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Relationship among Motivation, Social Factors and Achievement in On-offline Blended English Writing Class

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This study aims to examine how motivational constructs are interrelated with social, context-specific factors and, as a result, contribute to L2 writing achievement within the framework of self-determination theory. The data consisted of 67 Korean college students' questionnaire responses, final scores in an on-offline blended writing course, and qualitative interviews with 5 students. In the descriptive and the correlation analyses, the participants' extrinsic motivation was found higher than intrinsic motivation, with low amotivation. Among social factors, immersion environment, foreign instructor, and peer comparison marked high scores, whereas Korean instructor and online material gained low scores. Those contextual factors were interrelated with each other, such that the immersion factor correlated significantly with Korean instructor and peer comparison. Extrinsic and intrinsic motivational subscales engendered strong correlations with the high-scored social factors, i.e., immersion, foreign instructor, and peer comparison, which were also closely interrelated with L2 writing achievement. The findings illuminate intricate workings of motivation in its effects on L2 achievement and corroborate the roles of contextual factors. The effect of motivational subscales on achievement may be valid through interplay with some social factors. The dynamics of motivation is discussed for pedagogical applications.

[Blended learning/foreign instructor/immersion/L2 writing achievement/ motivation/social context]

I. INTRODUCTION

English learning in Korea casts various challenges concerning learners' goals of learning and the learning context to English educators and to learners alike. The learners continuously receive pressure to improve English proficiency which is a major factor for

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academic and occupational advances. Beside the foreign language (FL) environment, in which learners barely have chances to produce the language in a real-life context, there are context-related issues which the Korean learners of English need to cope with, e.g., online FL learning. Given the challenges, the learners frequently experience difficulties to initiate learning and stay motivated to reach the required level of FL competence, which has significant effect on learning outcome.

Many second language acquisition (SLA) researchers have investigated the learner factor of second language (L2) motivation by linking different motivational types to actual L2 learning (e.g., Dörnyei, 2001, 2003, 2009; Gardner, 1985). Beginning in the 1990s, motivation has drawn attention from researchers who attempted to examine dynamic workings of motivation in specific educational contexts of L2 learning (Dörnyei, 2001; Kim, J., 2010; Noels, Pelletier, & Vallerand, 2000; Vandergrift, 2005). In the self-determination theory (Deci & Ryan, 1985, 1995), later extended to motivation in L2 learning by Noels and her coresearchers (2000), L2 learners may be intrinsically oriented to learn the language out of their enjoyment for themselves. They may also seek an extrinsic award such as a prestigious job while learning the language. In this theory, individual learners' contribution, i.e., their autonomy, is closely tied to motivation, engendering more or less self-determined form of motivational types. The studies based upon the self-determination theory, thus, focus on how motivation evolves in the constant influences of internal and external factors in different contexts.

The increased concerns with learners' experiences while learning indicate current understanding of contributions of the learners themselves not only to the outcome but also to the process in the entire learning practices. As the sociocultural perspective of learning explicates, learning encompasses a learner's participation in a certain task or activity and continuous adaptation to the unfolding circumstances and activities (Lave & Wenger, 1991; Vygotsky, 1978; Wertsch, 1991). In line with this learner-focused perspective, a learner's motivational type should change dynamically through continuous influences of the social contexts significant to the learners' experiences (e.g., Kim, J. 2010; Kim, T., Kim, E., & Kim, H., 2010; Larsen-Freeman, 2007; Macintyre & Legatto, 2011).

As the social, context-specific factors contribute to changes in motivation, it is plausible that the factors may or may not sustain and transform motivation. Few studies, to date, have addressed the dynamics in motivation in relation to certain social circumstances in a writing course. This study, thus, aims to explore several social factors relevant to L2 learners' motivation in a college writing course. The social contexts in which the students are situated include on-offline blended learning activities and foreign and Korean instructors who teach the course as a team. Also investigated is how an immersion environment of the college, i.e., all classes including subject courses being

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taught in English, influences the students' motivation and achievement. As these social factors have recently been adopted by the increasing number of Korean universities and rigorously examined by some SLA researchers (e.g., Kim, T. et al., 2010; Nam, J., 2011; Yang, E., 2011), this study will ultimately improve L2 educators' understanding of how L2 learners of writing react to the specific social factors, develop motivation and achieve their learning goals.

1. L2 Learners' Autonomy and Motivation

In the self-determination theory (Deci & Ryan, 1985, 1995; Noels et al., 2000), learners' orientations to motivation are classified into three different categories: amotivation, extrinsic motivation, and intrinsic motivation. Lying on a continuum, the three categories represent the extent to which a learner is autonomous while participating in specific learning activities (Noels et al., 2000; Vandergrift, 2005). For example, learners may see no relation between their actions and the consequences of those actions, i.e., the state of amotivation. As learners pursue achieving an instrumental goal, extrinsic motivation is manifested. This second category of motivation can be divided into three subtypes, which again indicate the extent to which learners are autonomous, or self-determined: external regulation, introjected regulation, and identified regulation. On the other extreme, learners may have intrinsic motivation as they participate in learning for their own enjoyment and satisfaction. Vallerand and colleagues (Vallerand, 1997; Vallerand et al., 1992, 1993) have extended this dimension of self-determination theory further by dividing intrinsic motivation into three subtypes, each increasingly more self-determined: knowledge, accomplishment, and stimulation. Later, Dörnyei developed the motivation theory (2001, 2003, 2009), and proposed L2 motivational-self system, in terms of ideal versus ought-to self.

This classification of motivation has been supported in several empirical researches on L2 (Noels et al., 2000; Vallerand et al, 1992, 1993; Vandergrift, 2005). Noels and her colleagues (2000), in their quantitative study of L2 motivation, showed that low perceptions of freedom of choice and perceived competence are also indicative of higher levels of amotivation. It was suggested that in order to foster sustained learning, it should 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. Vandergrift (2005) supports the close relationship between learner autonomy and motivation, indicating that the more self-determined their motivation was, the more students, i.e., adolescent learners of French, were willing to invest the time and effort required for self-regulatory learning and to use metacognitive listening strategies. Therefore, language programs need to emphasize autonomy which will in turn foster students' motivation and

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potential success (Noels et al., 2000; Littlewood, 1996, 1999).

Vandergrift (2005) reports that intrinsic motivation can flourish in different learning environments and be associated with various learner factors. Cultural constraints, for example, have been found to influence the dynamics of motivation in L2 learning. Regarding personal choice in L2 motivation, Asian American children did not particularly favored freedom of choice (Iyengar & Lepper, 1999; Littlewood, 1999; Murray, 2007). They were more intrinsically motivated when choices were made for them by trusted authorities such as their classroom teachers. However, interestingly, some of L2 motivation studies on Korean EFL learners revealed that intrinsic motivation has a stronger bearing on L2 achievement, such as perceived English proficiency and L2 reading behavior (Pae, T., 2007; Yang, E., 2009, 2011). Specifically, E. Yang (2011), in her study of motivation in a college listening class, showed that Identified Value Regulation predicted the students' language proficiency. She emphasized the motivational orientation should be firmly internalized in order to facilitate L2 listening proficiency.

2. Sociocultural Perspective in Motivation Studies

The recent trend viewing motivation as a dynamic learner variable reflects the influence of sociocultural perspective of learning on SLA research. This perspective, originated from Vygotsky's (1978) sociocultural theory, centers on the concrete and procedural effect of the social realm on cognitive development. Context and other entailing meaningful factors in the given context are not mere background factors for activities but integral parts of itself (e.g., Mondada & Doehler, 2004). Those social factors include an instructor or other peers that the interactants refer to during the interaction and the medium of communication such as learning materials and activities. Tasks are configured by the learner's own activities and interpretation processes, and fundamentally interactional in nature. Learning is the outcome of mediation in interaction and collaboration, through which learners construct learning environments, tasks, identities, and context (Pekarek Doehler, 2002). Given the significance of learners' own participation in learning process and outcome, L2 motivation is now considered a learner variable constantly influenced by the interaction between L2 learners and their immediate context perceived as important.

The contexts in which L2 learners are situated, according to Macintyre and Legatto (2011), are tremendously complex and the learning goals may undergo transformation throughout the learning processes. SLA researchers have attempted to demonstrate contributions of certain contextual factors to dynamics of the motivational changes. Macintyre and Legatto (2011) showed, in the study of foreign language learners'

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willingness to communicate (WTC), that L2 learners' WTC rapidly changed but the WTC score at any particular time was partially a function of WTC at the preceding moment. Other researchers investigated factors such as native English-speaking instructors, ESL context, and online-learning program. Concerning foreign instructors, learners' FL anxiety changed in accordance with their proficiency levels. Beginner level English learners were found to be more anxious than intermediate-level learners in the classroom taught by a foreign instructor (Nam, J., 2011). J. Nam (2011) also reported that the time for studying L2 had little correlation with L2 achievement, but rather with motivation and WTC. M. Jo (2010) focused on the context of ESL, not EFL, and investigated English speaking anxiety of English learners in America through an anxiety questionnaire. She found that while ESL learners' was more instrumentally motivated to learn English, i.e., for travel, making new friends, or prestigious jobs, their speaking anxiety was lower than the median. Their perception of learning efficacy significantly affected English language speaking anxiety levels.

T. Kim (2009), unlike other studies, employed entirely qualitative method, and examined the self-determination theory with focus on ideal L2 self and ought-to L2 self. He showed that the crucial element in Dörnyei's L2 motivational self system is the interactive nature of the two L2 self-perceptions. This case study also revealed that successful L2 learning can occur when the learners internalize social discourse and transform their self-perception to ideal L2 self. In other words, L2 learners can understand the reason to learn ESL and try to attach personal meaning to it, during which the ought-to L2 self having social origins can be transformed into the ideal L2 self.

3. L2 Learners' Perception of Learning Experiences and Motivation

As SLA researchers now commonly understand active roles that learners play in their own learning, the studies of learner factors, such as motivation, have focused more on how the learners perceive L2 acquisition in process. Their beliefs and perceptions were shown to affect L2 achievement as well. Most commonly investigated learners factors include L2 anxiety, self-confidence with the target language, language learning strategies, motivation, and language aptitude (e.g., Borg, 2003; Brown, 2009; Gardner, Tremblay, & Masgoret, 1997; MacIntyre & Gardner, 1989, 1991; Tomlinson & Dat, 2004; Yan & Horwitz, 2008). These factors, as specific learners perceive, are related 'functionally' to one another, and not mutually exclusive. Thus, Gardner and his colleagues (1997) emphasize, any model that displays the correlation between learner factors is subject to modification depending upon groups of learners and context of learning. Their proposal has been corroborated in quantitative and qualitative studies of learner factors. For example, Yan and Horwitz (2008), using a qualitative analytic tool of interview data,

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examined how Chinese English learners in China perceived interrelationship between language achievement and personal factors that might have influenced their anxiety. The college students learning English in China perceived anxiety as a result of other factors, one of the immediate sources of anxiety being motivation.

Recently, many universities in Korea and America have considered and/or actively adopted online programs in foreign language classes. The learners in the classes have been required to work online in order to fulfill the class assignments (Ihm, H., 2005; Cha, M., 2006; Kim, J., 2010; Kim, T. et al., 2010).). H. Ihm (2005), in her need analysis of college students taking a general English course, found the most favored learning context to be characterized by homogeneous groups of learning in terms of learning proficiency, a small class size, and well-portioned on-offline class. J. Kim (2010) investigated differences in perception of personal and instructional factors between two proficiency groups in college general English class, offered in on-offline blended curriculum. The two groups showed discrepancy in ways to cope with online-related activities. The low-proficiency group depended upon their own language aptitude and showed difficulties with adjusting to this new online learning environment, and thus displayed increased anxiety due to online learning setting.

Other researchers have found that curriculum management has crucial effect on success of on-offline blended English class. The online program, as M. Cha (2006) indicates, may not be effective unless its content is included in offline classes in a relevant manner. In other words, while students may be highly motivated to online learning, their L2 proficiency may not improve because of inconsistency between the online material and the offline class. T. Kim and his colleagues (2010) also supported the importance of curriculum management in on-offline L2 classes in their study of motivation in the blended L2 speaking class. They demonstrated fostering effect of speaking-enhanced online tasks on L2 speaking proficiency for the students who had higher instrumental motivation and ideal L2-self.

4. Research Questions

Although the studies on L2 motivation in relation to various contextual factors have improved L2 practitioners' understanding of how to manage L2 curriculum and other social factors, L2 learners and classroom teachers still need evidences of the roles of different social factors in different English classes. This study examines motivational dynamics in a college writing class, which is offered in the form of on-offline blended learning. Other social factors to be examined in relation to motivation include Korean and English native instructors and immersion environment. The following four research questions have guided the research.

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1) What are L2 motivational orientations of Korean EFL college students who have taken an on-offline blended English writing course?
2) How do the learners perceive the social factors in the learning environment?
3) How are the motivational orientations and the perception of the social factors interrelated with each other?
4) Which motivational orientations and social factors can predict the students' L2 achievement?

As I attempt to answer these research questions, I adopt a methodology that can handle the data not only quantitatively but also qualitatively. The results and the discussion of the analysis will follow the explanation of the methodology in the subsequent parts of the paper.

II. METHOD

1. Participants

A total of 67 college freshmen taking English writing course participated in this study, spring, 2011. They were enrolled in a large research-oriented university located in a metropolitan city in Kyungsang province, South Korea. Undetermined on their majors at the time of data collection, the participants were pursuing majors either in engineering or business management. In the four sections of the writing course, 88 students were enrolled, only 67 of which were available for the current study because of absences or incomplete responses of questionnaires. Before enrolling the course, the students were required to take a placement test online, which included items on listening, reading and grammar in multiple choice questions, 15 items per each area, i.e., 45 questions in total. According to the results, the students were assigned to one of two tracks. The students, upon equal or below 75% score[1)], were required to take one general English course in the first semester and then English writing or speaking of their choices in the following semester (track A). The group of higher score, higher than 75%, was required to take both English writing and speaking courses (track B). At the time of the research, 50 out of 88 students had advanced from general English course offered for those who received admission during winter, 2010. The other 33 students were enrolled without any prerequisite required.

The participating students were enrolled in four sections and met two different instructors in two class sessions per week in the writing course, one Korean instructor and

[1] The cutting score, 75% was correspondent to 750-800 of Test of English for International Communication (TOEIC) according to the program provider's explanation.

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one foreign (native English-speaking) instructor. Because of the immersion policy of the university, the participants were allowed to speak only English in class meetings, although they were allowed to speak Korean with their Korean instructor after class.

2. The Organization of the Classes

The offline sections were offered in two different settings, i.e., a lecture from a Korean instructor and a small discussion section with a foreign instructor. One Korean instructor, a Ph.D. instructor, was in charge of giving an overview of the weekly topic and online materials, and thus, met students in larger classes, 35 and 43 respectively. Two foreign instructors, B.A. holders from Canada, handled activity-focused weekly sections. The foreign instructors' classes were smaller in 4 divided sections, 19-24 in sizes.

The online program used for the class aimed to improve students' understanding of basis of academic writing. Each unit consisted of general explanation of a topic in video/audio material and subsequent quizzes. The students were expected to study the online material and complete the practice questions according to the weekly schedule in addition to writing one 3-4 page long paper (assignment 4) at the end of the semester after three short writing assignments (assignments 1, 2, and 3). Assignment 4 was an accumulated work of the preceding assignments concerning three parts of an academic paper, i.e., the introduction (assignment 1), the body (assignment 2), and the conclusion (assignment 3). They also took the midterm and the final exam which tested not only basics of writing a paper but also the grammar on a sentence and a paragraph level.

3. Procedure

The study has been conducted both in a quantitative and a qualitative manner. For a quantitative examination, an eighteen-item questionnaire survey was constructed based on the Language Learning Orientations Scale presented and used by many SLA researchers including Noels et al. (2000), Vandergrift (2005) and E. Yang (2011). The questionnaire consisted of two parts: items 1-9 on motivation and items 10-18 on social factors. Specifically, items on motivation represented three different types of motivation: extrinsic motivation (items 1-5), intrinsic motivation (items 6-8), and amotivation (item 9). Extrinsic motivation has been classified into three subscales: external regulation (items 1 and 2), introjected regulation (items 3 and 4) and identified regulation (item 5). For intrinsic motivation subscales, each of the three items (6, 7, and 8) represented knowledge, stimulation and accomplishment respectively. The remaining item (item 9) represented amotivation (See Appendix).

The latter part of the questionnaire represented specific social factors in which the

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participants were situated: foreign and Korean instructor, online portion of the class, peers and immersion environment. Three items addressed the effect of instructors: foreign instructors (items 10 and 11) and the Korean instructor (item 12). The online factor was examined in four items, (items 13-16). Items 17 and 18 represented peer comparison and immersion environment respectively.

All the participants completed the questionnaire, written in Korean between the tenth week and the thirteenth week of the semester. Then five students from the four sections were selected for an interview with the researcher. Among the five selected students, four advanced from the general English course (track A), only one being on track B. In fact, the four students' scores corresponded to the 82-88 % range, while the student from track B was higher, 93.8%. The interview was conducted in Korean for 20-30 minutes with each student. The audio-recorded interview was transcribed for qualitative examination of motivational constructs and social factors as the students perceived.

4. Data Analysis

The 18 items in the questionnaire were presented in Likert scale (1-5) according to the responder's level of agreement to the given statement, 1 corresponding to 'strongly disagree' and 5 to 'strongly agree'. In addition to the responses, their final scores in percentile have been coded for the examination of the relationship between the motivational/social constructs and the achievement in the writing class. SPSS statistical program has been used to process the quantitative data. The statistical analysis included descriptive statistics, t-test, and correlation coefficients, which calculated the participants' motivational modality, their perception of social factors, differences in writing achievement, the interrelationship between motivation and social factors, and their contribution to writing proficiency. Cronbach's alpha was calculated to see the internal consistency estimate of reliability of the questionnaire for measuring student's motivation. The reliability estimate for motivation was 0.847 in Cronbach's coefficient alpha value, which was considered acceptable for this study.

Vandergrift (2005) and Macintyre and Legatto (2011) strongly recommend an interpretive component using methodologies such as in-depth interviews or case studies in addition to questionnaires in order to reveal influential factors, i.e., the reasons for students' responses on questionnaires. Therefore, this study included a qualitative analysis which was to ascertain internal dynamics of the learners' motivation and perception of social factors and the reasons why they would respond to questionnaire. The semi-structured interviews aimed to gain some qualitative insights into the participants' views, beliefs and opinions on context. As interviewing was not the main research instrument of the study and was simply used as a complementary tool, only five informants were interviewed.

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III. RESULTS AND DISCUSSION

This section presents and discusses the results of the analysis of the questionnaire survey in the course of answering the research questions. The qualitative analysis of interview data supplements the discussion in order to provide a comprehensive perspective of the interrelatedness among the factors.

1. Motivational types in the Blended Writing Course

The first research question concerned the motivational dynamics which the participating students showed in three overarching types of motivation, i.e., extrinsic motivation (EM), intrinsic motivation (IM), and amotivation (AM). The EM and the IM were reclassified into 3 subscales respectively; external regulation, introjected regulation and identified regulation under EM, knowledge, stimulation and accomplishment under IM. Thus, a total of 7 motivational orientations have been examined in the descriptive analysis.

As Table 1 shows, the students were found to be motivated to learn English writing both extrinsically and intrinsically, their response scored marked higher than average, i.e., 3. Between EM and IM, their EM score was a little higher than IM score, which explains that the students were motivated to learn English for external awards. Specifically, they were found to relate English writing to their majors and prestigious jobs they seek (external regulation) more than the other EM constructs, i.e., benefits in English speaking countries or written interaction with English native speakers (introjected EM), or self-development (identified EM). In other words, they pursued rather concrete rewards along with learning English writing.

TABLE 1
Motivational Types

Motivational types (item number)	Mean	S.D.
EM (items 1-5)	4.4701	.50994
external EM (items 1 and 2)	4.6045	.50405
introjected EM (items 3 and 4)	4.3134	.65038
identified EM (item 5)	4.4925	.68253
IM (items 6-8)	3.9254	.81819
Knowledge (item 6)	3.8955	.83728
Stimulation (item 7)	4.0448	1.00654
Accomplishment (item 8)	3.8955	.83728
AM (item 9)	1.8060	.89169

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Among IM subtypes, stimulation marked the highest among the three. That is, the students were strongly motivated to learn writing for enjoyment and satisfaction from successful interactions with English native speakers through written medium such as emails (IM-stimulation). They were less intrinsically motivated to learn English writing to acquire knowledge of western way of thinking (knowledge) or to feel accomplishment (accomplishment). Since their AM score was significantly lower than EM and IM constructs, overall the students were highly motivated to learn English writing.

Correlation analysis between the three motivation constructs has revealed that both EM and IM negatively correlated with amotivation, which was statistically significant. Table 2 illustrates the negative relationships between the subscales of EM and IM and amotivation. The negative correlation values indicated that External EM and identified EM would be the best indicators of least relationship with amotivation. While the rest of the constructs, introejcted EM, IM-stimulation, and IM-accomplishment, had statistically significant correlations with amotivation, the negative correlation between IM-knowledge and amotivation was not significant in the statistical analysis. In other words, a student, motivated to learn English writing itself, may not necessarily relate it to learning western culture or their way of thinking.

TABLE 2
Correlation Coefficients between Motivational Types and Amotivation

Amotivation	Amotivation	P.
EM in total	-457**	.000
external EM (items 1 and 2)	-.409**	.001
introjected EM (items 3 and 4)	-.325**	.007
identified EM (item 5)	-.413	.001
IM in total	-.373**	.002
Knowledge (item 6)	-.231	.061
Stimulation (item 7)	-.345**	.004
Accomplishment (item 8)	-.331**	.006
Amotivation	1	.000

**. Correlation is significant at the 0.01 level.

The results may be attributed to the curriculum organization, which allowed the students, advanced from a general English course (track A), to choose between a writing and a speaking class. As they chose to enroll the class, their level of amotivation was very low, which produced negative correlations between amotivation and the other motivational subscales.

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2. Student's Perception of Social Factors

As this study aimed to examine how the students taking the blended writing course perceive the social factors as well as the ways in which they were motivated to study writing, their responses to the questionnaire items on social factors have been calculated in terms of the mean scores. The examined social factors included foreign instructors (FI, items 10 and 11), Korean instructor (KI, item 12), online learning (Online, items 13-16), peer comparison (Peer, item 17) and immersion environment (Immersion, item 18). The reliability estimates for the factors of multiple items, i.e., foreign instructors and online learning, have been calculated. Cronbach's coefficient alpha values of each of the factors were 0.720 (foreign instructors) and 0.745 (online learning) respectively, which was considered acceptable for this study.

The results, as Table 3 shows, indicated discrepancy in the effectiveness of the social factors on learning English writing, as perceived by the participants. Immersion environment marked the highest score, its mean being 4.3433. The students felt driven to learn English writing because of the immersion environment under the university's strong English-only policy for lectures and official communication. They also felt comfortable with the class taught by the foreign instructor that they met on a weekly basis and positively responded as to the foreign instructor's contribution to their learning. However, as the high mean score of peer comparison shows, they did compare themselves with their peers in the class and felt that their peers performed better in the class.

TABLE 3
Perception of Social Factors

Social factors (item number)	Mean	S.D.
FI (items 10 and 11)	3.5075	.93538
KI (item 12)	2.8358	.97851
Online (items 13-16)	2.9552	.84938
Peer (item 17)	3.7910	1.00811
Immersion (item 18)	4.3433	.78917

By contrast, the lower scores have been found in the contribution of the Korean instructor and the online material, both staying lower than the mean score. In the qualitative interviews, these factors were found to be interrelated and to engender negative perception. Some students disregarded some portions of the online material which was the main focus of the lecture-style class led by the Korean instructor. Two interviewees' responses explain this perception as shown in the following.

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Each unit almost always begins with a video presentation of a major grammar point or writing a paragraph in general. The professor's instruction, a lot of times, has overlapped with the video. I wish we had either of those. The video material can be really boring and the online practice questions are too many. Since it is English writing, I think practices with B (a foreign instructor) would be more important (ST01).

It's very difficult to stay focused watching the video materials (included in the online program). I know it's short, only like 3-5 minutes. But I feel like I would fall asleep. D (a foreign instructor), however, is helpful, always smiling at us and giving us many useful practices like an editing practice. Their examples are interesting (ST04).

As above-commented, the students' negative perspective on the effectiveness of online material was projected into their evaluations of the contribution of Korean instructor's lecture to English writing. Differences between the students' expectation of English writing and the materials used in the instruction have created this negative perception. On the one hand, the students were found to look for hands-on, concrete activities, not understanding the role of the lecture. On the other hand, they appreciated intimate atmosphere in the foreign instructor's class. Since the data collection occurred later in the semester, they were familiar with the instructors, but not with the Korean professor whom they had met in rather a larger class.

The correlations between the social factors were found statistically significant in KI, and Peer as correlated to Immersion (Table 4). In other words, the more they appreciated their Korean instructor, the more strongly they perceived the immersion environment to drive their L2 learning in writing. Thus, English-only policy of the researched site, apparently, affected some students positively and increased their motivation to learning English writing. Those students, at the same time, favored having a Korean instructor in their process of learning writing. Also, the students who felt that their peers performed better than they did were keener to the immersion environment and expressed the need of English writing in the environment.

TABLE 4
Correlation Coefficients between Social factors

Social factors	Immersion	p
FI (items 10 and 11)	.079	.527
KI (item 12).	251*	.041
Online (items 13-16)	.097	.436
Peer (item 17)	263*	.032
Immersion (item 18)	1	

*. Correlation is significant at the 0.05 level

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3. Relationship between Motivation and Social Factors

As some researchers have indicated, motivation may interact with social, context-specific factors which students perceive influential to their L2 outcome (e.g., Iyengar & Lepper, 1999; Littlewood, 1999; Murray, 2007; Vandergrift, 2005). In light of this proposal, this study examined the correlation coefficients between the motivational types and several social factors.

The results showed that the three social factors, i.e., FI, Peer, Immersion, significantly correlated with motivational constructs, as presented in the following table (Table 5). Their perception of the Korean instructor and the online material was not indicative of any type of motivation in the statistical procedure.

TABLE 5
Correlation Coefficients between Motivation and Social Factors

Motivation/Social Factors	FI	Peer	Immersion
EM in total	.146 (.238)	-.253* (.039)	.453** (.000)
external EM	.006 (.959	-.120 (.332)	.385** (.001)
introjected EM	.258* (.035)	-.315** (.010)	.274* (.025)
identified EM	.077 (.535)	-.178 (.148)	.469** (.000)
IM in total	.123 (.322)	-.197 (.111)	.486** (.000)
Knowledge	.127 (.307)	-.421** (.000)	.170 (.170)
Stimulation	.144 (.243)	-.035 (.776)	.476** (.000)
Accomplishment	.044 (.724)	-.083 (.503)	.503** (.000)
AM	-.352** (.003)	.224 (.069)	-.227 (.065)

**. Correlation is significant at the 0.01 level.
*. Correlation is significant at the 0.05 level

The social factor of Immersion was found to be most strongly interrelated with motivational subscales. What is striking is that this factor correlated more significantly with intrinsic motivation than with extrinsic motivation. In other words, the more the students appreciated the effect of immersion environment on their learning, the more they were intrinsically motivated to pursue the feeling of accomplishment and enjoyment in conjunction with the English writing. Peer comparison was also found to have strong bearing on motivation. Overall, this social factor negatively correlated with extrinsic motivation, which indicates that the more conscious the students were of their peer performances, the less they stay motivated in their perspective of benefits they can gain in the English-speaking countries (Introjected EM). Interestingly, those students with higher tendency to compare themselves with their peers showed lower motivational

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orientation to learn the way of thinking of the English-speaking courtiers (IM-Knowledge).

Their perception of foreign instructors was found to correlate most significantly with amotivation; as long as they had a certain level of motivation in learning English writing, they tended to evaluate positively the contribution of the foreign instructors. They also related the class meetings with a foreign instructor to potential benefits that they may have in the English-speaking countries (Introjected EM).

During the interview, some of the students addressed these differential degrees of interrelatedness between motivational constructs and social factors. Apparently, they were very conscious of the crucial impact of the immersion policy on their learning and post-graduate life. The following is an extract from an interview with a student.

Before I entered this university, I thought this 100% English lecture was just a gesture to attract more students. So did a lot of my friends, as I know of. And we are really doing it. It's difficult, but I think ultimately there's more gain than loss. At least, I won't have any problem understanding native speakers. And my professors keep saying that writing can be more important than speaking English. I kind of understand why. This pressure of English in campus is good. Well, it should be good. (ST 05)

4. Relationship among Motivation, Social Factors and Writing Achievement

Given the motivational dynamics that the students enrolled in the writing course showed and discriminatory roles of different social factors as perceived by the participants, this study investigated how these motivational and social constructs would be interrelated with writing achievement. The students' final scores as their achievemenst were calculated based upon their scores on the four assignments, on the chapter tests included in the online writing program and on the two, midterm and final, exams. The mean score of the participating students were 86.62 (S.D. =4.68). In order to see if there is significant difference between the group of the scores higher than the mean and the group of the scores equal to or lower than the mean, t-test has been run, the result of which indicated significant difference between the two groups (Table 6).

TABLE 6
t-test Result of Final Writing Score

Item	t	df	p-value
Final Score	-11.244	65	.000

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The differences in achievement then have been cross-examined with the motivational and social constructs. First, in the examination of the relationship between motivational constructs and the students' final writing scores, amotivation has been found to be most strongly interreated with the writing achievement (Table 7). As the negative relationship indicates, the higher the level of amotiation was, the lower their final achievement tended to be. However, overall, neither students' extrinsic motivation nor intrinsic motivation was interrelated with their achievement in writing in a significant manner. Only one type of intrinsic motivation, IM-Knowledge was indicative of students' achievement as the correlation coefficient value was significant at the 0.05 level (Pearson r =.252, p =.041). That is, as long as students were far from being amotivated, they were capable of managing all the required class tasks and of achieving better scores than those with higher level of amotivation. The students who were particularly interested in the English culture along with writing were most successful in the writing class (IM-Knowledge).

The negative relationship between AM and writing achievement score is not surprising. As Vandergrift (2005) notes, amotivated students, unlike more competent learners, tend to be passive, less autonomous (Littlewood, 1996; Vandergrift, 2003, 2005). Likewise, previous research on motivation has not found a vigorous relationship between students' final scores and the EM and IM orientations (Noels, Clément, & Pelletier, 1999, 2001; Vandergrift, 2005). Noels and her colleagues, in the study done in 2001, reported the significant correlation between IM and the final course grade which was not high (Noels et al., 2001). Vandergrift (2005) pointed out the discrepancy between listening proficiency tasks, which were authentic and fast, and regular classroom listening practices, which were teacher-centered, slow-paced, and contextualized.

TABLE 7

Correlation Coefficients between Motivational Types and Writing Achievement

Motivational types	Achievement	P
EM in total	-.023	.856
external EM	-.006	.960
introjected EM	.003	.979
identified EM	-.049	.692
IM in total	.193	.499
Knowledge	.252*	.041
Stimulation	-.165	.181
Accomplishment	-.150	.225
AM	-.374**	.002

**. Correlation is significant at the 0.01 level.
*. Correlation is significant at the 0.05 level

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In correspondence to the research on Korean EFL learners (Pae, T., 2007; Yang, E., 2009, 2011), although it was limited to one IM construct, the current study showed that students who are more autonomous, having more internalized level of motivation, tend to achieve better in the writing course. As J. Kim (2010) reported, students with higher proficiency showed higher degree of autonomy and less dependence on other instructional or personal factors. As more advanced level of students, the participating students displayed autonomous attitude, which was found to be a predictor of higher L2 achievement.

The investigation of correlation coefficients between achievement and social factors has revealed that students' writing achievement has a strong positive relationship with the factor of FI; the students who achieved high final scores tended to evaluated positively the effectiveness of foreign instructors on their learning English writing (Table 8). On the contrary, some of the other social factors, KI, Peer, and Immersion, correlated negatively with achievement. The more they appreciated the Korean instructor and the English-only campus (immersion), the lower their achievement tended to be. Also, those who were conscious of their peers, thinking their peers outperforming them, tended to receive lower scores. The statistical analysis, however, found no significant relationship between achievement and online material. That is, the students' perception of effectiveness of online materials did not affect their achievement in the class.

TABLE 8

Correlation Coefficients between Social factors and Writing Achievement

Social factors	Writing achievement	(p)
FI	.526**	.000
KI	-.291*	.017
Online	-.165	.182
Peer	-.341**	.005
Immersion	-.276*	.024

*. Correlation is significant at the 0.05 level

The significant relationships found in the correlations between the social factors and L2 writing scores not only provide evidence on the effect of those context-specific factors on writing achievement, but, more importantly, they also reveal the dynamics of motivation as it interacts with social factors and in turn affects L2 achievement. As shown in the previous section (section 2), the three social factors, i.e., FI, Peer, Immersion, were significantly interrelated with motivational constructs (Table 5). To repeat the results, the social factor of Immersion was found to be strongly interrelated both with EM and IM constructs. Peer comparison was also found to have strong bearing on motivation, Introjected EM, in a negative manner. Their perception of foreign

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instructor significantly correlated negatively with amotivation and positively with Introjected EM.

Given the result, thus, it is speculated that EM and IM motivational subscales correlate with L2 writing achievement, mostly in accordance with the ways students perceive their immediate, relevant social factors. First, amotivation, which correlates negatively with FI (r = -.352**), has resulted in strong correlation with achievement in writing(r = -.374**). In other words, amotivated students tend to depreciate the effectiveness of a foreign instructor, which is a predictor of a low achievement score. Second, IM-Knowledge, correlated negatively with peer comparison (r = -.421**), interplays with L2 achievement (r = .252*). A student, for example, can be at least moderately successful as long as their evaluation of self in comparison with their peers remains positive. Third, EM and IM subscales, except IM knowledge, as much as they are positively correlated with immersion, may not contribute to L2 achievement. That is, students' awareness of the immersion environment may increase motivation extrinsically or intrinsically, if not driving them to learn the L2 culture. The students who achieved better, however, were those who were less affected by the immersion environment. One of the interviewees, who belonged to the top 3 % of the course, provides a comment that explains this intricate, dynamic nature of motivation and social factors.

Sometimes, I think we would be better off in a regular campus environment. I mean, I don't care whether it is English-only, Korean-only, or the mixture of the two. I will just do whatever I have to do in order to get a good grade and to be successful. However, I see many of the students frustrated because they cannot do as well as they expected. They say they like it, and say they feel like or have to study English more. But I don't know if it's really good for them. In order to be successful, we need to be prepared in terms of English. (ST 02)

IV. CONCLUSION

This study focused on discussing and cross-analyzing Korean EFL learners' L2 motivation in the context of blended writing course, from the perspective of Noels et al.'s self-determination theory with intrinsic and extrinsic orientations (2000). Special concern of this study was how motivation works dynamically with immediate contextual factor in its effect on L2 achievement. The findings of the study are summarized as in the following in the order of the four research questions.

Firstly, between EM and IM, the participants showed higher EM scores than IM scores, which explains that the students were motivated to learn English for external

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awards, especially their major- or job-related awards. Meanwhile, IM-Stimulation marked the highest among the three IM subscales. That is, enjoyment or satisfying feeling from successful interaction with English native speakers in writing served as a powerful drive to learn English writing. Overall, their AM score was significantly lower than EM and IM subscales.

Secondly, the participants' understanding of social context revealed discriminatory effects of several immediate factors. Immersion environment marked the highest score, showing that the researched university's policy of English immersion was perceived crucial in their learning. Whereas they positively responded to the foreign instructor's contribution to their learning, they were conscious of their peers' class performance, feeling inferior to them. The lower scores in the Korean instructor and online material were qualitatively examined as some of the interviewees mentioned the two social factors were interrelated, i.e., one-way, lecture-style presentation of the contents.

Thirdly, the three social factors, i.e., FI, Peer, Immersion, were significantly interrelated with motivational subscales. Their perception of Korean instructor and online material was not indicative of any type of motivation in the statistical procedure. While the factor of immersion correlated more significantly with intrinsic motivation than with extrinsic motivation, peer comparison was found to have negative correlation with extrinsic motivation, and IM-Knowledge. Their perception of contribution of a foreign instructor on their learning most significantly correlated with amotivation in a negative manner; as long as they had a certain level of motivation in learning English writing, they tended to positively evaluate to the contribution of foreign instructors.

The final research question concerned the differences in achievement in relation to the participants' motivational orientation and perception of social constructs. Overall, correlations between achievement in writing and EM and IM motivation were found low, although one IM construct, IM-knowledge was indicative of L2 achievement. Amotivation has been found to be most strongly interrelated with the writing achievement. As the negative relationship indicates, the higher the level of amotivation was, the lower their final achievement tended to be. Meanwhile, the analysis has found more robust relationship between achievement and social factors. Correlation coefficient between achievement and FI was positive and significant; however, the other social factors, KI, Peer, and Immersion, correlated negatively with achievement. There was no significant relationship between the achievement and the perceived effectiveness of the online material.

As discussed earlier, the perceived influence of immediate, social context, in which students are situated, affects the ways in which motivation functions in the process of L2 learning in this writing class. Although it is only AM that shows significant negative correlation with achievement, EM and IM categories may contribute to achievement

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through dynamic interplays with social contextual factors. Immersion factor, which is significantly interrelated with most of the motivational subscales, except IM-knowledge, may not function as a facilitative context. Interestingly, those who feel more motivated to learning English writing because of the immersion context in which they are situated, tend to show low achievement. Thus, the immersion context may not foster L2 outcome, in the group of the learners with low proficiency/achievement in writing. One of IM constructs, i.e., IM-Knowledge, will manifest its influence on L2 achievement most, when the level of peer comparison is low, since this motivation correlates negatively with peer comparison. Amotivated student, then, tends to perceive negatively the role of a foreign instructor while constantly comparing themselves with other more competent student, which consequently has derogatory effect on L2 achievement.

The findings of this study disclose which social factors are relevant in manifestation of motivational constructs in L2 achievement. Not only does this study corroborate the tremendous effect of immediate, social context, as proposed by SLA researchers (Guay & Vallerand, 1997; Kim, T., 2009; Kim T., et al., 2010; Larsen-Freeman, 2007; Macintyre & Legatto, 2011; Noels et al., 2000), but it clearly indicates that in this on-offline blended writing course, several social factors, i.e., foreign instructor, immersion, peer comparison, correlate with motivation. As they are intricately interrelated with motivational constructs, the effect of motivation on achievement remains crucial, if indirect.

L2 writing educators, especially those considering blended learning environment and/or immersion program in Korea need to promote L2 achievement based upon the findings of this study. In order to enhance the effect of contextual factors on motivation, it is important to provide intriguing online program and to define the roles of instructors for the students. Foreign instructors' effect has received positive evaluation in L2 learning (Kim, J., 2010), and anxiety associated with foreign instructors has been insignificant (Nam, J., 2011), but concrete definition of their role may enhance the quality of instruction and will ultimately improve L2 achievement. L2 educators also need to assist the students to be autonomous and to be less conscious of their peers' performance. At the same time, they need to promote immersion environment distinctively according to students' proficiency levels, so that their increased motivation in the context can sustain and entail successful L2 writing achievement.

Despite the contributions of the study to understanding motivation, this study has a few limitations. First, the data of the present study are limited to the students of a university, non-English majors. Therefore, it is difficult to generalize the findings to other groups of students with different background and different proficiency level. Also, the findings only indicate the degree of influence of the examined factors and correlations among them, but not the causation. Therefore, they need to be cautiously

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interpreted, and further research may need to address the causation in a systematic manner. Finally, since this study examined L2 achievement in terms of the final writing score, it does not reflect changes in motivation in its close relationship with social factors. The conjoint effect may be better explained through several rounds of surveys such as pre- and post-instruction surveys.

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APPENDIX

Questionnaires

매우 그렇지 않다	그렇지 않다	보통	그렇다	매우 그렇다
1	2	3	4	5

1. 영작문은 나의 전공 (이공, 경영) 공부에 있어 중요하다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
2. 영작문를 잘하면 미래에 좋은 직업을 구하는 데 도움이 될 거라고 생각한다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
3. 영작문을 잘하면 영어권 국가에서 누릴 수 있는 혜택이 있다고 생각한다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
4. 영작공부를 하는 목표 중의 하나는 영어 원어민(선생님, 친구, 동료)과 글로 의사소통이라고 생각한다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
5. 나는 나의 발전을 위해 영작문이 중요하다고 생각한다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
6. 나는 영작문을 배우면서 영어권 글쓰기 방식과 관련된 사고 방식도 배우는 것 같다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
7. 영어 원어민과 영어로 대화 또는 이메일로 이야기할 수 있을 때 기분이 좋고 이를 위해 영어 공부를 더 하고 싶어진다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
8. 영어 공부를 하면서 오는 성취감 때문에 영어 공부를 더 하고 싶어진다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
9. 나는 왜 내가 영작문을 공부해야 하는지 모르겠다.
   (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
10. 원어민 강사와 영어 수업을 할 때 다른 한국인 교수님과 수업하는 만큼 편안하게 느낀다.
    (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
11. 원어민강사와 교실에서 만나기 때문에 영어 작문 연습하는데 도움이 된다.
    (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
12. 한국인교수님이 일주일에 한번 수업하기 때문에 이 수업을 더 잘 따라갈 수 있다고 생각한다.
    (매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)

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13. 나는 온라인 프로그램을 이용하는 것이 영작문 수업에 도움이 된다고 생각한다.
(매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
14. 나는 온라인 프로그램을 이용하니까 영작문 수업이 더 흥미롭다고 생각한다.
(매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
15. 나는 온라인 프로그램을 이용하여 내가 편한 시간에 공부할 수 있는 시간에 공부할 수 있게 해주는 게 마음에 든다.
(매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
16. 나는 교실 수업보다 내가 스스로 공부의 양을 조절할 수 있는 writing program 을 더 많이 이용했으면 좋겠다.
(매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
17. 나는 Building writing 수업에서 다른 학생들이 나보다 영어를 더 잘한다고 생각한다.
(매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)
18. 나는 우리 학교가 기초 과학 과목 등 모든 수업을 영어로 강의하니까 영작문도 더 잘 해야겠다는 생각이 든다.
(매우 그렇지 않다) 1 2 3 4 5 (매우 그렇다)

Examples in: English
Applicable Languages: English
Applicable Levels: College

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