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Korean Secondary School Students' L2 Learning Motivation: Comparing L2 Motivational Self System with Socio-educational Model*

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In order to confirm ecological validity of Dörnyei's second language motivational self, the present study investigated 495 South Korean secondary school students' L2 learning motivation and motivated behavior by using a questionnaire survey. The participants' ideal L2 self, ought-to L2 self, integrativeness, and instrumentality were examined and compared to identify which motivational factor had the most effect on their motivated L2 learning behavior. Among Korean secondary school students, the concept of integrativeness was replaced with the ideal L2 self as a more appropriate concept for understanding Korean secondary school students' L2 learning motivation. As for instrumentality, promotional aspects demonstrated a significant correlation with both the ideal and ought-to L2 selves, whereas preventional aspects showed a relatively high correlation with the ought-to L2 self. The ideal L2 self had the most impact on the motivated behavior, and the ideal L2 self and ought-to L2 self reflected the students' different motivational characteristics. It is suggested that Dörnyei's (2005, 2009) L2 motivational self system can be a better psychological model than Gardner's (1985) socio-educational model for understanding Korean secondary school students' L2 learning motivation.

[L2 learning motivation/L2 motivational self system]

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I. INTRODUCTION

The purpose of this study is to investigate a better L2 motivation model which has ecological validity. Particularly in the case of English learning, due to the rapidly changing information technology and the concept of world Englishes (Kachru, 2005; Murata & Jenkins, 2009), the construct validity of traditional Gardnerian model (e.g., Gardner, 1985, 1988, 2001; Gardner & Lambert, 1959, 1972; Gardner & MacIntyre, 1991; Lukmani, 1972) has increasingly been questioned. Gardner (2001) views the core for L2 learning motivation to be *integrativeness*, referring to "a genuine interest in learning the second language in order to come closer to the other language community" (p. 5). However, English is no longer only spoken in English-speaking countries. It has become a global language that enables us to communicate not only with native English speakers, but also with people from different regions all over the world (Crystal, 2003; McKay, 2002, 2005). Accordingly, the existence of a specific L2-speaking group or community, which L2 learners might want to be assimilated into, is not as clearly a defined source of motivation as it was previously. As Dörnyei (2005) stated, "partly for this reason and partly because the actual empirical findings did not always fit Gardner's original interpretation of integrativeness" (p. 95), there has been an increasing demand for a more suitable conceptualization of L2 motivation for a globalized world. This is also due to the limited applications of integrativeness in EFL contexts with no salient L2 groups in the learners' environment (Csizér & Dörnyei, 2005).

Because of the demand described above, L2 motivation researchers (e.g., Dörnyei, 2005, 2009; Kim, 2009, 2010) have paid renewed attention to the power of imagination, and its influence on the creation of future self images. According to Dörnyei (2009), the secret of successful learners could be their possession of a superordinate vision that keeps them on track during a sustained and often tedious process of language learning. When second language learners are requested to imagine themselves being able to speak English fluently, some may feel strongly confident that they will be able to do so in the near future while others may consider achieving such a standard to be impossible. The former position is likely to be more helpful in learning an L2. More specifically, if a learner has a vivid self image of how successful he or she will be in learning an L2, and is willing to decrease the gap between the ideal image and the reality, this can serve as a powerful motivator to persevere until that reality is achieved. This is one of the fundamental concepts of L2 learning motivation, as suggested by Dörnyei (2005, 2009). He proposed a new approach to conceptualizing the motivation of L2 learners: *the L2 motivational self system*. His new construct focuses on aspects of the individual's self, suggesting it is significant that L2 learners possess a vivid image of the future L2 self. With regard to these future images related to the consequences of learning an L2, the positive visions are *the ideal L2 self*, and

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the attributes that one feels one ought to possess are *the ought-to L2 self*, in the L2 motivational self system.

Since Dörnyei's (2005, 2009) new construct was suggested, many researchers in different parts of the world (Al-Shehri, 2009; Csizér & Kormos, 2009; Kim, 2009, 2010; Ryan, 2009; Taguchi, Magid, & Papi, 2009) have investigated the components of the L2 motivational self system, and have reported a number of findings. Yet, further research into this construct is required to prove its most applicability to different learning contexts around the world. Also, even though various issues regarding L2 motivation have been under active discussion in Korea (J.-Y. Kim, 2011; Yang, 2011), studies focusing the L2 motivational self system have not been thoroughly investigated in the Korean context. Therefore, this study aims to conduct research into Dörnyei's L2 motivational self system to confirm whether this new proposal is suitable for understanding Korean secondary school students' English learning motivation.

II. LITERATURE REVIEW

This section elaborates on the newly proposed construct of L2 motivation, the L2 motivational self system. An examination of the background, concise description, and a review of a previous study are provided on this new construct.

1. Dörnyei's Concepts of the Ideal L2 Self and the Ought-to L2 Self

As aforementioned, Gardener's (1985) integrativeness has been one of the major foundations in the field of L2 motivation, attracting a tremendous amount of research. Gardner and Lambert (1972) suggested that individuals with integrativeness would demonstrate greater motivational effort in learning a second language, and thus, achieve greater competence in that language. However, many researchers (Irie, 2003; Lamb, 2004; Noels, Pelletier, Clément, & Vallerand, 2000; Yashima, 2002) have found that the label integrativeness is ambiguous in many language learning environments, when taking into consideration the current globalization of language, and the EFL contexts to which many English learners belong. Noels et al. (2000) stated that "although it was originally suggested that the desire for contact and identification with members of the L2 group would be critical for L2 acquisition, it would now appear that it is not fundamental to the motivational process, but has relevance only in specific sociocultural contexts" (p. 60). The limited application of integrativeness in EFL contexts has also been pointed out by Irie (2003), who argued that while Japanese university students might demonstrate an interest

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in making contact with native speakers of English and visiting their countries, this interest seems far from the desire to fully integrate into such English-speaking communities.

Given the changing atmosphere in English learning and use in the globalized world described above, Dörnyei (2005) proposed a new construct for the motivation of L2 learners: *the L2 motivational self system*. This new model is comprised of three components: the ideal L2 self, the ought-to L2 self, and L2 learning experience. The ideal L2 self refers to the future L2 speaking self-image that one would like to become and this can be "a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between actual and ideal selves" (p. 105). The ought-to L2 self refers to "the attributes that one believe one ought to possess in order to avoid possible negative outcomes" (p. 105). The last concept of L2 learning experience "concerns situation-specific motives related to the immediate learning environment and experience" (p. 106). This concept reflects the dynamically changing nature of L2 motivation resulting from the external learning contexts.

Dörnyei's (2005, 2009) conceptualization of these self images related to L2 learning has been influenced by Markus and Nurius' (1986) possible self theory and Higgins' (1987) self-discrepancy theory. In the former theory, "possible selves represent an individual's idea of what they might become, what they would like to become, and what they are afraid of becoming" (Markus & Nurius, p. 954). The specific explanation of the self domains of Higgins' self-discrepancy theory in motivational aspects indicates that people are motivated with the desire to reduce the discrepancy between their actual and ideal or ought-to selves. For example, if an L2 learner perceives the gap between his or her current L2 proficiency and the desirable proficiency, the learner will be motivated to reduce the gap as long as he or she thinks the gap is not too wide and can be overcome by making conscious efforts.

In addition, a study of Hungarian school children's general motivational dispositions was also part of inspiring Dörnyei (2005, 2009) to theorize his new approach to L2 motivation. In the Hungarian study, Csizér and Dörnyei (2005) found that the motivational factor labeled as integrativeness serving as the key component in the students' generalized motivational dispositions. They wondered whether this finding made sense in a traditional EFL context "where not only was any real integration into the L2 community impossible, but even direct communication with members of L2 community was an unrealistic expectation for most respondents" (p. 28). To explain their findings, Dörnyei (2005) applied the L2 motivational self system, which focuses on aspects of the individual's self in forming motivation. He stated that from the self perspective, integrativeness can be conceived of as being the L2-specific facet of one's ideal self. To be more concrete, it can be assumed that one's ideal self is associated with the mastery of the L2, in which case, the ideal image that one would like to achieve is someone proficient in the L2. Then, that

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person can be described as having an integrative disposition to a professional and idealized L2 speaking community, not to a specific L2 speaking regional community. Dörnyei concluded that within this framework, what has traditionally been called integrativeness refers to the overall driving force to approximate to this idealized vision as much as possible. He suggested that since integrativeness does not do justice to the broader interpretation of the concept described above, it needs to be reconceptualized as the ideal L2 self.

Duplicating the Hungarian study at an international level, Taguchi and colleagues (2009) investigated nearly 5,000 Asian students (1,586 Japanese, 1,328 Chinese, and 2,029 Iranian students). Using a questionnaire survey, they aimed to measure the learners' attitudes and motivations concerning English learning, including the ideal L2 self, the ought-to L2 self, the influence of family, instrumentality-promotion, instrumentality-prevention[1], attitudes to learning English, cultural interests, attitudes to the L2 community, and integrativeness. They presented a number of findings with regard to the L2 motivational self system. First, they confirmed that the Hungarian research is not country-specific because they found a similar pattern in three countries. Second, the ideal L2 self was positively correlated with integrativeness; moreover, the ideal L2 self revealed higher correlations with the learners' intended efforts toward learning English, which was the criterion measure, than did integrativeness, and accordingly the new concept of the ideal L2 self was justified to replace integrativeness. Third, from a self perspective, instrumentality proved to be classified into two distinct constructs, depending on the extent of internalization of the successful future self. Internalized instrumental motives (promotional aspects) are embodied as being the significant contribution to the learners' efforts. Non-internalized instrumental motives (preventional aspects) are more likely to have a short-term effect, failing to stimulate the sustained commitment that the successful mastery of an L2 requires (Dörnyei, 2005). As hypothesized by Dörnyei (2005), instrumentality-promotion correlated more highly with the ideal L2 self than instrumentality-prevention did. In contrast, instrumentality-prevention correlated more highly with the ought-to L2 self than instrumentality-promotion did.

The research introduced above, whose most notable conclusion is the replacement of integrativeness with the ideal L2 self, may not be country-specific in three Asian contexts. Also, the ideal and ought-to L2 selves exhibit a significant interface with instrumentality, demonstrating the possibility to embrace the concept. Given this, the L2 motivational self system (Dörnyei, 2005, 2009) is likely to be a more appropriate theoretical framework for

[1] Instrumentality-promotion is concerned with hopes, aspirations, advancements, growth, and accomplishments, whereas instrumentality-prevention regulates the absence or presence of negative outcomes and is related to safety, responsibilities, and obligations (Dörnyei, 2009, p. 28).

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understanding the motivation of L2 learners, who study English as their foreign language in different learning contexts around the world. It reflects the English-speaking self-images of students which are related to their personal hopes and desires, so it is likely to provide a genuine channel for them to realize their future dreams by learning the target language. Therefore, it would be worthwhile to examine the usefulness and applicability of the L2 motivational self system as a means of understanding Korean students' English learning motivation. This can be carried out by comparing it with Gardner's (1985, 2001) socio-educational model. This study investigates both Korean secondary school students' ideal L2 self and ought-to L2 self, and their integrativeness and instrumentality. The participants' motivated L2 behavior, which indicates the learners' intended efforts toward learning English, is set as the criterion measure. If a learner tries to learn and use the target language voluntarily, he or she is demonstrating a high level of motivated behavior. In terms of instrumentality, it is surveyed as being two separate factors, instrumentality-promotion and instrumentality-prevention, following Dörnyei's (2005) distinction. The postulated research questions for this study are as follows:

1. Does the ideal L2 self of Korean secondary school students validate its replacement with integrativeness?
2. Among Korean secondary school students, how are the two aspects of instrumentality related to their ideal L2 self and ought-to L2 self?
3. Does Dörnyei's (2005, 2009) L2 motivational self system explain Korean secondary school students' motivated behavior in learning English better than Gardner's (1985) socio-educational model?

III. METHODOLOGY

1. Participants

The study participants were 495 Korean secondary school students: 277 middle school students in Grade 8 (56%) and 218 high school students in Grade 11 (44%); 252 (51%) male students and 243 (49%) female students. The participants were drawn from five different schools, three middle and two high, located in Sungnam, Gyeonggi province. The middle and high school students took English classes three and five times a week, respectively. Even with wide variation among participants, compared to other Korean secondary schools, their English proficiency was intermediate, and they belonged to the middle proficiency group, out of three level-based groups: beginner, intermediate, and advanced.

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2. Data Collection

The study questionnaire (see Appendix for sample items) had 35 items, focusing on six variables: the ideal L2 self (7 items), the ought-to L2 self (7 items), integrativeness (2 items), instrumentality-promotion (7 items), instrumentality-prevention (4 items), and motivated behavior and efforts (8 items), which was the criterion measure. The items were measured by a six-point, Likert-type scale, ranging from *disagree strongly (1)* to *agree strongly (6)*. The questionnaire items were adapted from two sources. The items measuring the ideal L2 self and the motivated behavior and efforts were based on Al-Shehri's (2009). The other motivational variables (the ought-to L2 self, integrativeness, instrumentality-promotion, instrumentality-prevention) were based on Taguchi et al.'s (2009) questionnaire. When we translated the questionnaire items into Korean, we adjusted them to the Korean secondary school students' environment and their understanding.

Before administering the main study's questionnaire, a pilot study was conducted in a private ESL institute in Sungnam in June 2010. Thirty secondary school students attending the institute took part in the pilot study. After completing the questionnaire, they were asked to report any difficulties they had understanding and answering the items in the questionnaire. The internal consistency was verified with reliability statistics, and the items lowering the overall Cronbach's alpha were eliminated. Cronbach's alpha indexes after item elimination were α=.927 for the ideal L2 self, α=.878 for the ought-to L2 self, α=.857 for integrativeness, α=.740 for instrumentality-promotion, α=.845 for instrumentality-prevention, and α=.895 for motivated behavior. Subsequently, the main-study questionnaire that had been fine-tuned through the pilot study was administered in five different schools in July 2010.

3. Data Analysis Method

The collected data were analyzed by three kinds of quantitative methods, using SPSS 12.0. First, descriptive analysis was used to display the mean and standard deviation of the six variables of Korean secondary school students listed above. Second, Pearson product-moment correlations were conducted to identify statistically significant relations among the motivational factors and between each of the motivational factors and motivated behavior. Third, sequential regression analysis was implemented to examine the impact of the components in Dörnyei's (2005) L2 motivational self system and Gardner's (1985) socio-educational model on Korean secondary school students' motivated behavior. The alpha was set at .05.

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IV. RESULTS AND DISCUSSION

For the serial data analyses, the mean scores and the standard deviation of variables are presented first. The next section covers the concepts of integrativeness and the ideal L2 self, and then the correlations among, and the effects on the motivated behavior of, the variables are presented.

1. General Characteristics of the Participants' Responses

The first step of the analysis involves investigating Korean secondary school students' responses to the questionnaire items asking about their English learning motivation, and how they exhibit motivated behavior in general. As shown in Table 1, five categories related to their English learning motivation emerged. The order is ranked from the most highly motivated value to the least motivated one, according to the students' responses in the questionnaire. The two responses most positively perceived by students were related to instrumentality-promotion (M=4.3046) and the ideal L2 self (M=4.3024). However, the similar mean scores of instrumentality-promotion and the ideal L2 self do not mean that these two constructs are perceived as the same constructs among Korean students. In fact, both confirmatory factor analysis and internal consistency measure strongly indicate that these variables are distinctive in nature. Their motivated behavior resulted in a mean score of 3.8013.

TABLE 1

Descriptive Statistics of the Variables (N=495)

	Min.	Max.	M	SD
Instrumentality-promotion	1.00	6.00	4.3046	.99675
Ideal L2 self	1.00	6.00	4.3024	1.02523
Instrumentality-prevention	1.00	6.00	4.0877	1.15155
Integrativeness	1.00	6.00	3.3808	1.45128
Ought-to L2 self	1.00	6.00	3.3358	1.08277
Motivated behavior	1.00	6.00	3.8013	1.04824

2. Integrativeness and the Ideal L2 Self

The correlation coefficient between the ideal L2 self and the integrativeness of Korean secondary school students was statistically significant with a coefficient of .478, as shown in Table 2. This corresponds with Taguchi et al.'s (2009) finding that the ideal L2 self was positively correlated with integrativeness as indicated in the Chinese, Japanese, and Iranian

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samples with the average correlation coefficient for each group being around 0.5. These relatively high correlations, in both this study and Taguchi et al.'s, demonstrate that the two variables are tapping into the similar psychological construct among L2 learning in Asia. However, through confirmatory factor analysis and internal consistency measure, the ideal L2 self and integrativeness proved not to be perceived as the same constructs among Korean students.

In addition, the participants' ideal L2 self displayed a higher correlation with their motivated behavior (r=.718) than did integrativeness (r=.507), which strongly suggests that the students with a more vivid ideal L2 self exhibited a higher level of motivated behavior than those with integrativeness. Therefore, in the Korean context, at least in this study context, the ideal L2 self is a more useful framework to explain the students' L2 learning motivation, replacing integrativeness.

TABLE 2

Pearson Correlations of the Variables

	Integrativeness	Ideal L2 self	Motivated behavior
Integrativeness	–		
Ideal L2 self	.478** (.000)	–	
Motivated behavior	.507** (.000)	.718** (.000)	–

Note. N=495; **p<.01.

3. Correlations among the Variables

As shown in Table 3, which provides information on the relationship between the two aspects of instrumentality and the ideal and ought-to L2 selves, all of the correlations were statistically significant. The ideal L2 self correlated more highly with instrumentality-promotion (r=.667) than with instrumentality-prevention (r=.297). An examination of the specific items measuring instrumentality-promotion and the ideal L2 self reveals why these two variables demonstrated such a significant interface with each other. The items measuring instrumentality-promotion deal with promotions in the future such as obtaining a good job, with a high salary, and continuing with further studies. The items for the ideal L2 self likewise include the promotion-related necessity of English in the future. Given this, both the ideal L2 self and instrumentality-promotion are concerned with the learners' hopes, aspirations, advancement, growth, and the accomplishments that they would like to achieve in the future. The students with more instrumentality-promotion were likely to possess a more vivid ideal L2 self. On the other hand, the ought-to L2 self correlated more

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highly with instrumentality-prevention (r=.517) than with instrumentality-promotion (r=.486). The items asking about ought-to L2 self and instrumentality-prevention were both concerned with the learners' responsibilities and social or familial obligations. Accordingly, more intense instrumentality-prevention may well be in accordance with the greater ought-to L2 self. However, the ought-to L2 self and instrumentality-promotion also showed a relatively strong correlation, with a coefficient rating of 0.486. That is, the greater ought-to L2 self an L2 learner may possess, the more promotional aspect of instrumentality he or she has. Taguchi et al. (2009) reported the same relationship, with correlations of 0.46 and 0.44 (p<.01) in Chinese and Iranian samples, respectively.[2] They attributed this result to the cultural aspects of the two nations, especially relating to family relationships. Because Korea, as an Asian country itself, also has relatively intense family influence (Han, 2007), obtaining good employment or pursuing future promotion (instrumentality-promotion) is partly obliged by the expectations of one's family, an important component in the ought-to L2 self. This may explain why the interface between the ought-to L2 self and instrumentality-promotion was so clearly demonstrated among the Korean secondary school students. From the findings of the correlations among the components in the L2 motivational self system and socio-educational model, the ideal and ought-to L2 selves are considered to be fully inclusive of integrativeness and the two aspects of instrumentality.

Examining the relationship between each one of the five motivational variables (the ideal L2 self, the ought-to L2 self, integrativeness, instrumentality-promotion, and instrumentality-prevention) and the criterion measure (motivated behavior and efforts), the ideal L2 self displayed the highest correlation with motivated behavior (r=.718). This proved that students with a more vivid ideal L2 self demonstrated more motivated behavior than was the case with any of the other variables. Stronger instrumentality-promotion, integrativeness, and instrumentality-prevention are also significantly correlated with an increased level of motivated behavior (r=.624; r=.507; r=.443, respectively). The ought-to L2 self had the lowest correlation with motivated behavior. A high correlation would have indicated that students perceived the importance of studying English through what other people (e.g., friends, family, and others respected by the students) think, but the study result indicated that they were actually least motivated by their ought-to L2 self. This

[2] In Japanese's case, the correlation coefficient was 0.27 (p<.01), relatively low compared to Chinese and Iranian samples. Taguchi et al. (2009) explain that in China and Iran, categorized as developing countries in terms of global economic development (The World Bank, 2011), English is perceived as an effective means to elevate the status of entire family life, and job seekers with high English proficiency have a better chance to be employed in a socially-respected workplace. In this social milieu, a high level of English proficiency is perceived as one of important filial duties, and the young learners ought to learn English in order to promote the life condition of the entire family.

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finding indicates that Korean secondary school students tend not to be solely motivated by other people nudging them into studying English.

TABLE 3

Pearson Correlations of the Variables

	Ideal L2 self	Ought-to L2 self	Integrativeness	Instrumentality -promotion	Instrumentality -prevention	Motivated behavior
Ideal L2 self	–					
Ought-to L2 self	.284** (.000)	–				
Integrativeness	.478** (.000)	.341** (.000)	–			
Instrumentality -promotion	**.667**** **(.000)**	.486** (.000)	.435** (.000)	–		
Instrumentality -prevention	.297** (.000)	**.517**** **(.000)**	.315** (.000)	.286** (.000)	–	
Motivated behavior	.718** (.000)	.368** (.000)	.507** (.000)	.624** (.000)	.443** (.000)	–

Note. Bold face means the highest correlations between the two types of instrumentality and the ideal L2 and ought-to L2 selves.

N=495; $^{**}p$<.01.

Given the relationships among the components in the L2 motivational self system and in the socio-educational model, the correlation coefficient between Korean secondary school students' ideal and ought-to L2 selves was relatively low (r=.284), even though belonging to the same framework, the L2 motivational self system. This result indicates that the ideal L2 self and the ought-to L2 self reflect the qualitatively different aspects of Korean secondary school students' motivation. Nonetheless, integrativeness and instrumentality (both promotion- and prevention-based) in the socio-educational model still demonstrated higher correlation coefficients with each other (r=.435; r=.315), which indicates that compared with the low correlation coefficient in the L2 motivational self system, integrativeness and instrumentality tend to measure similar domains of the participants' motivation. Based on this finding, it is reasonable to conclude that the L2 motivational self system is a more robust theoretical framework for measuring the different motivations of Korean secondary school students.

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4. The Effect of the Motivational Factors on Motivated Behavior

A sequential regression analysis was conducted in order to investigate the impact of motivational factors from the L2 motivational self system and the socio-educational model on the motivated behavior of Korean secondary school students. As shown in Table 4, the students' ideal L2 self, instrumentality-promotion, integrativeness, and ought-to L2 self were entered in order as independent variables. The order in which the variables were entered was determined according to each variable's significance as indicated in the standard regression analysis and the correlation coefficients with the criterion measure in the previous section. Instrumentality-prevention was not identified as being statistically significant in standard regression analysis, and thus was excluded from the entered predictors. For the collinearity statistics, the Variance Inflation Factor (VIF) of the variables was set at around 1 or 2, and the Tolerance ranged from .504 to .733, indicating the absence of any multicollinearity in this regression model.

TABLE 4

Sequential Regression Analysis for Variables Predicting Students' Motivated L2 Behavior

Model	*R*	R^2	ΔR^2	ΔR^2 Change	*t*	Collinearity Tolerance	Statistics VIF
Ideal L2 self	.718	.515	.514	.515	12.027**	.504	1.983
Instrumentality -promotion	.744	.553	.551	.038	4.219**	.455	2.197
Integrativeness	.760	.577	.575	.024	4.737**	.720	1.389
Ought-to L2 self	.763	.582	.579	.005	2.450**	.733	1.364

Note. N=495; **p<.01.

Examining model 4 in Table 4 below, approximately 58% of the variance was explained by four variables: the ideal L2 self, instrumentality-promotion, integrativeness, and the ought-to L2 self. The addition of each variable, in order from models 1 to 4, added increasing explanatory power for the students' motivated behavior. Taking into account the unique contribution of each variable to motivated behavior, model 1 indicates that the ideal L2 self alone accounts for 51% of the students' motivated behavior, compared to 3.8% for the explanatory power of instrumentality-promotion, 2.4% for integrativeness and 0.5% for the ought-to L2 self.

The sequential regression analysis results confirmed the ideal L2 self to be the most powerful predictor of Korean secondary school students' motivated behavior. In contrast, the ought-to L2 self had the least explanatory power among the variables. Instrumentality-

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prevention was not the immediate predictor for the students' motivated behavior. These findings accord with the finding that the students appeared to be motivated by their ideal self image, such as speaking English fluently and receiving promotion in the future, rather than by others' expectations.

V. SUMMARY AND IMPLICATIONS

Dörnyei's (2005, 2009) L2 motivational self system has been validated as being influential for understanding L2 learners' motivation, particularly in EFL contexts around the world. However, it remains necessary to survey the ideal L2 self and the ought-to L2 self of students in a wider range of contexts in order to confirm the usefulness of this new model. The L2 motivational self system was verified as being a more vigorous framework for L2 motivation than the socio-educational model because it highlights a focus on the learners' own wishes and desires, together with the importance of paying attention to the nature of their ideal self-images. The research findings are summarized as follows:

1. It is valid to replace integrativeness with the ideal L2 self, as the ideal L2 self has been proven to be a more appropriate concept for understanding Korean secondary school students' L2 learning motivation.
2. Among Korean secondary school students, instrumentality-promotion correlates with both ideal and ought-to L2 selves, and instrumentality-prevention with the ought-to L2 self.
3. Dörnyei's ideal L2 self is confirmed to explain Korean secondary school students' motivated behavior better than integrativeness and instrumentality in Gardner's socio-educational model.

From the findings arises one possible instructional method that can help students to become more motivated to learn English. It is to enable the students to create a more vivid ideal L2 self, or to imagine how successful they would be when they have mastered the use of English. When they have created this salient future image in their mind, they are highly likely to be more motivated to learn English voluntarily. However, at the same time, careful attention needs to be paid to the formation of the ideal L2 self of secondary school students who are going through puberty. The adolescent L2 ego is fragile as they experience the difficulties involved in transitioning into adult life (cf. Hoffman, 1989; Pavlenko & Lantolf, 2000). Teachers are required to encourage students to continue to cultivate an ideal L2 self with greater stability and sustainability, so that their vulnerable L2 ego and ideal L2 self can be well coordinated. In the language classroom, one practical

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application for the results of this research could be the provision of concrete opportunities for students to develop an ideal L2 self through group discussions or self-reflection as an individual. To be specific, English teachers and ESL instructors could have students share in groups regarding their future image of what they would like to achieve from learning an L2. As individuals, students could use journal writing to develop an elaborate ideal L2 self. It is suggested to hold such activities at the very beginning of a semester, so that the L2 learners who will go through the challenging L2 learning process can benefit from the personalization of those idealized images before they face the difficulties involved in learning the target language.

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APPENDIX

Samples of Questionnaire Items

1. The Ideal L2 Self

1	I like to think of myself as someone who will be able to speak English.
2	Whenever I think of my future career I imagine myself being able to speak English.
3	If my dreams come true, I will speak English fluently in the future.
4	I can imagine a time when I can speak English with native speakers from other countries.

2. Ought-to L2 Self

1	I study English because close friends of mine think it is important.
2	My parents believe that I must study English to be an educated person.
3	I consider learning English important because the people that I respect think that I should do it.
4	If I fail to learn English, I'll be letting other people down.

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3. Integrativeness

1	I think learning English is important because I want to learn more about the culture of its speakers.
2	I think learning English is important because I would like to become similar to the people who speak English.

4. Instrumentality-promotion

1	Studying English can be important to me because I think it will some day be useful in getting a good job.
2	Studying English is important because with a high level of English proficiency I will be able to make a lot of money.
3	Studying English is important to me because I am planning to study abroad.
4	Studying English is important to me in order to achieve a special goal. (e.g. to enter a good high school, university, or graduate school)

5. Instrumentality-prevention

1	I have to study English because I don't want to get bad marks in it at school.
2	Studying English is important to me because if I don't have knowledge of English I'll be considered a weak student.

6. Motivated Behavior

1	I am prepared to expend a lot of effort in learning English.
2	If English were not taught in school, I would try to obtain lessons in English somewhere else.
3	When it comes to English homework, I work very carefully, making sure I understand everything.
4	If I had the opportunity to speak English outside of school, I would do it as much as I can.

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Examples in: English
Applicable Languages: English
Applicable Levels: Secondary

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