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Gender Issues in a Korean EFL Learning Context

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An attempt to investigate the effect of gender differences on Korean students' EFL learning orientation was made. To explain a Korean EFL learning context, three criteria (cultural distance between the target country and the host country, communicative needs of the TL, the status of the TL in the host country) are adopted. Moreover, as a contrastive FL learning context from the Imposed FL learning context, a FL learning context where there is a substantial cultural distance from the TL community, communication needs of the TL do not exist, and the TL enjoys a special educational and socioeconomic status in the host country, a concept of an Integrative FL learning context is newly brought up in this paper. As the result of a questionnaire conducted in four different high schools, female learners can be claimed to be more internalized about academic and socioeconomic benefits the TL entails for their social advancement and overcoming inequality between men and women in society, albeit insignificant numerical data.

[Gender/Learning context/Orientation]

I. INTRODUCTION

In a foreign language (FL) learning context, where a command of the target language (TL) is connected with political and socioeconomic advantages, motives for TL learning do not depend on solely learners' own personal interest in the language. Reasons for learning are rather mandatorily determined by social and educational situations surrounding the TL. In such a FL learning context, the TL is usually learnt for academic evaluation without immediate communication needs (Dornyei, 1990). A mandatorily determined social and educational context surrounding FL learning can

largely be described as follows; 1) a particular TL (here the TL is English) is much more preferred than other foreign languages. 2) The command of the TL plays a significant part in determining learners' higher education, job recruit and career promotion. 3) Little requirement for a communicative use of the target language exists. The Korean EFL learning context satisfies the criteria described above[1)] and the FL learning context will be denoted as the Imposed FL learning context. Unfortunately research into the effect of gender on FL learning orientation in the above learning context has not been much under the focus[2)].

Examining the effect of gender role on EFL learning in the Korean social and educational context is of paramount importance. This is because most of the secondary and tertiary education is gender segregated[3)], and although women's demands for active participation in socio-economic activities are greater than ever, there are still many barriers against women's equal opportunity in socio-educational activities in the society. In addition, Korea Institute of Curriculum & Evaluation (KICE) pays attention to a possible discrepancy in academic achievement between male and female learners[4)]. In this regard, the possibility that a command of English can provide a breakthrough for women who begin to question their traditional gender roles and raise their voice against wide existence of power inequality between men and women in society[5)] must have a tremendous impact on female learners' attitudes toward EFL learning. Therefore, it seems that Korean English education cannot be addressed without considering gender issues. Therefore, a purpose of this research is to see as to whether gender differences play a paramount part in shaping learners' learning motives.

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1) For information about academic and socioeconomic benefits entailed in Korean English education, refer to H.S. Park (2006).

2) The effect of gender on EFL learning in terms of learners' discourse differences (Choi, 1996), reading and learning strategies (Lee, 2003) has been reported. However, to the best of my knowledge, a scientific research into the effect of gender in terms of socioeconomic and cultural aspects of EFL learning in Korea has not been conducted so far but the very research of this paper presents.

3) According to the KICE, out of 2.935 and 2.095 middle and high schools respectively in Korea, there are only 95 coeducation high schools in 2006.

4) One of the KICE's research topics the KICE promotes is to find whether there exist male and female learners' differences in the performance of some academic subjects and differences in teachers' attitudes toward learners depending on sex (Jung, 1998).

5) Women's active movement against gender inequality has been reflected in the following activities, such as the abolishment of the family Headship system(only men are entitled to be the leadership of a household no matter how old or young they are), gaining equal right to inheritance of property without gender differentiation, and promotion of the division of women's affairs.

II. THEORETICAL BACKGROUND

The effect of socio-economic and cultural environment surrounding EFL learning on learning orientation seems significant in a society where students are educated in separate environments and have different social and educational expectations depending on their gender. Gardner and Tremblay (1994, p. 364) admit that learners' individual motivational orientations and intensity are influenced by not only learners' individual factors but also by socio-cultural environment surrounding learners' FL learning. Labov (2003) posits that gender is one of the most salient factors affecting language variation. Thus, investigating the correlation between factors of sociocultural environment surrounding FL learning and factors of individual differences will be able to tell us a great deal about learners' learning orientation. In this regard, it seems significant to look at the effect of gender differences on EFL education.

Phakiti (2003) states that although the basic conception of gender relies on a biological dichotomy, interpretation of findings related to gender is dependent on psychological and social differences between males and females since "...male and female identity is partly defined by a given culture through beliefs and expectations about what it means to be masculine and feminine" (p. 678). In this regard, the concept of gender is subject to change and is different from context to context, which means that it is unrealistic to expect a universally generalized definition for the term 'gender'. Eckert (1993) also makes very clear that "inasmuchas the significance of gender is not uniform throughout society... gender differences in interaction must be studied within the context of the situation in which they are observed" (p. 32). Therefore, in this paper, gender-related factors possibly raised only in the Imposed FL learning context will be considered.

1. Gender, language and learning contexts

1) Imposed FL learning context vs. Integrative FL learning context

It has been claimed that there are differences in male and female conversational patterns and such differences are due to societal power differences (Wolfram & Shilling-Estes, 1998). As women have little power in most communities compared with men, they have a tendency to increase their social prestige through the use of standard language (Eckert, 1989; Labov, 1991; Trudgill, 1974). Labov (1991) makes clear that "In disadvantaged communities, sensitivity to exterior standards of

correctness in language is associated with upward social mobility" (p. 214). Such arguments provide a firm foundation why gender differences in language learning should be seen in relation with socio-political and economic circumstances surrounding men and women in society. Other possible reason for male-female conversational differences is, as Trudgill (1974) points out that society lays down different social roles for women and men. So to speak, more correct social behavior is expected from women so that women are expected to speak a more formal, polite style, whereas men are somewhat free from such a social norm. Based on the arguments made above, discrepancy between men and women in their attitudes toward FL learning can also be expected. That is, various contexts surrounding the TL in the host country must have some effect on the relationship between gender and FL learning.

The importance of contextual variables in determining affective predispositions is emphasized and the need to classify a FL learning context from a SL learning context is highlighted (Clement, Dornyei, & Noels, 1994; Clement and Kruidenier, 1983; Dornyei, 1990; Ellis, 1994; Oxford & Shearin, 1994; Skehan, 1989). This is because an unclear division between a second and a foreign language learning context might lead to mixed results[6] between gender and FL learning. Dornyei (1990) states that a second language context involves learning the TL in a context where learners can have frequent interaction with the TL speakers, while foreign language learning entails learning the TL 'in institutional/academic settings' with no or little regular contact with members of the TL community. Littlewood (1984) highlights that a foreign language functions as an international language that has no established functions in the learners' community. In such a FL context, main occasions of using the TL are for the purpose of international tourism or business.

Regarding the status and functions of foreign languages in the host country, two distinctively different FL contexts seem to exist; one is the Imposed FL learning context, the other is a FL learning context designated as the integrative FL learning context in this paper. In the Imposed FL learning context, the need of the TL for communicative uses on a daily life is absent because of the lack of contact with members of the TL. Nevertheless, the TL is given a special status in the host country in terms of academic and socioeconomic advantages and as the TL carries the most instrumental benefits, it is selected by the majority of learners. In the Integrative FL

6) For data about mixed results between integrative/instrumental motivation and SL achievement, refer to Au (1988).

learning context, no particular foreign language enjoys a particularly better socio - educational position than others. As there are several alternative languages to choose from, important factors in deciding which foreign language should be learnt will be learners' learning-related enjoyment and previous learning experiences (Ushioda, 2001) and frequency of cultural exposure to a certain foreign language. In the integrative FL learning context like learning a FL in the USA or in other major English speaking countries, interest in a foreign language or culture, wishes to make friends with members of a particular foreign language community (Gardner & Lambert, 1972), and perception of learners' parents or people around (Sung & Padilla, 1998) are the main impetus of learning the TL. Since the function of the TL as a means of communication is significant, integrative orientations show a stronger relationship with FL achievement in the latter FL learning context[7].

Meanwhile, regarding the fact that the TL serves limited roles as a means of measuring learners' academic ability and achieving socioeconomic success or carrying out business purposes with no or little use for daily activities, it seems unrealistic to expect learners in the Imposed FL learning context to show integrative motives for TL learning. Moreover, even though learners in the above context show interest in the TL group and culture, their learning orientation cannot be considered to be purely integrative as their underlying motives of TL learning can be different from those of learners whose TL learning context provides an active opportunity to contact with speakers of the TL and its culture. Dornyei (1994) also posits that in a context where the achievement of FL learning is closely related to academic and socioeconomic success, the instrumental motivation gains a special importance. Gardner and Lambert reported in 1972, instrumental motivation turned out to be more effective in countries where the TL was learnt as a foreign language.

2. FL Learning and Gender

When it comes to FL learning, there seems to be no universal agreement on male or female superiority (Sunderland, 2000). However, women are claimed to be better in SL learning as they are more sensitive to new linguistic forms in the input and better in incorporating the new forms into their interlanguage (Labov, 1991). This is because

7) According to Gardner and Lambert's study on motivation carried out in 1972, learners' learning a FL in the USA and Canada show high integrative learning orientations. Subjects' wish to interact with members of the target community, interest in the TL culture and integration into the target community are the main reasons for their FL learning.

concerns about linguistic changes might be influenced by different roles a society required from men and women to play and by relatively different power and opportunities of men and women for improving their life through linguistic variation (Labov, 1991, p. 243). Having mentioned that, female learners' sensitivity to new and innovative changes in linguistic variation can be re-illuminated in terms of interaction between gender differentiation and the function of the TL in the host country. Gardner and Lambert (1972) report that in SL French learning in Louisiana in the USA, female learners show higher motivation than male learners as girls have more favorable attitudes toward French-speaking people. In addition, in an investigation into whether learners' motivation to learn less commonly taught foreign languages is affected by learners' gender, female learners tend to show higher instrumental and integrative motivation toward FL learning than most male learners do (Sung & Padilla, 1998). Ehrman and Oxford (1988) state that female learners show "superiority in verbal aptitude" and integrative inclination toward FL learning (p. 260). Thus, it seems generally accepted in the field of foreign language learning that female students do better in oral performance. Female sensitivity to more prestigious forms and the female superiority in incorporating the forms into their speech must attest the fact that female are better at oral performance (Ellis, 1994) and females are expected to outperform than males in general ESL learning. On the contrary, the result of a research in gender difference in strategy use in L2 reading carried out by Phakiti (2003) demonstrates that males use more metacognitive strategies than females although Bacon (1992) reported otherwise. Possible reasons given by Phakiti for male superiority in the use of metacognitive strategies are as follows; 1) Since female learners as a rule, outperform in language learning, they do not confront with difficulty as much as male learners do. Therefore, they have less opportunity to use metacongnitive strategies. 2) Female learners tend to show a higher anxiety level than male learners. This is because "Males may be more likely than females to perceive a test situation as a personal challenge. Females, by contrast, may perceive the test situation as a threat, leading to state of fear, worry and low self-esteem" (Phakiti, 2003, p. 670), which somewhat confirms that female learners are more sensitive about the outcome of their FL performance. Furthermore, Ludwig(1983) reports that male learners demonstrate more instrumental motivation than female learners do without providing possible reasons for the outcome. To sum up, there is no clear cut conclusion generalizable on the basis of gender in FL learning. This may be because as mentioned earlier learning contexts are different from learner to learner. As an example, in some FL educational contexts, oral communication is not the principal

goal of language study. Reading comprehension skills are of primary importance and such skills do not seem to immediately influence learners' social status as much as oral skills. Thus, it can be speculated that language learning orientation can be affected depending on which linguistic skills are focused mainly in learners' society as well as the role of the TL in the host country. That is, a fundamental point that should be focused on in FL learning arguments surrounding gender issues is, socio-educational factors that are believed to contribute to influencing learners' TL learning orientations.

Although Ellis(1994) admits that many arguments on gender is more or less dependent on speculation, one thing he is quite sure is that female learners' positive attitude toward SL learning in formal language learning settings is one reason for female SL learning success. And female positive attitudes "may reflect their employment expectations. Girls may perceive foreign language as having significant vocational value for them, whereas boys do not" (Ellis, 1994, p. 203-204).

3. Overview of Women's Status in Korea

Arguments over gender difference in FL learning orientation are extremely complex, particularly in a society like Korea, where women's roles have been changing dramatically in response to demands of the marketplace but at the same time, social expectations of traditional women's roles still widely exist. Since 1990, the Korean society has gone through a major change in terms of socioeconomic aspects (Lee, 1997). Rapid industrialization of the infrastructure industry, growth of information and service sectors along with urbanization, and an increase of income have brought doubts about traditional ideas of family. As a result, women's status in society has also gone through a major change[8]. Although an increasing number of women with higher education together with stronger market demands for women have led to an improvement in women's socioeconomic status, inequality in various aspects between women and men has been widely spread all over the Korean society[9].

The employment of women has been very unstable and women have suffered from inequality in terms of promotion and wages[10]. However, demands for an equal

8) Refer to Byurn, Beck, & Kim, (2001).

9) Refer to The status of Korean and Chinese women, a research material of the First Far East Women's Academic Conference, 1993.

10) According to a report from The National Statistical Office, cited in the Hankyoreh newspaper, in July 1st, 2004, and July, 1st, 2005 and survey results reported in the Hankyoreh newspaper, in September, 6th, 2005, although the percentage of female employment in leading companies in Korea is getting higher, only 19.7 percent of women make up the whole employment in those companies. Inequality between men and women

opportunity among highly educated women become stronger than ever[11]. In this respect, the advantages of a good command of EFL can be regarded as an innovative instrument to break prevalent gender barriers deeply embedded all over the society. Socioeconomic and academic advantages entailed in EFL in the Imposed FL learning context would provide female learners with ample reasons for wanting to achieve EFL success. On the basis of this assumption, hypotheses of this research are constructed.

Hypothesis 1: In the Imposed FL learning context like Korea, because of socio-economic benefits entailed in the target language, female learners will show different learning orientations about target language learning than male students.
Hypothesis 2: Female learners tend to be more sensitive towards practical aspects of EFL learning than male learners.

III. RESEARCH DESIGN

1. Subjects

A questionnaire was conducted in four different high schools in Korea in 2005. The participants consist of 309 (155 female and 154 male) Korean students. Participants in three out of four schools belong to gender segregated schools, and participants of the rest of the school belong to a coeducation school but classes are separated according to their sex. According to a national assessment test carried out in September 2005, learners' average English comprehension ability is between high intermediate and beginning[12]. As English is one of mandatory subjects for a higher education, participants have been learning English since they entered middle school[13]. Since the number of students in a class is different from school to school, discrepancy in the

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are worse in the matter of promotion. While the time taken for a man to reach a deputy managerial position is 4 years, for a woman, it is said to take 7 years to be promoted to the post. The report further reveals that the higher the post in a company, the more unlikely women are to be promoted.

11) Refer to the Hankyoreh newspaper, in September, 6th, 2005.

12) As reading skills carry the most importance in the assessment of learners' foreign language achievement at school and a national examination for university entry (around 30 questions out of 50) conducted once every year, learners have largely practised improving reading comprehension skills. Occasionally, learners have been engaged in listening activities.

13) English education in elementary school in Korea has been carried out since 1997 when the subjects of this research were already in middle school. Therefore, their official English education began from secondary school. Other necessary information about learners' profile for this research was obtained from their teachers who investigate learners' demographic information at the beginning of each term as a routine procedure.

number of participants of each school exists. The participants' classes were selected randomly by teachers of the schools for their convenience.

2. Data Collection Procedure and analytic method

A questionnaire[14] was distributed shortly before the winter vacation begins by teachers of the learners' schools. 22 questions are largely composed of two categories, one of which constitutes questions inquiring about orientations for FL learning, the other (questions 20-22) is composed of gender-related questions. 19 items dealing with learners' main orientations of foreign language learning[15] are generated on the basis of research findings of Noels, Pelletier, Clement, and Vallerand (2000)[16] and Clement and Kruidenier (1983)[17].

The questions are composed of five point items of Likert-scale format. Learners' responses are analyzed using T-test based on SPSS, a computer statistics program. The most positive response in each question is allocated 5 points, the next is 4 points and the least positive is given 1 point.

The questions in the questionnaire are composed by the author based on arguments made by Crooks and Schmidt (1991) and Dornyei (1998) that affective variables applicable in one context are different from the other context, whose arguments justify and encourage researchers to design a questionnaire with questions more appropriate and practical regarding learning contexts of the subjects of this research.

3. Pilot Study

Shortly before the questionnaire for the main study distributed, interviews had been carried out focusing on three elements; 1) EFL learning orientations, 2) the status of English in the Korean society, 3) gender perspectives on English language learning. The first interview was conducted with high school students[18] and the second one was

14) Refer to Appendix.
15) Findings of questions 12, 13, and 14 have not been reported in this paper. This is because there was no significant data based on gender. And for reference, their responses to those items were very negative.
16) According to their findings, there is a high correlation between instrumental orientation and extrinsic motivation.
17) Clement and Kruidenier (1983) suggest that intrinsic motivation show a close inter-relation with independent variables, 'travel, friendship and knowledge' orientations.
18) The subjects of the pilot study were composed of students from the same schools for the main study except one female student.

with the learners and their mothers[19]. While the subjects (two males, nine femalesand their mothers) showed very strong instrumental orientations of learning such as the significance of the command of English for a university entry exam, and security of a future job, the mothers of the female learners demonstrated overemphatic attitudes toward the importance of English in terms of vocational value. The mothers of the female interviewees seemed to believe that the command of English would provide their children with easier and salient access to future job opportunity, self-development, and a higher social status. They added that they were ready to provide more financial and emotional support for their daughters' English study and their children seemed to agree with their mothers' views on target language learning. They appeared to believe that English is a subject of which girls can outperform boys and that further provides them with a better opportunity to advance in a job market. Thus, an overall conclusion of the interviews could be summarized that English language in a Korean society is regarded not just as an evaluation measurement of one's academic ability but also as a powerful tool for determining women's socio-economic status.

IV. RESULT AND DISCUSSION

In a male dominant society where beliefs in traditional roles of men and women pervade and social and educational systems based on such beliefs are widely in existence, it is not easy for females to make social advancement. Therefore, females trying hard to enhance their social roles tend to attend some salient means to achieve their goals. Considering roles of EFL in the Korean society, they may well pay attention to academic and socioeconomic benefits the command of the TL entails. Therefore, it can be speculated that female learners would show different attitudes toward EFL learning from male learners. However, since such a vague assumption can easily lead to a misguided idea about the relation between EFL learning orientations and gender, data based on a scientific investigation is necessary.

Regarding the items (interest in the TL countries and culture, friendship, and traveling and instrumentality) that are claimed to be influential FL learning motivational orientations in any contexts, reactions to three out of four items are somewhat different depending on gender (refer to Table 1).

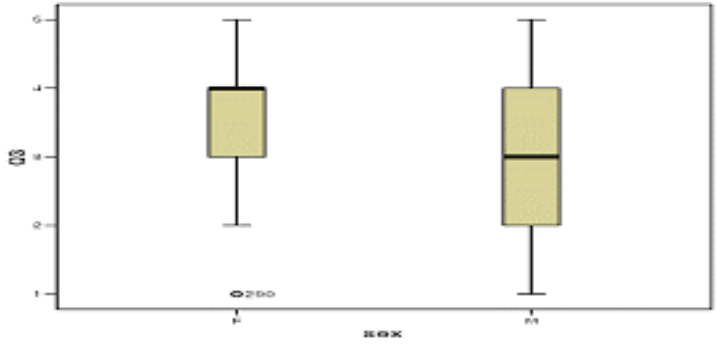
19) As the researcher of this paper was interested in the effect of the concern of learners' parents on their children's EFL learning, parents were also invited to the interview. The researcher will report findings of that matter when given the opportunity.

Table 1
FL Learning Orientations Suggested by Clement and Kruidenier

	sex	N	Mean	Std. Deviation	Std. Error Mean
Culture	F	155	2.72	1.005	.081
	M	154	2.31	1.184	.095
Friend	F	155	3.00	1.000	.080
	M	154	2.51	1.243	.100
Travel	F	155	3.75	.976	.078
	M	154	2.92	1.266	.102

Although the results illuminate that females tend to be more interested in integrative orientations, the differences do not seem to be significant enough. However, the fact that 'travel', out of the three integrative variables presented above has been chosen the most influential motive to learn the TL by participants might be due to instrumental uses of the TL for international travel. English as a foreign language is not only the lingua franca of international communication in the media, on the internet and in countries where people use so many different regional languages (Broughton, Brumfit, Flavell, Hill, and Pincas, 1980), but it is also highlighted as the medium for global tourism and a necessary instrument for a successful travel. Furthermore, according to the box-plot presented in Figure 1, female learners appear to be somewhat uniformly positive about the variable 'travel as their responses are not as widely spread as male learners.

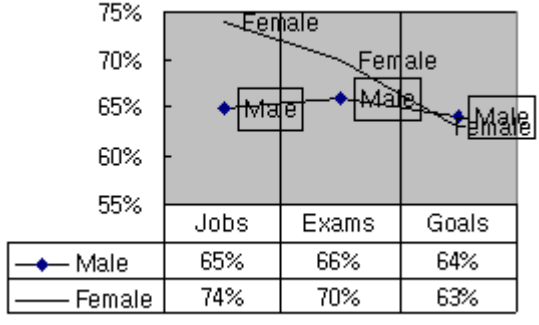
FIGURE 1
Gender Difference in Travel



This might be because, as for women who live in a country where 1) inequality of opportunities for education and career promotion exists depending on gender difference 2) demand for an equal opportunity at various aspects becomes higher among women, the variable that is closely related to tangible benefits must be an attractive orientation for their EFL learning. Therefore, the following argument can be brought up; female learners seem to be more conscious about practical orientations about their EFL learning. The above argument will further be supported by the outcome presented in Figure 2. According to Figure 2, even though male and female learners both are shown to be instrumentally oriented, female learners appear to think that the command of English serves as a token to enable them to make social advancement. That is, female learners seem to be more concerned with practical aspects about EFL than male learners.

FIGURE 2
Instrumental Motivation Tendency in EFL Learning
(female, n=155; male, n=154)

Q 9: For future jobs
Q 10: For a university entry exam
Q 11: For achieving my future goals



That is, female learners seem to be well aware of the roles of TL in securing their future jobs. This might be due to the fact that as learners in the Imposed FL learning context have had very limited learning experience, context-specific traits such as the TL enjoys a special status in educational and socioeconomic aspects seem to affect learners' learning orientation in a much too strong manner. Female learners' higher concerns on practical aspects about EFL learning are supported by the argument Ellis (1994) made earlier that unlike L1, success in FL in some learning contexts is directly

related to social advancement, and better opportunities for employment for female learners. Therefore, female learners tend to be more active about foreign language learning than male students. Moreover, female learners who no longer accept their traditional roles try to find effective ways that enable them to make social advancement. In these regards, female learners may well be sensitive towards merits EFL ability presents them. The above findings are also in line with the following arguments, female learners' sensitivity over practical motivational variables (Bacon & Finnemann, 1992) and their less ethnocentric attitudes toward speakers of the TL and culture (Gardner, 1985). Therefore, the relation between EFL learning in the Imposed FL learning context and gender should be seen on the basis of women's effort to promote their social status or to lessen inequality between men and women in society.

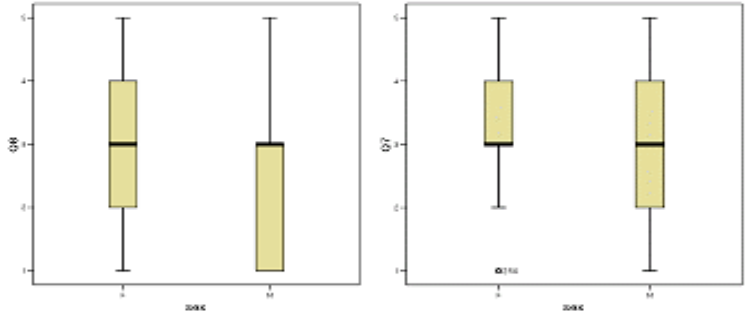
The argument that female learners are more sensitive about practical aspects of TL learning seems to also be supported by the following finding (refer to Table 2).

Table 2
Participants' Reaction to Intrinsic Orientation

	sex	*N*	*Mean*	*Std. Deviation*
Q5 (Enjoyment in FL learning)	F	155	2.44	1.076
	M	154	2.19	1.183
Q6 (Enjoyment in reading books)	F	155	2.90	1.152
	M	154	2.31	1.224
Q7 (For all-round education)	F	155	3.38	.877
	M	154	2.85	1.170
Q8 (For self-actualization)	F	155	2.99	1.038
	M	154	2.45	1.199

Despite the insignificance of numeric value for male and female learners' inclination towards intrinsic FL learning orientation, the higher mean scores of female learners' intrinsic tendency in items 7 and 8 needs some explanation (refer to Table 2 and Figure 3).

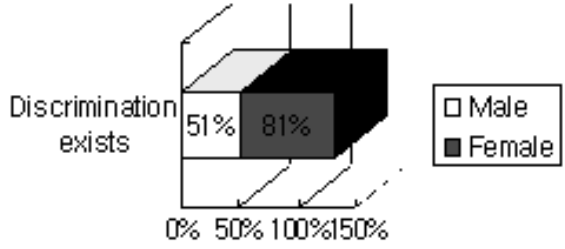
FIGURE 3
Female Learners' EFL Learning Attitudes toward Questions 7 and 8



Considering the fact that English achievement contributes highly to learners' overall academic assessment[20] learners who have chosen item 7 can be understood as ones concerning with practicability of EFL learning in a broad scale. Furthermore, it seems quite customary to assume that anyone who is aware of the fact that a good command of English leads to successful academic achievement regards learning FL as a means of re-establishing one's social identity (Peirce, 1995). Considering that more than 80% of the female learners respond that they have experienced gender differentiation in society (refer to Figure 4), female learners' higher positive responses to items 7 an 8 than male learners should be understood highlighting that female learners are very conscious about instrumental aspects of EFL learning for enhancing their status and expect their command of EFL to act as a solution to resolving inequality between men and women in society.

20) English, Korean and mathematics carry to highest scores among all subjects taught in Korean junior and high schools.

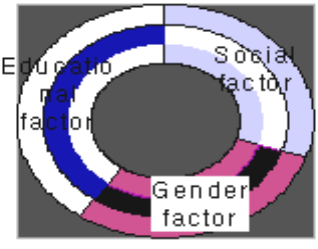
FIGURE 4
Participants' Perception about Gender Discrimination in Society



In this regard, female learners' less ethnocentric attitudes toward speakers of the TL and its cultures are highly likely to be anticipated as the command of the TL can provide them with a salient outlet for social advancement in a male-dominant society.

In brief, female learners' EFL learning orientation pattern would be the result of the interplay of a social factor (EFL as a tool for enhancing one's socioeconomic status), educational circumstantial factors (EFL as a means of an academic assessment) and a gender factor (EFL as an effective tool for women's social advancement and solving gender inequality in a male dominant society) (refer to Figure 5).

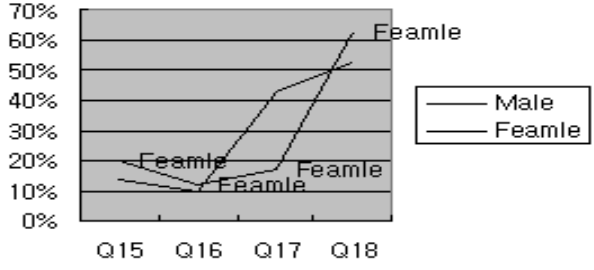
FIGURE 5
Factors Determining Female Learners' Motivation Pattern



Another finding that can support female learners' practical orientation toward FL learning is also presented in Figure 6. In a male dominant society, as men have already taken a better position and have more various instruments to demonstrate ones' competence other than language, they tend to be more concerned with self-satisfaction or more self-oriented activities. As a result, male learners show a much higher interest in self-satisfaction (I learn English because I do not want to disappoint

myself (refer to Figure 6). On the contrary, female learners, who no longer accept inequality on the basis of gender in society and their traditional roles have to find every possible way to advance their social status. Therefore, given the fact that female learners' need to find effective mediums they can count on in order to be competitive in a male dominant society, their sensitivity over practical aspects of EFL learning is easily understandable.

FIGURE 6
Gender Difference in Introjected Regulations
Question 15: to create a good impression to others.
Question 16: not to be despised.
Question 17: not to be disappointed of myself.
Question 18: to be regarded as a competent person.



As Figure 6 presents, male and female learners alike think the command of the TL can provide them with a quality leading them to be considered as a competent person. However, female learners show much higher percentage of agreement than male students in the factor. That signifies female students demonstrate a much higher wish for obtaining a good social evaluation through the TL. This fact somewhat supports the argument Trugill (1974) claimed that, in a society where the requirement of women's traditional roles, and inequality between men and women still widely exist, women tend to depend on symbolic resources including language to obtain an equal opportunity for advancing women's status in the society. The discrepancy between males and females in FL learning attitudes shown in Figure 6 somehow highlights that the TL provides a solid medium for women who need a salient and secure means to be judged as a competent person in a male dominant society and such a learning orientation seems to play a great part in broadening the differences between male and female learning orientation patterns.

Despite meaningful interpretations of data obtained from this investigation, it seems somewhat reluctant to claim that there are remarkable differences in EFL learning orientation according to gender due to insignificant numeric data for a generlizable argument. Nonetheless, discussions presented so far can be valid since data from the questionnaire along with the findings of the pilot study have been analyzed on the basis of contextual evidence about women's status in the Korean society and objective data of the roles of English in various aspects in the host country. Moreover, contextual evidence is as salient as empirical evidence. Thus, specific gender-related factors surrounding FL learning presented throughout this paper certainly contribute to discrepancy in EFL learning orientation patterns between male and female learners, which is meaningful enough to take into consideration. This is because the recognition of EFL learning orientation differences depending on gender results from the discovery of mechanism between the specific characteristics of EFL learning in the Imposed FL learning context and the gender-related factors in EFL learning.

V. CONCLUSION AND IMPLICATION

In a society where inequality based on gender difference is widely pervasive, effort to find ways to surmount such inequality by using the most effective and secure means is certainly expected. Considering the socioeconomic and academic status of EFL in the Korean society, it was speculated that female learners would be well-aware of the academic and socioeconomic advantages target language learning were offering, And female learners were therefore, anticipated to demonstrate different EFL learning orientation from male learners, and such an assumption has been proven through this research. Moreover, it is also claimed through this research that contextual and cultural aspects surrounding EFL learning in the host country are effective variables for shaping learners' FL learning orientations.

Although female learners turned out to be more conscious of practical aspects of learning, there was no significant numeric outcomes regarding EFL learning orientation based on gender difference. One explanation for the absence of significant numeric data about gender difference in EFL orientation might be that the importance of socio-educational benefits imposed on EFL overwhelms the issues characteristic of gender among high school students in the Imposed FL learning context.

However, possible pedagogical implications that can be induced from the outcomes of this research would be as follows; 1) In Korean EFL learning context, although

both male and female learners are concerned with practical aspects of target language learning, female learners seem to pay more attention to practical learning orientations such as job perspectives and being judged as a competent person in society. As a result, providing salient, clear and step by step goals for each stage in language learning would keep female learners with high learning motivation. 2) While one of salient reasons for male learners' wishing to acquire English is not to disappoint themselves, female learners show little or no interest in the reason. Female learners would rather gain social approval through their good command of the target language, which might mean that female learners need complimentary or encouraging remarks for their foreign language ability from teachers and parents much more than male learners, and such remarks would be able to lead female learners to high motivation for their EFL learning. However, since so little work on the relation between EFL learning orientation and gender in FL learning contexts, it seems too immature to attempt any generalization. Therefore, as social and domestic roles of male and female learners and their expectations toward EFL learning would be different depending on their circumstances, longitudinal and ethnographic studies of the effect of gender difference on EFL learning orientation in various contexts are needed.

As a shortcoming of this research would be that the number of male attendants for the interview was too insignificant to represent general male learners' learning motivation tendency.

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APPENDIX

Questionnaire

Items	Variables	Motivation
1. I am interested in learning people who speak English and their culture	Knowledge	Intrinsic/Integrative
2. I wish to make friends with English speakers	Friendship	Integrative
3. I wish to use English while traveling or staying in foreign countries	Traveling	Integrative
4. I am interested in teachers who teach English	Integrative	Integrative
5. I enjoy learning English itself	Knowledge	Intrinsic
6. I enjoy reading books written in English and using the language for a communication	Accomplishment	Intrinsic
7. I learn as it is useful for all-round education	Integrated regulation	Extrinsic
8. I learn as it is useful for self-actualization	Integrative regulation	Extrinsic
9. Because of its usefulness for a future job	External regulation	Extrinsic/Instrumental
10. Because of its usefulness for a university entry exam	External regulation	Extrinsic/Instrumental
11. Because of its usefulness for achieving my future goals	External regulation	Extrinsic/Instrumental
12. For extra allowance or a new cellular phone	External regulation	Extrinsic/Instrumental
13. To avoid punishment from parents	External regulation	Extrinsic/Instrumental
14. To avoid punishment from teachers	External regulation	Extrinsic/Instrumental

15. In order to create a good impression of me	Introjected regulation	Extrinsic/Instrumenatl
16. People will look down on me if I am not good at English	Introjected regulation	Extrinsic
17. I do not want to be disappointed of myself	Introjected reguation	Extrinsic
18. In order to be regarded as a competent person in society	Introjected regulation	Extrinsic
19. As English is a subject taught at school	External regulation	Extrinsic/Instrumental

Because I am female or male, ▶20 my parents ▶21. teachers ▶22., in society differentiate a lot/differentiate me/so-so/somewhat differentiate me/never differentiate me.

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

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