the difference of L2 students' motivation among the students with different cultural backgrounds. The results of the study conducted in Korean culture did not show difference from 3 other studies conducted in western culture: The subjects in her study also revealed highest level of motivation at the extrinsic level of identified regulation. However, high level of classroom achievement was attained by intrinsically motivated learners.

Kim Tae-Young (2009) attempted to make a theoretical bridge between his activity theory under Vygotskian sociocultural theory (SCT) with Dörnyei's L2 motivational self system in his longitudinal qualitative study with four Korean ESL students. However, as he pointed out, the methodological difference of qualitative and quantitative methods adopted to study SCT-based research and other motivation research did not make the interchangeability of the findings clear.

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3. Research Regarding English Listening

Not many studies have been reported regarding teaching and learning of English listening in the Korean EFL context. Kim Kyung Won and Kim Hae Dong (2004) investigated the effectiveness of Internet-based teaching in EFL learners' listening classes with the 90 high school students as subjects. This study argues that well-combined Internet listening activities are suggested incorporated efficiently in the listening class. Park (2008) investigated Korean university learners' favorite listening activities and found that listening practice with TOEIC listening section was the most common. He suggested that we need to try to provide the students with more diversified forms of listening activity and reported his speculation that the choice of TOEIC as listening study was generally the result of extrinsically motivated activity.

On the basis of the literature review, the following three research questions were formulated and guided this study:

1) What are the subtypes of the motivational orientations toward English learning among Korean EFL college students?
2) Which motivational factors can predict the students' L2 listening proficiency, listening achievement, and listening study time? And how are they related?
3) How can English learning motivation be interpreted under the two different L2 motivation theories: the Motivational L2 Self System and Self-Determination Theory?

III. METHOD

1. Participants

One hundred and twenty two students from a university in the Chungbuk area in Korea participated in this study in the fall semester of 2010. The students were non-English majors (Social Welfare, Nursing) and mostly sophomores comprising 75% of females and 25% of males. They were randomly placed in three different classes and taught by one instructor (the present researcher) with the same materials and content. The participants took a 2-hour general English class per week for 15 weeks focusing mainly on reading, with other skill areas, such as speaking, listening, and writing. Their English proficiency levels ranged from high-beginner to intermediate based on their Suneung (SAT) scores (Their English scores ranged mostly between level 3 and 6 out of 9 levels, and their average level was about 4.0) which they provided when entering the university. Eleven students out of 122 participants were excluded from the statistical analysis because they missed any one of the measures, such as questionnaire, pre-test, or post-test.

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2. Instruments and Procedure

1) Listening Assignment

The listening assignment was designed and implemented in order to complement the lack of practice time in the classroom and to raise the students' regular practice habits considering their perceived importance of oral-aural skills among 4 skills of English learning. The students were required to access a website (Randall's ESL Cyber Listening Lab) and study the 'General Listening Quizzes' part every week. They were asked to listen about 80 minutes a week, to write a listening log whenever they listen, and to submit the listening log sheet every week. The teacher gave instruction that when they submit the listening log sheets, the basic same grade is given to everybody who listens more than 60 minutes a week. The items they had to record about their listening on the listening record sheet were the title, date, listening time (minutes), and their reaction to their learning practice and the contents of their listening study. The researcher recorded the students' average amount of accumulated practice time on an SPSS data sheet for analysis at the end of the semester.

2) Questionnaire

A twenty one item questionnaire was constructed based on the *Language Learning Orientations Scale* previously validated by Noels et al. (2000) and had been used by many researchers including Vandergrift (2005). The statements in the questionnaire written in English were translated into Korean and some of them were reworded in order to make them applicable for university students in a Korean EFL situation. The questionnaire was initially designed to measure three L2 motivational factors of the subjects of French learners in Canada under the self-determination framework: The three orientations were Intrinsic Motivation, Extrinsic Motivation, and Amotivation. The questionnaire written in Korean was administered to the subjects on the first day of the semester in each class. The students responded to each item with 7-point scale answer choices from 1 (*not correspond at all)* to 7 (*corresponds exactly).* The higher score indicated higher degree of agreement with the questionnaire statement. The items were randomly ordered throughout the survey sheet.

3) Pre and Post Test of Listening Proficiency

Listening proficiency was tested twice at the beginning and at the end of the semester respectively. The listening part of the TOEIC diagnostic test was used to evaluate the

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subjects' listening proficiency. The number of test items was 50 which is the half quantity of the actual TOEIC listening test. The test measured the students' proficiency rather than achievement in English listening since the contents of the test was not directly related to their listening assignment.

4) Data Analyses

The questionnaire scores and the results of the investigation on the listening time, and listening test results of the subjects were analyzed using SPSS 18.0. First, Cronbach's coefficient alpha was calculated to see the internal consistency estimate of reliability of the questionnaire for measuring students' motivation in English listening. The reliability estimate was .722, which was considered acceptable for this study. Second, a factor analysis was conducted to extract the major factors and determine the interrelationship among items in the questionnaire. Correlation coefficients and regression analyses were calculated to find out if the motivational types predict the students' listening proficiency and listening practice time. Interrelatedness among them was also calculated.

IV. RESULTS

The results of the data analyses obtained from the language learning motivation questionnaire, students' listening record sheets, and listening test results are reported in the following three sections. The first section reports the results of the factor analyses showing the types of language learning motivation among Korean EFL college students. The pre and post listening test results of the students and their listening practice time during the semester as they recorded are reported in the second section. Finally in the third section, interpretative linkage between self-determination framework and L2 motivational self system with the data provided in the first and second section was attempted to explore a theory with better explanatory power for this study.

1. Subtypes of English Learning Motivation

The first research question sought to explore the subtypes of the motivational orientations toward English learning among Korean EFL college students.

The questionnaire to assess language learning motivation was composed of 21 items mainly based on the items developed by Noels et al. (2000) to verify self-determination

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theory (SDT). A factor analysis was performed to extract the factors based on the following criteria: each factor contained individual items with a minimum eigen value of 1.0; the cutoff for size of each loading was set at .40 or higher. The sampling adequacy was secured with the result of KMO (Kaiser-Mayer-Olkin) of .740 and Barlett's test as statistically significant (p=.000). This means that the correlations among variables were significant, so the questionnaire items were found appropriate for performing factor analysis. After Varimax with Kaiser rotation, six factors were extracted with 21 items as seen in Table 1 to Table 6. A six-factor solution accounted for 57.439% of the total variance in the subjects' English learning motivation.

Factor 1 consisted of 5 items containing 3 items of Intrinsic motivation (IM)-stimulation (Items 7, 16 & 3) and 2 items of IM-knowledge (Items 8 & 17) which were named in Noels et al.'s study as described in Table 1. The items mostly concerned the students' feeling of pleasure in learning English or their perception of enjoyment involved in learning English. These items are likely to be related to the students' intrinsic pleasure in learning English, so this factor was labeled as Intrinsic Pleasure Regulation for English learning.

TABLE 1

Factor 1: Intrinsic Pleasure Regulation for English Learning (n=111)

Item no.	Item	Factor Loading	Mean	SD
7	For the "high" I feel when hearing English languages spoken.	.883	3.69	1.47
16	For the "high" feeling that I experience when speaking in English.	.750	4.02	1.33
8	Because I enjoy the feeling of acquiring knowledge about the English community and their culture.	.594	3.76	1.44
3	For the pleasure I get from hearing English spoken by native speakers.	.525	3.51	1.39
17	For the pleasure that I experience in knowing more about the literature written in English.	.519	3.96	1.25

Four items clustered into the second factor as presented in Table 2, and this factor was labeled as Identified Value Regulation for English learning. It is because the students were conscious of the reason why they were studying English, that is, they identified the reason or value of learning English. This factor included Extrinsic Motivation (EM)-Identified (#4), EM-External (#1), and Amotivation (AM, #2 and 15) in Noels et al.'s classification.

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TABLE 2

Factor 2: Identified Value Regulation for English Learning (n=111)

Item no.	Item	Factor Loading	Mean	SD
2*	Honestly, I have the impression of wasting my time in studying English.	.813	5.91	1.23
15*	I cannot come to see why I study English.	.638	5.39	1.36
4	Because I think it is good for my personal development.	-.634	5.59	1.12
1	Because I have the impression that it is expected of me.	.523	2.77	1.36

*The negative statements, item no. 2 and 15, were reversely coded.

Table 3 shows the third factor where 5 items clustered and labeled as Intrinsic Accomplishment. All of the 5 items involved the feeling of enjoyment, pleasure, and satisfaction from overcoming difficulties in English or accomplishing difficult English tasks. They were 3 IM-Accomplishment items (#6, 14, 9), an IM-knowledge item (#20), and an AM item (#10) in Noels et al.'s study.

TABLE 3

Factor 3: Intrinsic Accomplishment Regulation for English Learning (n=111)

Item no.	Item	Factor Loading	Mean	SD
6	For the enjoyment I experience when I grasp a difficult construct in English.	.766	3.93	1.30
14	For the pleasure I experience when surpassing myself in my English Studies.	.591	4.44	1.36
9	For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	.482	3.83	1.31
20	For the satisfied feeling I get in finding out new things.	.429	4.32	1.36
10*	I don't know what I am doing studying English.	-.413	4.54	1.50

*The negative statements, item 10, were reversely coded.

As shown in Table 4, Factor 4 was labeled as Introjected regulation as the items were the same with the ones in Noels et al.'s EM-Introjected regulation. The students were studying English due to the external guilty or shameful feeling of not speaking English (item #21 & 18) or to obtain other people's recognition (#19).

TABLE 4

Factor 4: Introjected Regulation for English Learning (n=111)

Item no.	Item	Factor Loading	Mean	SD
21	Because I would feel guilty if I don't know English.	.742	4.49	1.52
19	To show myself that I am a good global citizen because I can speak English.	.633	3.35	1.33
18	Because I would feel ashamed if I couldn't speak to people from other countries.	.632	4.17	1.40

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The fifth factor shown in Table 5 is related to the students' social expectation when they acquire English ability. So this factor was labeled as External Regulation as in Noels et al.'s extrinsic-external regulation. They seemed to be concerned with the success of getting a prestigious job and good pay in the future by acquiring necessary English skills and successful test results as they responded with high mean scores.

TABLE 5

Factor 5: External Regulation for English Learning (n=111)

Item no.	Item	Factor Loading	Mean	SD
5	In order to get a more prestigious job later on.	.847	5.27	1.25
13	In order to have better salary later on.	.795	4.67	1.45

Factor 6 obtained high loading from two items and was labeled as Identified Regulation just the same as in Noels et al.'s classification, EM-Identified, as shown in Table 6. The students were determined to become some kind of person in relation to English. It is their choiceful behavior and their choice is to be the kind of person who can speak English (#12) or who can speak more than one language (#11). They hope to be integrated into the globalized world not just into a specific English speaking community. They would like to possess L2 proficiency because they are aware of its importance in this contemporary world. In other words, it is their ideal L2 self, which they would really like to possess as Dörnyei (2005) proposed in the Motivational Self System.

TABLE 6

Factor 6: Identified Regulation for English Learning (n=111)

Item no.	Item	Factor Loading	Mean	SD
12	Because I choose to be the kind of person who can speak English.	.680	4.54	1.35
11	Because I choose to be the kind of person who can speak more than 1 language.	.590	5.03	1.34

When it comes to the mean scores of the 21 questionnaire items, the subjects responded relatively positively to 13 statements out of 21, when asked the reasons why they learn English as shown in Table 7. The thirteen statements with mean scores ranging from 4.02 to 5.91 included most of the items in Factor 2 of Identified Value Regulation (#2, 4, 15), all of the items in Factor 5 of External Regulation (#5, 13), all of the items in Factor 6 of Identified Regulation (#11, 12), most of the items in Factor 3 of Intrinsic Accomplishment (#10, 14, 20), 2 items in Factor 4 of Introjected Regulation (#21, 18), and 1 item in Factor 1 of Intrinsic Pleasure (#16). On the other hand, 8 items got mean scores below 4.0, which

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included most of the items in Factor 1 (#17, 8, 7, 3), 2 items in Factor 3 (#6, 9), and one in each of Factor 4 (#19) and Factor 2 (#1). The student responses mainly indicated that they think they study English when they know the value of learning English, they have the goal to get prestigious jobs, and they know the pleasure of accomplishment. The items in the lower part with mean scores from 2.77 to 3.96 are mainly related to the students' disinterest in the enjoyment or pleasure of English learning itself.

TABLE 7

Motivations for Learning English by Mean Rank Order (N=111)

Item no.	Mean	SD	Description	Motivation Type (Factor #)	Rank order
2*	5.91	1.23	Honestly, I have the impression of wasting my time in studying English.	Identified value (F2)	1
4	5.59	1.12	Because I think it is good for my personal development.	Identified value (F2)	2
15*	5.39	1.36	I cannot come to see why I study English.	Identified value (F2)	3
5	5.27	1.25	In order to get a more prestigious job later on.	External (F5)	4
11	5.03	1.34	Because I choose to be the kind of person who can speak more than 1 language.	Extrinsic-identified (F6)	5
13	4.67	1.45	In order to have better salary later on.	External (F5)	6
10*	4.54	1.50	I don't know what I am doing studying English.	Intrinsic Accomp (F3)	7
12	4.54	1.35	Because I choose to be the kind of person who can speak English.	Extrinsic-identified (F6)	8
21	4.49	1.52	Because I would feel guilty if I don't know English.	Introjected (F4)	9
14	4.44	1.36	For the pleasure I experience when surpassing myself in my English Studies.	Intrinsic Accomp (F3)	10
20	4.32	1.36	For the satisfied feeling I get in finding out new things.	Intrinsic Accomp (F3)	11
18	4.17	1.40	Because I would feel ashamed if I couldn't speak to people from other countries.	Introjected (F4)	12
16	4.02	1.33	For the "high" feeling that I experience when speaking in English.	Intrinsic Pleasure (F1)	13
17	3.96	1.25	For the pleasure that I experience in knowing more about the literature written in English.	Intrinsic Pleasure (F1)	14
6	3.93	1.30	For the enjoyment I experience when I grasp a difficult construct in English.	Intrinsic Accomp (F3)	15
9	3.83	1.31	For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	Intrinsic Accomp (F3)	16

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8	3.76	1.44	Because I enjoy the feeling of acquiring knowledge about the English community and their culture.	Intrinsic Pleasure (F1)	17
7	3.69	1.47	For the "high" I feel when hearing foreign languages spoken.	Intrinsic Pleasure (F1)	18
3	3.51	1.39	For the pleasure I get from hearing English spoken by native speakers.	Intrinsic Pleasure (F1)	19
19	3.35	1.33	To show myself that I am a good global citizen because I can speak English.	Introjected (F4)	20
1	2.77	1.36	Because I have the impression that it is expected of me.	Identified Value (F2)	21

*The negative statements, item no. 2, 10, and 15, were reversely coded.

2. English Learning Motivation, Listening Proficiency, and Listening Practice Time

The second research question sought to explore the correlation among motivational factors, listening proficiency (pre-test, post-test), and listening practice time.

1) English Listening Performance and Listening Practice Time

The test results of the students' listening proficiency assessed at the beginning and end of the semester respectively are shown in Table 8. Their mean scores were 21.32 at the beginning and improved to 24.02 at the end of the semester out of total possible score of 50. The scores showed that the tests were quite difficult for the subjects of this study.

TABLE 8

Result of the Listening Test (N=111)

	Mean (total score=50)	SD
Pre-Test	21.32	5.494
Post-Test	24.02	5.899

The paired samples test indicated that the mean difference between pre-test and post-test was statistically significant (p=.000) as shown in Table 9. The students' listening test scores showed meaningful improvement by 2.694 even though the themes and contents of their listening practice during the semester were not directly related to the types of the test items which were provided in sample TOEIC listening tests. The themes in the ESL Cyber Listening Lab are mostly for practical everyday conversations, whereas the themes and contents of the TOEIC test are related to English used in a business setting.

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TABLE 9

Paired Sample Test between Listening Pre-Test and Post-Test

Pair	Paired Differences		T	Df	Sig.
	Mean	SD			
Pre-test – Post-test	-2.694	5.934	-4.782	110	.000

The total time the students devoted to listening practice during the semester (for 13 weeks) was summed up at the end of the semester. During the semester the students (N=110) practiced 1117.89 minutes (SD=595) on average outside the class which is about 86 minutes per week for the Internet listening assignment.

2) Motivation, Listening Practice and Performance

The examination of the relationship between English learning motivation, listening proficiency and listening practice time was carried out based on the results of factor analysis of the students' English learning motivation questionnaire, listening proficiency tests, and listening practice time. In order to confirm if the listening practice time and motivation factors actually affected the listening performance, the correlation coefficients among the components of English learning motivation, listening test scores, and listening practice time were calculated and the results are shown in Table 9.

TABLE 9

Correlations among LC Pre-Test, Post-Test, Practice Time and Motivation Factors

	Practice Time	Pre-test	Post-test	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Practice Time	1	.057	.009	.115	.106	.061	.013	-.181	.030
Pre-Test	.057	1	.459**	.096	.220*	.095	-.010	.061	.255*
Post-Test	.009	.459**	1	.048	.151	.226*	-.025	.102	.316**

**. Correlation is significant at the 0.01 level.

*. Correlation is significant at the 0.05 level

As seen in Table 9, factor 6 (Identified Regulation) had positive association with both the students' listening pre-test (r=.255, p=.011) and post-test (r=.316, p=.001). That is, higher test scores were predicted when the students had a stronger integrated goal of learning English both at the beginning and end of the semester. In addition to factor 6, factor 2 (Identified Value Regulation) had positive association with pre-test (r=.220, p=.028) and factor 3 (Intrinsic Accomplishment) had association with post-test (r=.226, p=.017). It was speculated that the students' listening proficiency at the beginning was more likely associated with their identified value of learning English, while their listening post-test

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results at the end of the semester were more likely correlated with their feeling of satisfaction or pleasure in the process of getting and accomplishing new or difficult things by carrying out the listening assignment.

However, other factors (Factor 1, 4, and 5) did not show meaningful correlation with any of their listening test results. It seems that the students were hardly motivated by the intrinsic pleasure of English itself (Factor 1) or by extrinsic variables (external regulation) such as getting prestigious jobs (Factor 5) or getting other people's recognition (Factor 4). Interestingly, even though the students marked pretty higher mean scores on the two questionnaire items of Factor 5 (5.27 and 4.67 respectively) when they were asked why they studied English, it did not lead to the actual success in the L2 listening proficiency test. The reason why the external regulation, such as getting prestigious jobs, is not correlated with the students' proficiency gain might be because it is not yet their immediate goal as sophomore students.

Another unexpected finding is that students' listening practice time did not show a significant correlation with their motivation factors or the results of the post-test. They seemed to have spent time on studying listening mainly because it was a kind of imposed assignment. The 28 students who achieved above 30% score gain had spent on listening practice for 1072 minutes (82 minutes per week) on average, which is just a little bit lower than the average practice time (1117.89 minutes) of the whole body of the students. However, when the students' comments were carefully reviewed on each of their listening record sheets, the students who commented about their positive or satisfactory feelings on their accomplishment in listening practice tended to have received much more gain scores at the end of the semester. It appears that they achieved better scores not by the amount of practice time but rather by the quality of their practice.

Some comments of the student who achieved the highest score gain are exemplified as follows:

"I could see that there are a lot of cultural differences by listening to this dialog. I found that it is important to understand the cultural differences with language to better learn a foreign language." (Nov. 11)

"At first the speed of the talk seemed to be too fast, but repetitive listening made me feel good because I could be sure that my listening ability is getting better." (Nov. 30)

"The guide in the dialog talked too fast to understand, but it was a fruitful time for me to learn new expressions for taking a tour. I studied repeatedly with my wrong answers. I feel like my listening ability is really being improved." (Dec. 1)

3. Self-Determination Theory and the Motivational L2 Self System

Lastly, this study sought to interpret the L2 learning motivation in relation to the notion

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of the ideal L2 self within the motivational L2 self system comparing it with self-determination theory.

The correlations between motivational factors and L2 proficiency at the beginning and at the end of the semester demonstrated interesting results. Factor 6 and 2 were found to have been the meaningful variables for the listening proficiency at the beginning of the semester, and Factor 6 and 3 were the significant variables for the improvement of listening proficiency at the end of the semester.

Factor 6, which was labeled as Identified Regulation, showed constant meaningful correlation with the pre and post test results. Even though the external motivation to get a prestigious job (Factor 5) received higher mean scores than Factor 6, Factor 5 had no significant association with the test results. This study demonstrated the significance of Factor 6 (Identified Regulation) in achieving language proficiency. This factor, Identified Regulation in this study, is more likely to belong to Integrated Regulation in Deci and Ryan's (1985) self-determination theory, where they argued that it is the most advanced form of extrinsic motivation. It can be also identified with Gardner's (1985) integrative concept which viewed integrativeness as the willingness of a person to be integrated into a certain language group.

In other words, students have aspiration of being a member of the global society having proper English proficiency other than their L1 in the globalized world. The concept of Ideal L2 Self in the L2 Motivational Self System proposed by Dörnyei (2005) can be linked to this integrative concept. 'Ideal L2 self' refers to "the representation of the attributes that someone would ideally like to possess, such as a representation of personal hopes, aspirations or wishes (Dörnyei, 2009, p. 29)." The students stipulated and chose English proficiency as part of their Ideal L2 Self, which can be explained as the internalization of extrinsic motivation. They chose to be the kind of person who can speak more than one language. They aspired and determined to be a member of the contemporary global community equipped with English proficiency.

Factor 2, Identified Value Regulation, had a meaningful correlation with the results of the listening pre test taken at the beginning of the semester. It can be reasoned that the students had studied English so far because of their identification of the value of English learning. The nature of this factor is that the students know or believe the necessity of studying English. But they did not yet strongly internalize this regulation, but simply they recognized they ought to possess the ability, so Ought-to Self is formed with their identified value regulation (Factor 2). The result of the standard multiple regression analyses indicated that these two factors (Factor 6 & 2) out of 6 factors turned out to be the most important predictors of the listening scores. They accounted for 8.6% of the total variance in listening pre test. The results of the post test taken at the end of the semester did not show correlation with Factor 2. It might be explained that this motivation could not

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keep leading the improvement of the students' listening test scores to the end of the semester.

Factor 3, Intrinsic Accomplishment, had a significant correlation with the results of listening post test taken at the end of the semester. Intrinsic Accomplishment can be identified as a component of Learning Experience as in Dörnyei's third main concept of L2 motivational self system. Constructive learning experience facilitates and promotes further motive to study. The students who felt positive satisfactory feelings in the process of accomplishing or discovering something during the semester achieved better results in the post test. The students could not reach the state of Intrinsic Pleasure Regulation (Factor 1) of learning L2 yet which also can be categorized into Dörnyei's Learning Experience, it was proved that the appropriate learning experience during the semester stimulated their Intrinsic Accomplishment Orientation and resulted in score gains. The result of the standard multiple regression analyses also demonstrated that only Factor 6 and Factor 3 out of 6 factors contributed significantly to prediction of students' listening proficiency at the end of the semester. They accounted for 12.4% of the total variance in the post test.

The findings of this study illuminated the concept of ideal L2 self of Dörnyei's framework which had grown out of Gardner's (1985) integrativeness, and Deci and Ryan's (1985) and Noels et al.'s (2000) self-determination framework as in Table 10.

TABLE 10

Application of Motivation Subscales to Noels et al.'s and Dörnyei's Frameworks

	The present study	Noels et al.'s framework*	Dörnyei's framework
Factor 1	Intrinsic pleasure	IM-stimulation, knowledge	*Learning experience* (good feeling by nature of L2)
Factor 2	**Identified value regulation**	EM-external, identified, AM	***Ought-to L2 self*** (understanding value)
Factor 3	**Intrinsic accomplishment**	IM- accomplishment, AM	***Learning experience*** (good feeling by accomplishment)
Factor 4	Introjected regulation	EM-introjected	*Ought-to L2 self* (other's view, duty)
Factor 5	External regulation	EM-external	*Ought-to L2 self* (prestigious job)
Factor 6	**Identified regulation**	EM-identified	***Ideal L2 self***

*Three questionnaire items of Amotivation in Noels et al.'s study were included in Factor 2 (2 items) and Factor 3 (1 item) in the present study.

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VI. SUMMARY AND DISCUSSION

In the previous section, Korean college students' L2 learning motivation was discussed conceptualizing it within the frameworks of Dörnyei's (2005) motivational self system and Gardner's self-determination theory.

1. Research Question 1 and 2

Six motivational factors were extracted through the factor analysis of the 21 items of the questionnaire with the subjects of 111 students had almost the same constructs as found in Noels et al.'s (2000) research. Factor 6 (Identified Regulation) could be identified as Ideal L2 Self, and Factor 2 (Identified Value Regulation), Factor 4 (Introjected Regulation) and 5 (External Regulation) were classified into Ought-to L2 Self, and Factor 1 (Intrinsic Pleasure) and 3 (Intrinsic Accomplishment) were categorized into Learning Experience within Dörnyei's (2005) framework.

To assess the predictability of the listening proficiency before and after a semester-long listening practice, correlation and regression analyses were conducted using SPSS. The variables were listening practice time, six L2 motivational factors, and the pre and post-test results of the L2 listening tests. Students' study time during the semester did not show statistical correlation with the post-test. From this result and the students' comment on listening record sheets, speculation was drawn that they achieved improved scores only when they had had quality practice time rather than the amount of the time they spent on studying for listening skills on the Internet. It was found that the students who recorded their satisfactory feeling of accomplishment on their listening record sheets tended to have better results on the post-test rather than those who just recorded their devoted time.

Through the examination of the correlations between motivational factors and test results, it was found that Factor 6 and 2 showed meaningful correlation with the pre-test results, whereas Factor 6 and 3 were significantly associated with the post-test results. Integrated Regulation (Factor 6) which was identified as ideal L2 self, was found to be the most important factor in the success of English proficiency. It was proved that strong psychological aspiration, which is the integrated motivation into the contemporary global community where English is the medium of communication, could be the crucial motivation to lead to the actual success in English. Identified Value Regulation (Factor 2) also predicted the students' language proficiency, but it was reasoned that it might be lost unless it is firmly internalized as it did not have a meaningful correlation with the post-test result. Another important finding is that the motivational orientation of Intrinsic Accomplishment (Factor 3), which is facilitated by constructive language learning experience, promoted the students' language gain. The subjects who exhibited the stronger

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tendency of intrinsic motivation of accomplishment achieved higher gain scores in the result of the post-test.

2. Research Question 3

Although IM (Factors 1, 3) and EM constructs (Factors 2, 4, 5, 6) in Noels et al.'s framework were similarly grouped in the present study, however, the self-determination continuum was not matched with the result of Noels et al.'s (2000). The intrinsic or extrinsic nature of the language learning orientation was not on the continuum in relation to the listening proficiency in this study, which is showing the congruent result to Vandergrift's (2005) study. It can be argued that the internalization of the motivation, whether it is intrinsic or extrinsic, better predict the proficiency. In this respect, the interpretation of the students' listening test results in relation to their motivation could be effectively conducted using Dörnyei's concepts of ideal L2 self (Factor 6), ought-to L2 self (Factor 2, 4, 5), and learning experience (Factor 1, 3), where ideal L2 self is the most internalized form of ought-to L2 self. The ideal L2 self can be identified with the strong integrative intent in Gardner's conceptualization.

Regarding ought-to self, given the fact that only factor 2 among the three different types of ought-to L2 self affected listening proficiency, factor 2 seems to be a more internalized form of ought-to L2 self than the other two (factor 4 & 5), although no clear-cut boundary could be represented. The result of the present study is not exactly congruent to Pae Tae-Il's (2007) result, where intrinsic motivation was indicated as the most powerful predictor of the students' perceived English proficiency. The fact that students' English proficiency was not measured in a test form but was a result of perceived proficiency in Pae's study might have led to the different result. Yang's (2009) study also reported the significant correlation between intrinsic motivation and English reading behavior, though the instrument used in Yang's study was the one specifically developed for assessing reading motivation. Or the different nature between L2 listening and pleasure reading (pleasure reading technique was used in her study) might have led to the different result in predicting the influential types of motivation.

Bridging the theoretical frameworks of motivational L2 system and self-determination approach could lead to the finding that intrinsic motivation is closely matched to the concept of Dörnyei's learning experience. Noels et al. (2000, p. 61) argued that "intrinsic motivation generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do." In this study the students who expressed their satisfying feeling in the process of accomplishing difficult problems tended to achieve higher gain scores, which is considered a kind of intrinsic motivation. However, they were not that much motivated by the intrinsic pleasure of listening to or reading English language itself, which was identified as another kind of intrinsic motivation. It might be related to the fact

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that the subjects of this study were still in a lower level of English proficiency. The kinds of motivational constructs which have the predictive power of L2 proficiency might be different for those who have already achieved higher proficiency in L2 or those who have acquired the ability to appreciate the beauty of texts in L2. This needs further investigation and might be an interesting topic for future study.

V. CONCLUSION AND IMPLICATION

This paper presented the correlations between Korean college students' English learning motivation and English listening proficiency. This study is important in several aspects. First, it attempted to interpret the motivational constructs of Korean EFL students from the perspective developed by Noels et al.'s framework comparing them with the theoretical perspective of L2 motivational self system by Dörnyei. Making a bridge between the two frameworks and attempting to interpret motivational constructs within the L2 Motivational self system is expected to broaden the view of motivation to help students to effectively reach their language goals.

Second, it proved that Identified Regulation, which can be identified with ideal L2 self, is the most powerful motivation subtype in terms of achieving L2 proficiency. Other extrinsic orientations, which are equated to ought-to L2 self, are the kinds of orientations not fully internalized (recognized as duties or responsibilities), and they can be on a continuum according to their degree of internalization. This finding also concurs with Kim Tae Young (2009, p. 148)'s argument that "the degree of internalizing the external reason for learning English at a personal level" leads to the success of L2 learning. Another important finding is that the motivational orientation of Intrinsic Accomplishment from constructive language learning experience was found to be a strong predictor of the students' success in language gain. Insights might be drawn from this to help students internalize and strengthen their volition.

Third, this paper could be of help to create a class model in reference with English listening proficiency development, and could play a role of facilitating further related studies. It would provide English educators and researchers with implication especially those who are in the EFL contexts where students are exposed to very limited aural input. In addition, how learning environment or culture affects the kinds of motivation will be another key subject in future motivation studies. Comparing motivation according to different learning contexts would disclose the universality or particularity of L2 learning motivation.

A couple of limitations of this study can be pointed out. First, the data of the present study are limited to the subjects within a narrow circle i.e. at a small sized college. To broaden the validity of the L2 motivational self system, further research is expected which

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extends the range of subjects to those with more diverse proficiency and age levels. Second, the L2 skill dealt with in this study was confined to listening. In order to draw a general overview of the relationship between L2 proficiency and motivation, various skill areas are needed to be investigated.

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Eun-Mi Yang
Kkottongnae Hyundo University of Social Welfare
387, Sangsam-ri, Hyundo-Myun, Cheongwon-gun,
Chungbuk 363-823, S. Korea

Email: emyang@kkot.ac.kr

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