

**A MIXED-METHODS STUDY ON L2
MOTIVATION OF KOREAN JUNIOR COLLEGE
ENGLISH MAJOR STUDENTS**

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ABSTRACT

Korea is an EFL context where instrumentality overpowers integrativeness for college entrance or employment because English is mainly considered a school or test subject. Integrativeness might be replaceable due to its inadequacy of explaining how L2 learners integrate into a certain L2 community in the globalized world. Thus, Dörnyei (2005, 2009a) developed the L2 Motivational Self System (L2MSS) that could encompass both integrativeness and instrumentality as in the ideal L2 self.

The L2MSS is a future-oriented tripartite framework to comprise the ideal L2 self, ought-to L2 self, and L2 learning experience. There might be fluctuations or even surges in L2 motivation, which the new model has gained validity in its dynamic nature and imagery capacity (Dörnyei, 2010b). Thus, this study attempted to discover the dynamics of L2 motivation employing L2MSS as the main framework.

Nevertheless, Korean learners of English could learn English without their L2 motivation (Kim, T.-Y., 2012b). This trend might go until or after tertiary education. Also, there has been academic elitism, *hakbul*, in Korea, to distinguish four-year universities and two- or three-year junior colleges, which are frequently considered second-choice or failure.

Thus, this study explored junior college students, especially those

majoring in English, who were studied less than four-year university students. Assuming junior college English major students' L2 motivation is unique on their own, a longitudinal mixed-methods case study will be employed using the L2MSS. 189 students participated in the online questionnaire administration, followed by interviews with 59 and 31 students and five professors.

The participants showed some L2 motivation with Korea-specific tendencies in that there was intense pressure for the future. Most significantly, there were weak ideal L2 self, strong ought-to L2 self, and universal concept of instrumentality (promotion). Therefore, this study offers pedagogical implications to complement their current L2 learning and motivation.

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LIST OF ABBREVIATIONS

CSAT	College Scholastic Ability Test
DMC	Directed Motivational Current
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
EMS	English Major Student
ESP	English for Specific Purposes
GPA	Grade Point Average
IE	Intended Effort
IELTS	International English Language Testing System
IL2S	Ideal L2 Self
IP	Instrumentality (Promotion)
JCEMS	Junior College English Major Student
JCS	Junior College Student
Korea	South Korea
L1	First Language
L2	Foreign Language
L2LE	L2 Learning Experience
L2MSS	L2 Motivational Self System
L3	Second Foreign Language

MLA	Motivational Language Activity
NCS	National Competence Standards
OL2S	Ought-to L2 Self
PBL	Project-Based Learning
RQ	Research Question
SBI	Strategies-Based Instruction
SP	Student Participant
TOEFL	Test Of English as a Foreign Language
TOEIC	Test Of English for International Communication
TP	Teacher Participant

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CHAPTER 1. INTRODUCTION

1.1. Introduction

This chapter will elaborate on the background and rationale of this thesis. Also, personal motivation to undertake the study will be established, followed by its purpose. Finally, the outline of the thesis will be explained.

1.2. Background and Rationale for the Study

Motivation is considered one of the critical factors determining one's success in endeavoring activities such as learning a foreign language (henceforth L2). If motivation enables individuals to make choices, behave in specific ways, and strive to achieve as they set goals, learning an L2 may not be a simple task (Dörnyei & Ushioda, 2009, 2011). In other words, it is a comparatively long and complex journey for one to master a different language that could have few similarities with their mother tongue (henceforth L1). In this regard, studies of motivation and learning an L2, English in this study, in South Korea (hereafter Korea) were concerned with linguistic, socio-cultural, or socio-political features; for example, there were perceived differences between English and Korean, mostly about tricky grammar rules (e.g., Jung, 2011), two or more L2 learning contexts within the country (e.g., Kim, T.-Y., 2011), all-pervading academic elitism known as *hakbul* (e.g., Kim, T.-Y., 2006), and the role of English in the Korean job

market (e.g., Kim, Choi, & Kim, 2018).¹

Given the backdrop of diverse topics of L2 learning research, there remained a question on maintaining the learner's L2 motivation. It admittedly sometimes, if not frequently, fluctuates throughout their L2 learning. Then, it led the 'self' domain to become the focal issue in L2 motivation studies more recently. Since L2 learning covers cognitive and affective domains and might become laborious for one to learn and master it, "even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula or good teaching enough on their own to ensure student achievement" (Dörnyei & Ryan, 2015, p. 72). In this sense, the focus on the 'self' has enabled the research to explore what motivates L2 learning with sustaining, lacking, or fluctuating L2 motivation over a relatively long time since successful L2 learning would not be possible unless there is sufficient L2 motivation (Boo, Dörnyei, & Ryan, 2015; Dörnyei, 2019a).

Thus, psychological terms and concepts widely used in Possible Selves Theory (Markus & Nurius, 1986) and Self-Discrepancy Theory (Higgins, 1987) were connected to L2 learning when the 'self' is concerned. Later, these ideas developed a reconceptualization of L2 motivation, which was proposed and coined as the L2 Motivational Self System (hereafter

¹ This study will include some authors' given names to distinguish the different authors with the same family names since several are very common in Korea, such as Kim or Lee.

L2MSS) (Dörnyei, 2005, 2009a), and more recently, Directed Motivational Currents (hereafter DMCs) (Dörnyei, Henry, & Muir, 2016; Dörnyei, Muir, & Ibrahim, 2014; Muir & Dörnyei, 2013). Subsequently, studies have considered L2 motivation with different emphases on pertinent variables including gender (e.g., Henry & Cliffordson, 2013) or age (e.g., Kormos & Csizér, 2008). Others were also relevant to vision (e.g., Al-Shehri, 2009), imagery skills (e.g., Magid & Chan, 2012), or buoyancy (e.g., Yun, Hiver, & Al-Hoorie, 2018). Also, more than one variable could be involved in the research; for instance, age, gender, and region (You & Dörnyei, 2016) or gender and vision (You, Dörnyei, & Csizér, 2016).

Likewise, Korea has been one of the frequently researched English as a foreign language (henceforth EFL) contexts indicating the features of L2 motivation, perceived as either common or unique, among the Korean learners of English. One of the fascinating characteristics might be ‘competitive motivation’ (Kim, T.-Y., 2006) exhibited among different age groups of English learners in Korea (e.g., Kang & Kim, 2017). In Kim, T.-Y. (2006), competitive motivation was introduced as akin to instrumental orientation accompanied by external stimuli trigger. Yet, it is unique because it anchors more towards one’s “aspirations to occupy a superior position in life and to be evaluated positively by others” (p. 175). Meaning, learning English for getting a job is an example of instrumental orientation, whereas

learning English for getting a better or more-highly-paid job than others could be an instance of competitive motivation.

In this regard, L2 learning for tests and exams seems to be a product-oriented manner that primarily focuses on extrinsic motivation and beyond instrumental orientation, especially when the learners are in the school context. As the purpose of learning English in Korea is somewhat based on competitive motivation, there is not much change in L2 learning when the learners are advanced to the tertiary school level. Thus, many Korean learners of English are likely to continue studying English solely for in-house exams or college admissions at a relatively greater length. Then, after college entrance, the goal of learning English shifts into employment or other vital prerequisites in life while there are still tests and exams to take, not to mention most courses are typically evaluated on a relative curve. Also, private education and *hakbul* could be the byproducts of competitiveness in learning English as the former instigates getting higher scores than others and the latter is the determinant of one's life based on their college or university degree.

The L2 learning environment outlined above could depict the status of English in Korea. More generally, English scores or grades may be the center of attention when English is accepted as the tool to enter schools or hold positions at work. Since English guarantees better things in life, it also means

that they would eventually have a better life with the aid of English, whether the learners are young enough to start elementary school or old enough to graduate from college and have a job. Moreover, it is pervasive that English is the basic L2 in Korea regardless of which tertiary education they have; for example, the most straightforward distinction would be four-year universities and two- or three-year junior colleges².

Subsequently, many would take standardized English tests such as Test Of English for International Communication (hereafter TOEIC), Test Of English as a Foreign Language (hereafter TOEFL), and International English Language Testing System (hereafter IELTS) for college entrance or transfer and employment or promotion even after secondary and higher education. Additionally, tertiary education offers credit-bearing or extracurricular TOEIC courses in the sense that the students might somehow need it for different reasons (e.g., Kim, H.-O., 2008; Kim, S., 2015). It indicates that one's L2 learning has not finished yet; instead, the demand for these tests is constant and remarkably high among most university and college students in Korea. At the same time, ironically, L2 competence may not be the primary goal when preparing for and taking it (Kim et al., 2018). Moreover, only

² One of the distinguishing differences between junior colleges and vocational colleges is who manages them. The Ministry of Education supervises the formers, whereas the Ministry of Employment and Labor does the latter. The managing department may indicate which learning objective is more underscored as vocational colleges focus more on providing vocational training courses for more specific professions (e.g., aviation).

outstanding scores are praised, and those high scores in these competence measuring tests are not the equivalent of English competence. When it comes to L2 competence, just an exceptional TOEIC score might not indicate “English proficiency at workplaces and its actual use for decorating one’s resume without having the English proficiency to back it up” (Kim et al., 2018, p. 88). Meaning, high TOEIC scorers could be or not be basic users of English (Educational Testing Service, 2019).³

Considering the role of English, the most widely learned L2 in Korea, it offers new insights into the L2 motivation of Korean learners. It is also one of the most critical issues for most students to deal with before, during, and after college-level education for their successful L2 learning. Nevertheless, there are still some under-researched college L2 learning contexts in Korea. One of the less investigated contexts is two- or three-year junior colleges compared to four-year universities, which has been explored relatively frequently. More specifically, even lesser studied participants are junior college English major students (hereafter JCEMSs) even though their college major is English. According to the Higher Education Act Article 47, the rationale behind junior colleges is to train their students to become

³ TOEIC test and score commonly meant those of TOEIC Listening and Reading in Korea as the total score of 990. Some would take TOEIC Speaking because it is additionally required sometimes (Kim et al., 2018). Educational Testing Service outlines the scores according to The Common European Framework of Reference for Languages. In this respect, C1 is the equivalent of 490 in TOEIC Listening and 455 in TOEIC Reading.

professionals in different fields of society. Therefore, they aim to foster their students with several other competencies, not solely English.

In this respect, the researcher, I, who experienced the impact and reality of various aspects of learning English in Korea, including competitive motivation, *hakbul*, and TOEIC, would like to probe L2 motivation. I, who was once a JCEMS, would also like to emphasize which characteristics of L2 motivation JCEMSs might show as they decide to continue learning English as Korean adult learners.

1.3. Personal Motivation

As far as I can go back to recollect my first encounter with English, I remember watching Disney movies with Korean subtitles on in the living room while my mom was cooking or baking in the kitchen when I was around five or six years old. Whenever she and I have a chat about this memory, she tells me that it was her strategy of keeping me occupied as well as exposed to something she thought I found interesting. Before college, I had learned English entirely in Korea until I graduated from high school with some private education (more commonly known as *hagwons*). I started going to elementary school in 1999 and learning English with a private tutor in 2000 (i.e., Grade 2) with learning materials from the Disney stories and characters. Luckily, I have kept thinking that English connotes something

fun, exciting, and positive because of these earliest exposures to English. I had so much fun listening to the audiotapes and saying what I had just heard that I did not think it was studying at all.

Given that we learn English from Grade 3 based on the national curriculum in general, I started going to an English *hagwon* in 2003 (i.e., Grade 5 of elementary school) until 2007 (i.e., Grade 9 or the final year of middle school) with more focus on reading comprehension. However, things changed quite a bit when I advanced to higher grades in elementary school; it was time for studying English mainly as an academic subject like all the other subjects. We had to memorize a vast vocabulary during classes in school and *hagwon* for quick quizzes and in-house exams, and more importantly, for college entrance. Meaning, we already knew that college meant a lot at a pretty young age. In this regard, there was a considerable English divide among my classmates even though we were learning the same thing in the same classroom under the national curriculum. An extreme example would be some students who already learned English far ahead of the in-class learning content at *hagwons*, while others only barely knew the English alphabet.

Also, we had fewer opportunities to participate, especially when it comes to speaking; instead, it was all about taking notes of what the teacher said and answering comprehension questions due to the exam-focused

learning environment. Then, I started to think that the atmosphere of English class was less fun, exciting, and positive in middle and high school. To think back, it was more often than not that no one would speak up voluntarily if the teacher asked us a question. However, the students who tried to answer were sometimes ridiculed or booed for showing off and for either having American accents or not. Still, I was one of those students who wanted to answer any questions in English classes no matter if I was right or wrong because I was still fond of English more than I considered it a school subject.

Later, I realized that my grades for other subjects, such as math and social studies, were not high enough to apply for four-year universities to study English; meaning, I also needed to excel in those other subjects in my in-house exams or College Scholastic Ability Test (hereafter CSAT)⁴ since a lot of universities require you to have overall high(er) grades to become an English major. Despite the reality, I was very grateful to have heard that a lot of people who knew me back then told me that I should be the one to study English because I was full-fledged from the start. Also, I had always wanted to study English more and further in college because of my genuine interest

⁴ The College Scholastic Ability Test is a standardized test administered by the Korea Institute of Curriculum and Evaluation authorized by the Ministry of Education. Every November, most students in their final year of high school take an annual test to assess if they can take college-level courses by evaluating them across different subjects learned from elementary and secondary education curricula. There have been constant changes as to which subjects to be tested under different governments since its onset back in 1994. There are generally Korean, mathematics, English, Korean history, and social studies or sciences.

in the language, knowing I would speak English at work or elsewhere. For these reasons, I spent quite a lot of time talking about my future with my mom and my high school English teacher, although I had already got some early admissions to a couple of four-year universities before and after I took the CSAT in November 2010.

In the end, I decided to make my path by choosing a two-year junior college to study English because I did not want to attend a university to study a major other than English or spend another year or two studying for another CSAT. Some of my teachers and friends blamed me for not choosing a university for the discrimination I might have had due to *hakbul*, and it got to the point where I was told that I had made a colossal mistake in life because four-year universities are a much more favored choice of tertiary education to a lot of people in Korea.

Everything turned out far better than I had expected after my first day of class in my junior college the following March. I was full of excitement that I could study English every day. Knowing the pleasure of majoring in English in a new school, I did not even miss a class as it has been a thing for college students to ditch at least one class to savor the freedom on or out of campus finally. Nevertheless, things were totally opposite to some of my classmates that they would still go to *hagwons* to prepare for TOEIC or transfer exams to a four-year university. I was frequently in the surroundings

where several of my peers were tired of studying English and felt embarrassed for being junior college students (hereafter JCSs). To be honest, I had a number of incidents where people would say to me: *How did you end up there?* or *You and your parents must be embarrassed by the school you go to.* One day in my second year, however, I asked myself for the first time: *Am I weird to have fun in college?* Thus, it was not quite easy for me to understand how others dealt with their own decisions for college.

Given that college entrance is one of the most impactful decisions in one's life in Korea, some might have been influenced by their closest advisors, such as their parents or teachers. Also, it could be relevant to the social milieu that English is so important in one's life in general in Korea. What seemed like a substantial role of English in some decision-making process led me to ask myself again in the end: *Have I been motivated because I had supportive people around me encouraging me to study what I like and enjoy the most? What is it like for others?* Then, the ultimate question I asked myself incessantly from that point on was: *What motivated me to keep learning English?*

As I was a graduate school student, a new researcher of learning English, and most importantly, still the learner of English who had learned English entirely in Korea, those questions were still unanswered. However, it was not until the second semester of my master's program that I became

aware of and fascinated by Dörnyei's L2MSS (2005, 2009a). At first, I just believed that all learners are different without any specific reasons to back it up. Then, I could understand my own and others' L2 motivation to a certain extent with the introduction of L2MSS, the tremendous impetus for me to pursue the research centered on L2 motivation. Since the L2MSS captures the L2 self as well as its images sustained by the L2 learners themselves and others around them, it led me to ask another significant question: *Could this model answer my questions?* This framework has played a vital role both personally and academically in the hopes of continuing a journey to find the answers to my long-term questions. Therefore, it seemed inevitable that I should go back to where I first came up with the initial questions, my junior college, to answer all my unanswered questions.

1.4. Purpose of the Study

English is the primary L2 generally learned from Grade 3 in elementary school to the final year of high school (i.e., Grade 12) in Korea. During this period of ten years, learners constantly face pressure from parents, teachers, peers, and even policy and society. They are given the comments somewhat blindly that English is essential in life, such as for entering a prestigious university or having a well-paid job. In this sense, it could be hypothesized that L2 learners who are the main agents of the

learning process might be less or not at all inclined to learn the language regardless of how good their grades are or which professions they will have. There is also this prevalent notion in Korea that learning English is a cultural capital and an investment for one's future which could go hand in hand with the comments the learners get mostly from others. That is, going to a better school or getting a better job than others is what evokes learning and upholds today's Korean English education (Kim, K. J., 2016; Yoo & Shin, 2016).

Some studies inquired about the fluctuations of L2 motivation throughout their school years as it gradually lowers at some point in middle school and surges when closer to preparing for the CSAT in high school (Kang & Kim, 2017; Kim, T.-Y., 2012a). Subsequently, while acknowledging this country-specific atmosphere, Korean learners of English would continue to learn it and may struggle even after they become university students. That is, Korean university students keep on learning English for exams other than CSAT, such as TOEIC, for future job employment and practical communicative purposes (Kim, S., 2015). Even though the English learning process may appear similar to that which they did for college preparation, the approach in learning should be a bit different for more mature learners. Then, it should be worth understanding what kind of L2 learning experience they had in order to construct their current L2 motivation as college students.

Considering the studies on L2 motivation between 2000 and 2017 in Korea have been active and diverse in terms of topics, methods, and participants (Kim, T.-Y., 2018), it was interesting to capture that the majority were conducted among university students. However, tertiary education in Korea is also in its diversity. For instance, junior colleges are known for having more practical curricula with the chances of offering one or two extra years for those who want to pursue further academic experience. Therefore, it may seem overgeneralizable and even alarming to understand the L2 motivation of these students merely within the scope of tertiary level and the term ‘university students.’ Moreover, the number of research exploring JCSs’ L2 motivation is considered very few, while studies on JCEMSs’ are even rarer up to date. Due to the scarcity of studies on JCEMSs, this thesis aims to produce an example and guidance to understand the L2 motivation of such participants.

Therefore, the key purpose of this study is to explore the L2 motivation of Korean JCEMSs since there is possibly a caveat of identifying theirs as the same or total opposite of the general university population. In other words, it seemed inappropriate to explain their L2 motivation not more or less than the L2 motivational trend portrayed by some university students. For instance, JCEMSs might learn English for the actual and practical use of the L2 based on their curricula rather than the basic needs for TOEIC scores

or chances of employment or vice versa. Or they might not want to learn English for any reason other than just the difficulty of its grammar. However, I cannot say for sure since there is very little research so far to understand the JCEMSs' L2 motivation. Instead, I believe it would be of great value to pay attention to this specific group of students with possibly different or unique aspects and stories to tell that are relevant to their L2 motivation, selves, and learning experience since the L2MSS covers the present and future of L2 learning.

JCEMSs' L2 motivation will be investigated both quantitatively and qualitatively in this research considering its dynamic nature. In addition to the learners' side of descriptions, their professors with constant interaction will be involved to inquire about their perspectives on their JCEMSs in greater depth. Since I was once a JCEMS who had experienced all possible aspects of learning English in Korea, such as private English education and TOEIC, I could examine this particular L2 learning context more critically as a researcher with the unsolved questions remaining.

The centrality of this longitudinal mixed-methods case study will be on "obtaining a thick description of a complex social issue embedded within a cultural context" (Dörnyei, 2007, p. 155). Hence, it will adopt the L2MSS as the main framework for its validity across various contexts and employ partial aid of the DMCs for its recency and dynamic nature. In conclusion, it

would be one of the first steps to tap into JCEMSs' L2 motivation by searching for the answers to in-depth 'why' questions. In turn, it is to enhance their L2 motivation by presenting educational implications for the appropriate context.

1.5. Thesis Outline

As this thesis consists of six chapters, the first chapter provides an introduction to the overall research regarding its background and rationale to the researcher's motivation and the purpose of conducting this study.

The second chapter outlines the review of previous literature that is pertinent to this study. Included principally are the theories of L2 learning, which were implemented from the psychological field of study and research of L2 motivation across different contexts. Also, the literature review primarily considers the studies on the L2 self since the main framework of this study is Dörnyei's L2MSS (2005, 2009a).

The third chapter details the prerequisites of the research. It deals with how the participants, research site, and instruments and methods were selected and tailored especially for this study. In addition to the description of these research elements, the process and timeline of this study will be presented. In terms of how to analyze the data, both quantitative and qualitative methods were utilized.

The fourth chapter reports on the findings of the main study, which included one online questionnaire administration and three semi-structured one-on-one interview phases. As the results gained from both a quantitative and qualitative method are regarded valuable, the former obtained from administering the questionnaire will be demonstrated first to support the latter in more detail. A considerable amount of verbal data from the interviews constitutes and provides a full comprehension in understanding the qualitative results with the aid of a statistical value of the quantitative results.

The fifth chapter discusses the significant findings obtained from the results. The focus will be on the similarities and dissimilarities between the results of the current study and the studies in the past. More specifically, several themes that emerged through the analyses of the quantitative and qualitative findings will be argued.

The sixth chapter summarizes the outcomes and gives conclusions of this study. It also requires the research to revisit all research questions one by one, figure out the limitations of the study, and offer implications for future studies.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

In this chapter, the fundamental concepts of L2 motivation will be presented to explain how they are engaged in L2 learning. Several factors will be dealt with concerning the L2 learning relevant to the study. Also, there will be theoretical backgrounds and previous literature offered primarily on L2 motivation and the L2MSS, the principal framework of this study, followed by the detail of the context, Korea.

2.2. Motivation and Its Role in L2 Learning

Motivation is the drive or stimulation of specific actions or behaviors of an individual as the term is derived from *movere*, the Latin word for ‘to move.’ At first glance, the terms ‘motive’ and ‘motivation’ seem similar. However, motivation typifies a mental ‘push’ in general that is conducive to the agent to move forward to their goals, whereas motive is somewhat concerned with a ‘reason’ underlying an action (Dörnyei & Ushioda, 2011; VandenBos, 2015).

As its definition explains, motivation is an impetus for actions that may require more than a push. That is, motivation should entail direction, effort, and goal. Then, to consider the role of motivation, it also signifies some process. For example, motivation is necessary for L2 learning since it

“usually evolves gradually, through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome evaluation” (Dörnyei & Ushioda, 2011, p. 6). Thus, it seems clear that L2 learning is a process that could be concerned with L2 motivation as well as the L2 learners’ willingness, plans, and goals.

Again, motivation is crucial in everyday life, music and sports psychology, and even learning an L2 to exert such power in human behavior. Most instances would constantly necessitate motivation to reach out closer to their set goals and accomplish their ultimate outcomes. When L2 learning is the process, L2 motivation might be associated with making decisions and action plans and continuing with these plans with effort and persistence for the end-goal, for example, mastering the language (Dörnyei, 2014a; Dörnyei & Ushioda, 2011). It was also argued that such goals could not be guaranteed without appropriate L2 motivation even though the learners are of utmost capacity (Dörnyei & Ryan, 2015). Moreover, the same goes for the learners’ success in the L2 learning context regarding proper curricula and teaching methods. Nonetheless, a high level of L2 motivation could help the L2 learners compensate for the lack of their L2 aptitude or learning conditions.

To reiterate, L2 motivation is exceptionally vital in one’s journey of L2 learning because it is not customarily triumphant or automatic like that of

their L1 acquisition (Dörnyei, 2009b). Given that L2 learning is also a process, there might be some ebbs and flows in L2 motivation. In other words, L2 motivation possibly brings with it some fluctuations due to its dynamic dimension. Thus, it is probable that L2 motivation not only fluctuates over an extended time but also throughout even one class (Dörnyei & Ryan, 2015).

2.2.1. L2 Demotivation, Amotivation, and Remotivation

To consider L2 motivation and its dynamic nature, there could be some shifts among some states of L2 motivation. It does not always appear plausible to ascertain that everyone is motivated to learn the L2. However, some L2 learners could be less motivated or not at all while others are motivated. Then, the notions of demotivation and amotivation should be understood along the motivational spectrum. In this regard, there is some essential difference between motivation and demotivation. Dörnyei and Ushioda (2011, p. 139) explained:

Demotivation does not mean that all the positive influences that originally made up the motivational basis of a behaviour have been annulled; rather, it is only the resultant force that has been dampened by a strong negative component, and some other positive motives may still remain operational.

That is, demotivation does not indicate opposite behaviors activated by positive factors of motivation. In this respect, the nine most prevalent

demotivating factors in L2 learning were summarized as (Dörnyei, 1998 as cited in Dörnyei & Ushioda, 2011, p. 148):

1. The teacher (personality, commitment, competence, teaching method)
2. Inadequate school facilities (group is too big or not the right level; frequent change of teachers)
3. Reduced self-confidence (experience of failure or lack of success)
4. Negative attitude towards the L2
5. Compulsory nature of L2 study
6. Interference of another foreign language being studied
7. Negative attitude towards L2 community
8. Attitudes of group members
9. Coursebook

Since the success of L2 learning might hinge on L2 motivation along with some conditions such as teacher influence, these nine factors depict the most dominant concepts that could affect the learners' states of L2 motivation. Moreover, Falout, Elwood, and Hood (2009) pointed out that demotivation is likely to be shown in the educational contexts in which English is somewhat required or obligated. For example, an EFL context is where the L2 is mainly learned as a school subject or for tests and exams, which in turn, their learners may go through a lot of stress because they are forced to study for it rather than they would like to learn it.

In Japan, for example, English has been a business or communicative instrument under the nationwide view of English as a core school subject, not to mention as a tool for self-development (Suzuki & Childs, 2016). Since English is learned for six years until the last year of senior high school in

Japan, Japanese people study English only to sit for the exams or to use it while traveling. It might be due to the characteristics of its EFL context where English is learned, not acquired naturally. In other words, L2 demotivation over motivation in this context might be better explained by the “dissonances between institutional or pedagogical orientations focusing on the pragmatic value of learning English and learners’ interests and feelings towards learning English” (p. 161).

In Sakai and Kikuchi (2009), senior high school students’ demotivation was explored by administering a questionnaire. Given that the learners faced exams in the EFL context, which was rather required and learned through the grammar-translation method, learning content/materials and test scores were two chief causes to demotivate high school students, especially for less motivated students. Demotivating factors might be induced from grammar-focused learning, difficult and lengthy texts, or unsatisfying marks in tests. It pointed out that low self-confidence could also be one of the demotivating factors. Likewise, the less motivated participants found weak intrinsic motivation more demotivating.

Also, Falout et al. (2009) confirmed the interplay among motivation, L2 proficiency, and self-regulation in L2 learning. Demotivating factors were grouped into three categories (i.e., external conditions of the learning environment, internal conditions of the learner, and reactive behaviors to

demotivating experiences). Then, 900 college students found the mental stress on the grammar-translation most daunting, which could lead to producing L2 demotivation ultimately. When it comes to determining one's learning outcomes, internal and reactive factors were more explanatory than external factors of demotivation. Moreover, those who were less likely to regulate learning were more prone to being demotivated when facing demotivators and reacting to demotivation. Nevertheless, it would be interesting to note that teacher-related factors (e.g., teachers' competence and teaching styles) were not demotivating but rather positive or inspiring in both studies in the Japanese EFL context.

Subsequently, amotivation is the final concept to look at. It depicts the state of “the situation in which people see no relation between their actions and the consequences of those actions; the consequences are seen as arising as a result of factors beyond their control” (Noels, Pelletier, Clément, & Vallerand, 2000, p. 62). In other words, the term could also be “a *lack* of motivation caused by the realisation that ‘*there is no point...*’ or ‘*it's beyond me...*’” (italics in original, Dörnyei & Ushioda, 2011, p. 140). In short, the state without much intention of doing or no external drive represents amotivation. To sum up, amotivation is caused by somewhat conjectural assumptions of results; by contrast, demotivation is triggered by particular external sources such as one or more demotivating factors outlined above.

Given that motivation is not static but prone to fluctuate (i.e., dynamic), there is also the possibility of remotivation since it is “the process of recovering motivation after losing it” (Falout, 2012, p. 3). In this regard, Falout et al. (2009) noticed that the demotivated in the school L2 learning settings from early on “might suffer a longer term of negative affect, low proficiency, loss of self-confidence, self-blame, and a more difficult struggle to remotivate while learning EFL” (p. 404).

It should be acknowledged that the L2 learners might go through some, if not multiple, levels or types of motivation once they learn the L2. Nevertheless, it is significant that demotivation and amotivation are not entirely debilitating factors in the process of L2 learning. Most L2 learning contexts are present with motivation as well as distractions. That is, some demotivators might work out as the productive ones if proper methods facilitate L2 motivation instead (e.g., Kim, T.-Y. & Kim, M., 2017).

Thus, it seems more conceivable that there are fluctuations of L2 motivation during one’s L2 learning journey revolving around some of its different states—demotivation, amotivation, and remotivation.

2.3. Key Affective Variables Associated with L2 Motivation

Several affective variables might influence one’s L2 learning as individual differences. Their interconnections with L2 learning are

“dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree” (Dörnyei, 2005, p. 4).

Also, there could be multiple aspects within the same learner as well as from learners’ external environments involved in the L2 learning process. As Dörnyei (2005) continued, “there is a particularly wide variation among language learners in terms of their ultimate success in mastering an L2” (p. 6). Given that individual (learner) differences should refer to dissimilarities of how an individual learns an L2, it may be pertinent to how fast or successful it is along with their cognitive, affective, and social aspects. Since some affective variables are considered significant in this process, the following sections will demonstrate the variables that seem intertwined with L2 motivation relevant to this study.

2.3.1. Personality

Generally, individuals would behave according to their stable personality with some constancy in most situations. Then, personality and its factors as individual differences could play a vital role in L2 learning because they are moderately consistent and unchanging traits. That is, it seems plausible that personality might be reflected in how they react to situations such as the L2 learning environment (Bae & Kim, 2019; Dörnyei, 2005).

Still, “a domain-specific self concept plays a significant role in

predicting academic achievement, serving as a more consistent predictor than personality traits and non-differentiated models of the self” (MacIntyre, Mackinnon, & Clément, 2009, p. 195). On the other hand, personality traits could also be viable to shape their L2 learning styles as they might function similarly (Dörnyei, 2005). Comparably, Bae and Kim (2019) attempted to develop and verify the L2 motivation inventory to understand it from the personality perspectives considering a multidisciplinary approach.

Nevertheless, personality might or might not determine their success in L2 learning because “people of different personality types pursue differential behavioral patterns, which will have an impact on their participation in a range of learning tasks, from classroom activities to real-life practices of intercultural communication” (Dörnyei, 2005, p. 30).

2.3.2. Language Aptitude

Language aptitude accounts for the human ability exerted in one’s L2 learning regarding the term and its concept. Likewise, Dörnyei (2005) indicated that language aptitude is almost the same as language and language learning abilities. In this manner, its research was frequent since other individual dispositions, such as the learner’s age, intelligence, and working memory, could be linked to L2 learning. That is, the learner’s language ability and skills were able to be measured and assessed through the ‘aptitude

test.’ Then, it was considered one of the critical factors to determine L2 learning success.

However, Dörnyei and Skehan (2003) argued that language aptitude is somewhat predictive of one’s L2 learning even though its weak link to learners and role in explaining it still exists. It might be because language aptitude is not the only factor to prompt L2 attainment but rather a factor attached to other cognitive variables. To support this, Dörnyei (2005) maintained that there are “a number of cognitive factors making up a composite measure that can be referred to as the learner’s overall capacity to master a foreign language” (pp. 33–34). Moreover, it should be considered that L2 aptitude may be overlooked in some contexts where the goal of L2 attainment primarily lies on L2 test scores (e.g., Kim, T.-Y., 2015a).

Hence, L2 learning should not be understood as the solo play of a single variable such as aptitude or motivation. Instead, it should be examined as a whole in which multiple elements from the cognitive, motivational, and emotional domains are associated with the human mind (Dörnyei, 2010c).

2.3.3. L2 Anxiety

The word ‘anxiety’ connotes “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p. 3). Then, Horwitz,

Horwitz, and Cope (1986) clarified that L2 anxiety is not the same as other academic anxieties because L2 learning is situation-specific. Individuals' self-esteem in the L2 learning process could be negatively affected by the limited communicative choices and authenticity. Hence, communication apprehension, fear of negative evaluation, and test anxiety were identified as three types of anxiety conceptually similar with L2 classroom anxiety, which is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128).

Clément, Dörnyei, and Noels (1994) considered the role of group cohesion and dynamics in classrooms yet noticed some independent factors about the class atmosphere, such as one's anxiety, among secondary school students learning English in Budapest. Also, Gkonou (2013) delved into L2 anxiety of adult English learners of various levels in private language schools in Greece. Among multiple factors composing L2 anxiety, this particular emotion seemed to increase as extrinsic motivation increased. Nevertheless, those who were more intrinsically motivated showed lower anxiety levels as they sought out both a relaxed and comfortable L2 learning experience and the members of the English language community.

Moreover, Gkonou (2016) found that classroom and speaking anxiety were linked, indicating that the teachers' guidance role in classrooms is

needed because “speaking anxiety stems from fear of peer criticism” (p. 276). Thus, L2 classrooms should not be threatening to generate L2 anxiety and be the place where teachers could tell their learners that making corrections to their errors is not indicative of failure but a process of learning L2 instead (see also Gkonou & Miller, 2017 for how teachers dealt with anxious learners).

Still, L2 anxiety could be stable across time but may not be applicable since it is limited to the specific L2 learning and using context (Gkonou, 2017). Also, L2 anxiety could lead L2 learners to fear, give up, or even promote achievement because it is a complex construct (Dörnyei, 2005; Dörnyei & Ryan, 2015; Gkonou, Daubney, & Dewaele, 2017).

2.3.4. Learning and Cognitive Styles

To define styles, the ambiguous link between one’s personality and cognition represents cognitive styles as to how learners generally learn, manage, and figure out things. However, learning styles are concerned with the links in educational contexts in which variables spanning affective and physiological domains are interwoven (Brown, 2007). One example would be the preferred styles—whether the learner prefers visual, auditory, or kinesthetic styles when learning an L2. In this sense, it would be optimal to use all learning styles accordingly for successful outcomes (p. 129).

For example, Al-Shehri (2009) studied the relationship between ideal language selves and motivated behavior in relation to visual learning style and imagination of high school students and college undergraduates in Saudi Arabia. L2 learners who had a high preference for visual learning styles were more capable of using visual imagery and imagination. Thus, they were prone to have a solid ideal L2 self, the central component of L2MSS. Moreover, “visual learners are more capable of perceiving a vivid representation of their ideal selves, which in turn is reflected in heightened motivated effort and behaviour” (p. 168).

Also, Yang and Kim (2011) proved that perpetual learning styles (i.e., visual, auditory, and kinesthetic) could not predict motivated L2 behavior due to the ideal L2 self. The study recommended that diverse learning styles be encouraged to the learners of an L2 to boost mental imagery for future L2 selves initiated by different groups involved, such as L2 teachers and experts.

In sum, Dörnyei (2005) described learning styles as “a profile of the individual’s approach to learning, a blueprint of the habitual or preferred way the individual perceives, interacts with, and responds to the learning environment” (p. 121). Cognitive styles also consider how individuals perceive, remember, organize, process, and represent knowledge in their preferred and habitual manner as learning styles “do not reflect innate endowment that automatically leads to success” (p. 122). In this respect, there

seem to be some connections between the styles and L2 motivational components.

2.3.5. Language Learning Strategies

Between styles and strategies, “styles vary *across* individuals,” the latter, by contrast, “vary *within* an individual” (italics in original, Brown, 2007, p. 119). Learners might take and apply appropriate strategies to their L2 learning based on this postulation. Hence, strategies may imply how they approach, work, and plan to use information while managing and completing tasks in the learning process. Moreover, Dörnyei (2009b) maintained that “the third language learner can be equated with the seasoned language learner” with their metalinguistic skills and metacognitive strategies when it comes to multilingualism (p. 24).

In this respect, there are multiple options of strategies since they are diverse within an L2 learner. Different L2 learning strategies may include metacognitive, cognitive, and socio-affective ones. Some would take functional planning when they prepare basic linguistic elements to complete a task or deduction when trying to use and grasp an L2. At the same time, they could practice proper L2 rules or collaborate with colleagues for feedback, more information, or L2-related tasks. Also, strategies are regularly understood with self-regulation, which labels strategic learners according to

“the fact that they choose to put creative effort into improving their own learning and that they have the capacity to do so” (Dörnyei, 2005, p. 190).

As some of the most relevant research to the present study, Kym (2012) focused on self-directed learning ability and explored motivational (e.g., motivational orientation) and cognitive factors (e.g., learning styles) of 133 first-year JCEMSs to design a strategies-based instruction (henceforth SBI) course. Including that SBI was employed, it assessed self-directed learning abilities with their L2 achievement through a questionnaire and learning logs with three significant implications (pp. 199–200). First, a high degree of intrinsic motivation indicated their interest and desire in learning English, considering the participants chose to major in English. However, there was no indication of extrinsic motivation for learning English, such as grade point average (henceforth GPA), TOEIC, or employment. Second, the group of higher achievers was more intrinsically motivated and more frequently and actively using learning strategies, presumably in a more advantageous position of learning English in terms of confidence and learning styles. Third, only intrinsic and extrinsic motivation influenced the learners’ academic achievement considerably as they realized that the more they were intrinsically motivated, the more they could achieve, whereas it was the opposite for extrinsic motivation. Hence, an SBI model was promoted to maximize learners’ motivation and strategies and evaluate their

learning process during L2 learning as JCEMSs (see also Cho, E.-H., 2012 for strategy uses among non-English major JCSs).

2.4. Theoretical Background

The L2 motivation research has seen its development as theories are “moving through phases reflecting increasing degrees of integration with mainstream theoretical perspectives and developments, while retaining a sharp focus on aspects of motivation unique to language learning” (Dörnyei & Ushioda, 2011, p. 39). In this sense, this section will demonstrate several pertinent theories and models as to why the L2MSS is the primary framework for this study.

2.4.1. Socio-educational Model

Considering the specific Canadian context in which both English and French languages are spoken, one characteristic of the Gardnerian approach was that successful L2 achievement is determined by learners’ attitudes and other motivational elements towards the language community, not by language aptitude and/or effective teaching (Dörnyei & Ryan, 2015; Gardner, 1985, 2010). The way individuals interact with a select L2 community could encourage or impede L2 learning in Gardner’s socio-educational model in the social psychological period. It also provided that motivation covered effort

and language attitudes, while the focus remained within the ethnographic community. Furthermore, Dörnyei and Ryan (2015) continued that the centrality lied on “an interest in the *macro-level* analysis of interrelationships between social groups and contextual variables, with little attention placed on the individual L2 learner or the micro-context of the L2 classroom” (italics in original, p. 77).

As multiple individual factors are interwoven in social contexts during L2 learning, it is dependent on how well individuals accept the language and other features of the target L2 community rather than L2 aptitude or competency. Then, motivational intensity or effort, desire to learn the language, and attitudes towards learning the language mainly construct L2 motivation in this model. Also, it is perceived as “a kind of central mental ‘engine’ or ‘energy-centre’ that subsumes effort, want/will (cognition) and task-enjoyment (affect)” (Dörnyei & Ushioda, 2011, p. 41). Thus, the motivated L2 learners would set goals and plan, initiate, and sustain appropriate actions to attain them. Moreover, behavior, performance, and goal are especially crucial in relation to L2 motivation that motivation and orientation (i.e., goal) are distinguished: Orientation enables motivation to present and be led to goals.

The concept of orientation can clarify two different purposes of L2 learning, labeled as integrative and instrumental. Integrative orientation

(integrativeness) represents the learner's desire to incorporate oneself into the L2 community. That is, it may embody one's interest in the L2 and positive attitudes towards its community. In contrast, instrumental orientation (instrumentality) corresponds to more practical aspirations such as grades or jobs. In this case, the focus of L2 competence lies on the pragmatic or utilitarian values of L2 (Dörnyei & Ushioda, 2011; Gardner, 1985).

For example, Dörnyei (1990) administered a questionnaire and conducted factor analyses among 134 young adult beginners and intermediate learners of English in Hungary. It primarily focused on integrativeness and instrumentality and assumed that they would indicate a high degree of motivation based on their effort, time, and money spent to learn English. It was to confirm if instrumentality was the more powerful predictor in learners' L2 motivation in this context. Given the significance of the instrumentality in the study, it necessitated the role of integrativeness because it should be available in L2 learning as well. Furthermore, it called for attention to settle the extent to which motivational factors are context-specific as it was an early study.

2.4.2. Self-determination Theory

The cognitive-situated period highlighted L2 motivation in situated particular learning contexts in that there was the need to compensate for

explaining different individual traits or smaller language communities (i.e., L2 classrooms) in L2 learning (Dörnyei & Ushioda, 2011). In other words, L2 learners could learn an L2 at home without leaving their countries thanks to globalization and the internet, meaning L2 learning became possible without the language communities explicitly intact. Also, the mental processes of how individuals understand and evaluate themselves were underlined as to manage and control the conditions for their goals.

It was also when the self-determination theory was applied to and developed in terms of L2 learning (Noels, Clément, & Pelletier, 1999; Noels et al., 2000). First introduced in the 1980s (Deci & Ryan, 1985, 2009; Ryan & Deci, 2002), this theory accentuates intrinsic and extrinsic motivation based on the way individuals practice three psychological needs; autonomy, relatedness, and competence (Dörnyei & Ryan, 2015). Hence, there is a dichotomy of motivation, intrinsic and extrinsic, which further signifies contrasting values. Intrinsic motivation indicates motivation that is accompanied by pleasure and satisfaction as the agent does activities of their own accord to fulfill innate needs for competence and self-determination. For instance, intrinsic motivation can be seen in a learner who genuinely enjoys the learning process in the L2 learning contexts.

On the other hand, extrinsic motivation denotes behaviors carried out by and towards external and instrumental objectives. For example, it can be

displayed in a learner who seeks to learn for rewards from learning, such as a prize or scholarship. There are also external regulation, introjected regulation, identified regulation, and integrated regulation, depending on the degree of its internalization. In this case, the last one is assimilation to the self the most among the classification of extrinsic motivation as the most internalized extrinsic motivation (Ryan & Deci, 2002). To sum up, “the distinction between intrinsic and extrinsic goals can be of service in predicting L2 learning outcomes” (Noels et al., 1999, p. 25).

2.4.3. Process Model

Since every L2 learning is distinct, Dörnyei and Ottó (1998) proposed the process model to account for the time reference. It was established by considering the scope of time and experience that L2 learners could contribute to their L2 learning. The dynamic nature of L2 motivation was underlined in the process-oriented period around the new millennium, where the fluidity to change influenced by personal changes or social reconstructions might explain fluctuations of L2 motivation throughout one’s L2 learning. As the degree or type cannot be measured in numbers, L2 motivations would easily fluctuate over a relatively shorter time, not to mention for months and years, because it “is expected to go through rather diverse phases” (Dörnyei & Ryan, 2015, p. 84). Given the dynamic character

and temporal variation underscored, L2 learners in the learning contexts would be the leading executives or agents who are constantly changing for a short or long time, whether in a class or a lifetime, ultimately to gain their L2 achievement.

As the L2 learning development is considered complex, the process model (Dörnyei & Ottó, 1998) is subdivided into three chronological stages to project that the degree of motivation changes in L2 learning—pre-actional, actional, and post-actional stage. It tried to explain the fluctuation in L2 learning with different motivational processes within separate time frames. In the pre-actional stage, learners make their first choices to start learning an L2. As this stage marks the beginning of their L2 learning, they create specific goals for themselves that they want to achieve while learning the L2. After they set their L2 learning goals, they also maintain their L2 motivation in the actional stage by carrying out actions based on their initial choices. Then, learners could evaluate themselves as L2 learners to reflect on their L2 learning experience and outcomes in the post-actional stage. What is more, they could continue to or restart their L2 learning by subsequent behavioral choices as they assess themselves in this stage (Dörnyei & Ryan, 2015).

2.4.4. Person-in-Context Relational View

According to Dörnyei and Ushioda (2011), the process-oriented

period of L2 motivation research welcomed the new socio-dynamic perspectives. It was to capture “the situated complexity of the L2 motivation process and its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors” (p. 72). Since interactions and interrelationships in social contexts are complex, L2 motivation is no longer a linear concept in contemporary research. Also, L2 motivation research has attempted to consolidate learning psychology, methodological diversity, and pedagogical implications (Dörnyei & Ryan, 2015). Correspondingly, it had achieved an equilibrium of theory and practice of L2 motivation to have “embraced a number of theoretical frameworks and become methodologically innovative” (p. 91).

Ushioda (2009) reconceptualized the relational perspectives in understanding L2 motivation as the person-in-context relational view by acknowledging some limitations as a linear concept. That is, simple cause-and-effect analogies were not suitable in the dynamics systems since a host of variables are intertwined to explain a learner’s L2 motivation. The rationale for the person-in-context relational view was to incorporate “motivation as emergent from relations between real persons, with particular social identities, and the unfolding cultural context of activity” since people (i.e., persons) are the most crucial element (p. 215). In other words, the concept of learners or individual differences was rather theoretically abstract to fathom

as the real people are involved in L2 learning and “necessarily located in particular cultural and historical contexts” (p. 216).

Then, the uniqueness in persons is the most integral part because a learner is also a person with different life stories to tell before and after becoming an L2 learner (Consoli, 2020). Hence, the L2 learning experienced by individuals should be treated as a situated process rather than cognitive because contextual components at play are manifold. Therefore, motivation is “an organic process that emerges through the complex system of interrelations” (Ushioda, 2009, p. 220).

2.4.5. L2 Motivational Self System

The L2MSS will be held more accountable if the dynamic nature of L2 motivation is explained. To grasp the idea from the socio-dynamic perspectives, “certain phenomena involve multiple parts interacting together through dynamic, nonlinear processes that lead to striking emergent patterns over time” (Hiver & Al-Hoorie, 2016, p. 742). Given that change, process, and time are significant, a nonlinear systems approach in which more than two variables change over time and have an effect on the outcome, in turn, signifies a chain reaction with regard to the time reference (Dörnyei, 2009b; Dörnyei & Ushioda, 2011). That is, variables that seem to be ostensibly random in one’s L2 learning are interrelated and complicated. They are

influential as well as numerous and multiple in one's L2 learning, which includes the agents (i.e., L2 learners) and contexts (i.e., L2 learning situations) (Dörnyei, 2009b).

As dynamic denotes time evolution, complex behaviors are attributed to construct and imply changes over time. Moreover, the dichotomies—integrative/instrumental orientation and intrinsic/extrinsic motivation—would not be sufficient alone to understand the complex L2 motivation. Hence, nonlinear changes may present as L2 learning progresses over time since L2 motivation is complex and dynamic. Then, it may also guarantee more focus on the processes such as changes or development rather than actual products or outcomes (Hiver & Al-Hoorie, 2016; Hiver & Papi, 2019). To summarize, dynamics in L2 motivation will become more crucial in that “the realization that variability and change are at the heart of all L2 motivation” (Hiver & Papi, 2019, p.122).

Back to the framework of this study, L2MSS, Dörnyei (2005, 2009a) developed it as the more compatible one with the current L2 learning contexts. One of the pivotal features of the L2MSS challenges the validity of integrativeness since it is a reconceptualization of L2 motivation. Learners of diverse L2s or in the EFL settings might no longer need to be in the target L2 communities in order to learn the L2 thanks to technological developments for easier access to L2 learning, such as the internet and more English heard

and read on television and films (Dörnyei, 2009a; Dörnyei & Al-Hoorie, 2017). More importantly, learning English has become ‘self-evident’ in that “a characteristic feature of learning Global English worldwide is that it does not require any special justification—that is, it is the default or ‘unmarked’ option of language choice” (Dörnyei & Al-Hoorie, 2017, p. 462). In other words, Gardner’s integrativeness might not be supported in contemporary contexts where English is not the target language in the L2 learning context (Lamb, 2004a; Ryan, 2009; Ushioda, 2011). Briefly, integrativeness represent a genuine interest in learning an L2 to be closer to a specific L2 community; yet the ideal L2 self would be the broader construct to incorporate integrativeness and instrumentality within the globalized context where the target of integration is not quite clear.

In a similar vein, it was able to conceive more than one L2 self from the L2MSS. Multilingualism (or plurilingualism) is embedded in different parts of Europe where it seems beneficial to learn two L2s (usually English and one European language) in their curricula which enables them to be exposed to various languages. In this manner, according to the Lisbon Agenda, they can communicate with others more efficiently as ideal European Union citizens (Council of Europe, 2008). Hence, there may be additional or second foreign language (henceforth L3) self “created by the desire to speak the specific languages the learner is simultaneously engaging

with” (Dörnyei, 2019b, p. 48) (e.g., Csizér & Lukács, 2010; Henry, 2009, 2010; Henry & Cliffordson, 2013).

Thus, the L2MSS seems more appropriate in explaining L2 motivation as it highlights temporal dimension (i.e., future and present), mental imagery, identity, and the L2 self (Dörnyei, 2019b). Moreover, Boo et al. (2015) stated that “it not only allowed for the engagement with existing theories and methods on their own terms but it also offered a springboard for new approaches” (p. 153). In essence, this model is based on two theories in general psychology, possible selves (Markus & Nurius, 1986) and self-discrepancy (Higgins, 1987). It has gained legitimacy with three principal constituents—ideal L2 self, ought-to L2 self, and L2 learning experience (Dörnyei, 2009a).

The following sections will detail two theories behind the L2MSS, its tripartite, and research in the past since it is the dominant framework for “its simplicity and adaptability to different contexts” (Csizér, 2019, p. 87).

2.4.5.1. From Psychology to L2 Learning

The reconceptualization of L2 motivation (i.e., L2MSS) centered on the ‘self’ aspect. In this regard, it is based on two principal theories: Possible selves theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987).

Markus and Nurius (1986) initially described possible selves to account for both representations of the self in the past and future. Simply put, they correspond to “individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation” (p. 954). Then, possible selves are also concerned with having self-knowledge of how individuals consider their potential as well as future.

Parallel to the future, the imagery aspect is one of the key aspects here in that there is the capacity to regulate one’s behavior. It is elaborated as “developing a system of positive self-relevant thoughts that can regulate behavior may well depend on helping them create for themselves a broader context of specific positive possibility in the domain of concern” (Markus & Nurius, 1986, p. 966).

Moreover, possible selves grant changes within an individual, such as self-improvement or personal growth, because the focus is on the future from the present (Lee & Oyserman, 2009). Hoyle and Sherrill (2006) also considered them as “a source of explicit behavioral standards related to a specific domain (e.g., academics, athletics, career), we also would expect them to be a source of more implicit behavioral standards that concern relational value” (p. 1688). Likewise, when it comes to specific and long-term goals, there is a potent link between “student development of

procedurally and conceptually schematic possible selves” (Pizzolato, 2006, p. 67).

Possible selves also cover individualization and personalization because “the direct result of previous social comparisons in which the individual’s own thoughts, feelings, characteristics, and behaviors have been contrasted to those of salient others” (Markus & Nurius, 1986, p. 954). It continued to signify that they are relevant to one’s future hopes, goals, and even fears and threats. They can be moved towards and progressed to “the potential for growth and change, and all the values that are attached to these possible future states” classified as expected, hoped-for, and feared selves (p. 957).

Fundamentally, imagery is detailed as “a central element of possible selves theory” and also the chief motivating power in the L2MSS (Dörnyei, 2009a, p. 17). Furthermore, possible selves subsume images, senses, and reality to encompass hopes, goals, or fears to be actualized in one’s real life. In sum, “possible selves act as ‘future self-guides’, reflecting a dynamic, forward-pointing conception that can explain how someone is moved from the present toward the future” (p. 11).

In the self-discrepancy theory (Higgins, 1987), self-concept and self-guides are the key components. In this theory, “we are motivated to reach a condition where our self-concept matches our personally relevant self-

guides” (p. 321). In other words, the motivational capacity comes from the discrepancy which propels individuals towards their goals to accomplish and achieve them by reducing the gaps (i.e., discrepancies). It is between the current actual self (i.e., self-concept such as actual/own and actual/other) and the desired future self (i.e., self-guides such as ideal/own, ideal/other, ought/own, and ought/other).

Actual, ideal, and ought-to selves entail two distinct sets of emotions that construct these discrepancies. One explains the dejection-related emotions generated when absent positive outcomes, such as dissatisfaction, disappointment, and sadness. Agitation-related emotions deal with fear, threat, and edginess with negative outcomes among the individuals (Higgins, 1987, p. 322). Given that one can possess more than one discrepancy, it is caused by one’s emotional vulnerabilities and the condition of which ones are more available and accessible. For instance, accessibility accounts for “its *recency of activation*, its *frequency of activation*, and its *applicability* to the stimulus event” (italics in original, p. 324). In this case, they might undergo feeling motivated, dissatisfied, or even both. Also, it is crucial to accentuate what ‘personally relevant’ signifies in this theory about the emotions aroused within an individual. The discrepancies spawned by one’s emotional vulnerabilities are pertinent to how meaningful they are to them, postulating that irrelevant experiences do not explain the discrepancy.

Moreover, the distinction of two self-guides holds two different foci (i.e., promotion and prevention). Namely, hopes, aspirations, advancements, growth, and accomplishments embody ideal self-guides with a promotion focus. In contrast, a prevention focus refers to ought self-guides regarding responsibilities and obligations (Dörnyei, 2009a). Higgins (1998) explained that “different ways of regulating pleasure and pain, called *regulatory focus*, have a major impact on people’s feelings, thoughts, and actions that is independent of the hedonic principle per se” (italics in original, p. 2).

2.4.5.2. Future Self-guides

Given the standpoint on the self, there is a distinction “among self-state representations by considering whose perspective on the self is involved” (Higgins, 1987, p. 321). It depends on the domain of the self (i.e., actual, ideal, and ought). Again, actual selves are self-concepts, while ideal and ought selves are self-guides. In this respect, two components of the L2MSS—ideal L2 self and ought-to L2 self—are also referred to as future self-guides in that they are future-oriented. They are indicated as the robust motivators “irrespective of the specific age group of the learners (from adolescence upwards) or the specific learning situations (e.g., secondary, university, or adult education)” (You et al., 2016, p. 97). Higgins (1987) continued that “self-state representations are self-directive standards or

acquired guides for being,” and thus validated the term ‘self-guides’ (p. 321).

Self-guides that function to represent one’s selves pertinent to the future are ‘future self-guides.’ When self-guides are conducive to creating motivation to generate future actions, whether they are ideal or ought-to, they become elaborated to comprehend sensory, cognitive, and affective aspects relevant to the future selves (Magid & Chan, 2012). Given that future self-guides are identified with possible selves, “but strictly speaking, not every type of possible self has this guiding function” (Dörnyei, 2009a, p. 13). Hence, ideal self-guides guide an individual towards achievement, whereas ought(-to) self keeps them from receiving negative outcomes. That is, ideal and ought-to L2 selves could be specified as future self-guides as well as possible selves in that they can regulate behaviors in L2 learning (Magid & Chan, 2012). Furthermore, they can motivate individuals to achieve goals and regulate their processes toward them along the way. In this sense, this is what differentiates future self-guides from goals because goals are only cognitive (Dörnyei, 2009a). In sum, future self-guides are emotional and sensory, not to mention cognitive.

Since possible selves enable learners to account for their future behaviors regarding self-related cognition and motivation while learning an L2, MacIntyre et al. (2009) developed adequate measurement scales on possible selves and integrative motive that could assess the self-concept. It

corroborated their new tool for measuring possible selves in that it was valid and inclusive in explaining the aspects of the L2 self. That is, integrativeness, motivation, and perceived L2 competence were relevant to the discrepancies between present and future selves. The study also offered pedagogical implications “to identify learning activities that might strengthen the notion of possible future selves” (p. 208).

To enhance the performance in one’s L2 learning process and translate their goal into realization, certain conditions must be necessitated. Dörnyei and Ushioda (*italics in original*, 2011, pp. 83–84) demonstrated the conditions in which the motivational capacity of the ideal and ought selves (i.e., future self-guides) is potentially enhanced or hindered. The following summarizes them:

- The learner *has* a desired future self-image.
- The future self is sufficiently *different* from the current self.
- The future self image is *elaborate* and *vivid*.
- The future self image is perceived as *plausible*.
- The future self image is *not* perceived as *comfortably certain*, that is, within one’s grasp.
- The future self image is in harmony—or at least does not clash—with the expectations of the learner’s family, peers and other elements of the social environment.
- The future self image is *regularly activated* in the learner’s working self-concept.
- The future self image is accompanied by relevant and effective *procedural strategies* that act as a *roadmap* towards the goal.
- A desired future self image is offset by a counteracting *feared possible self* in the same domain.

These conditions seem significant because they can promote L2 learners' visions in classrooms. Then, the conditions could be encapsulated into six core conditions to be implemented in class. Again, Dörnyei and Ushioda (2011, pp. 131–132) outlined them summarized as:

1. Construction of the ideal L2 self: Creating the vision
2. Imagery enhancement: Strengthening the vision
3. Making the ideal L2 self plausible: Substantiating the vision
4. Developing an action plan: Operationalising the vision
5. Activating the ideal L2 self: Keeping the vision alive
6. Considering failure: Counterbalancing the vision.

More specifically, 'creating the vision' is concerned with the outset with awareness and guidance. It enacts awareness of the L2 learners' ideal self and its importance and guides them to consider their multiple positive possible selves in the past along with role models for their future selves (see also Muir, Dörnyei, & Adolphs, 2021). Once in mind, the selves need to be vivid and elaborate. Dörnyei and Ushioda (2011) continued that the next step is to promote and enhance imagery capacity by 'strengthening the vision.' The ideal L2 self in the possible future could be facilitated by imagery techniques, such as guided imagery. Moreover, possible selves are possible only when they are at hand. During 'substantiating the vision,' "honest and down-to-earth reality checks as well as considering any potential obstacles and difficulties that might stand in the way of realising the ideal self" is crucial (p. 132). When it comes to 'operationalising the vision,' there should be

specific action plans for future self-guides to be effective. This step incorporates motivation, methodology, and practice as it signifies how to learn, including goals, strategies, and plans. Moreover, ‘keeping the vision alive’ is somewhat a reminder of the ideal self (re)activation. It is necessary to sustain, engage, or ignite the learners’ ideal selves by classroom or cultural activities or playing movies. Finally, ‘counterbalancing the vision’ offers the perspectives between what is desired and not. That is, feared selves are essential in this step since they offset the desired and undesired outcomes. By doing so, learners would understand their ought-to L2 selves and limitations (i.e., feared selves) (Dörnyei & Ushioda, 2011).

Hadfield and Dörnyei (2013) further indicated that some steps are required from creating an initial vision. For example, there should be “a number of reality checks, to test whether the vision of an Ideal L2 Self is in fact achievable in practice” (p. 8). When it comes to ought-to and feared L2 selves, they should be prompted after the ideal L2 self. In this respect, vision is vital in terms of discrepancy in that “there will need to be some kind of a vision of what the ideal future self is” to recognize the discrepancy and appropriate desires to close the gap (p. 12).

The role of vision and vision-related aspects should be considered since there is a self-regulatory effect in future self-guides (e.g., Al-Shehri, 2009; Magid & Chan, 2012). According to Dörnyei (2009a), “possible selves

involve images and senses, approximating what people actually experience when they are engaged in motivated or goal-directed behaviour” (p. 15). That is, imagery aspects may enhance one’s performance by capturing the moment of what outcomes they would like to face, whether positive or negative to the agent. Thus, it has future-orientedness within the future self-guides, which boosts the performance, translated into situations of learning and using the L2. Dörnyei (2014b) further recognized the concept and role of vision in L2 learning, which is an utmost motivational force. It accounts for the persistence in ultimate L2 achievement, which might take a long time, if not a lifetime.

The vision encompasses all sensory elements such as visual, auditory, tactile, olfactory, and gustatory. Hence, it should be differentiated from intangible goals since “it subsumes both a desired goal and a representation of how the individual approaches or realises that goal” (Dörnyei, 2014b, p. 12). Moreover, vision and its related dimensions, such as mental imagery, can predict one’s long-term L2 learning. That is, it is highly likely that motivational currents might be appropriately facilitated with the optimal assistance from “visionary goals (i.e. future self-guides powered by mental imagery) and well-designed action sequences (i.e. learning plans)” (p. 15). In turn, this might also eliminate the odds for possible apathy and demotivation in various learning contexts. In the same line, then, vision should well be

incorporated in another new model as well coined as the DMCs, which is directional and future-oriented (Dörnyei et al., 2014, 2016; Muir & Dörnyei, 2013).

2.4.5.3. Three Constituents of L2MSS

According to Dörnyei (2009a), the L2MSS is a tripartite framework. First of all, the ideal L2 self reflects the L2 selves that a learner desires to become in the future when using the L2. An example is when they want to speak an L2 fluently with native speakers or in an international conference and get praised for that. Moreover, the ideal L2 self is future-oriented so that learners would strive to become.

Secondly, the ought-to L2 self, on the other hand, represents the self of which learners would think by not meeting the expectations or avoiding the worst outcomes from others (i.e., not within the learners themselves). In other words, duties and obligations set or influenced by their significant others (e.g., parents, teachers, and/or peers) are projected to the learners, such as a failure in an exam or their general L2 learning.

Finally, the L2 learning experience includes holistic and direct experiences of a learner's L2 learning, such as teachers, peers, and curricula. What is more, these experiences might be the sum of their past immediate learning experiences. That is, it consists of one's L2 learning process and

learning experience, both situational and environmental (Dörnyei, 2009a).

Even though the ideal L2 self has been proven valid in replacing the traditional integrativeness, Kim, T.-Y. (2012a) displayed some concerns that it could be too soon to reject the socio-educational model only because L2MSS has gained statistically concrete results. Also, some literature contemplated that the L2 learning experience was somehow neglected despite a criterion measure in many studies to reveal L2 motivation significantly (Csizér, 2019; Dörnyei, 2019a). However, to compensate for its rather uncertainty, Dörnyei (2019a) recently pointed out this problematic confusion of the third component of the L2MSS and, in turn, offered a new way of explaining it in terms of engagement. Since the L2 learning experience covers that of learners' environmental and situational L2 learning (e.g., class content, teaching styles), "adopting an engagement-specific perspective" should be an alternative to better understand and develop the concept in the future (p. 24). Thus, this new meaning might be translated "as the perceived quality of the learners' engagement with various aspects of the language learning process" in the dynamics system (p. 26). As a result, for example, a novel method of exploring the L2 learning experience has been offered (e.g., Hiver, Zhou, Tahmouresi, Sang, & Papi, 2020), and this might imply that L2 learning experience is equally essential in comprehending L2 motivation in the L2 learning journey as much as ideal and ought-to L2 selves (i.e., future

self-guides).

To sum up, L2MSS is the comparatively modern reconceptualization of L2 motivation. It incorporates both internal and external factors embodied within the concepts of possible selves, future self-guides, and L2 learning experience. Thus, L2MSS generates possible selves as self-guides and aims to reflect “a dynamic, forward-pointing conception that can explain how someone is moved from the present towards the future” (Dörnyei, 2009b, p. 213). In this respect, the focus is on the purposeful behaviors on top of the intricate interactions between their present and imagined selves and identities. The significance of the dynamics in L2 motivation of this novel framework holds that motivation requires many variables to play certain roles and paves the way for probing complex components and shifting links.

2.4.5.4. Previous Studies on L2MSS

A plethora of studies on the L2MSS has been conducted in various contexts. They have made connections to multiple factors (e.g., age, anxiety, or intended effort) as well as motivation-relevant factors, such as integrative and instrumental orientations. Also, these studies substantiated the robustness of the L2MSS while pointing out some limitations or calling for particular revisions. The following section will address the pertinent ones to this study which took place in countries other than Korea.

First of all, Yashima (2002) conceptualized ‘international posture,’ which seemed more appropriate to the Japanese learners of English and the EFL context. International posture encompassed “interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures” (p. 57). Also, international posture might be relevant to communication and L2 learning because English is for international communication without a specific L2 culture or community. Also, it was the alternative of integrativeness that broadened its concept by denoting “friendship and vocational interest, or aspects of both integrative and instrumental orientations” (p. 57). In brief, the international posture motivated the learners to communicate and study English in the study. Then, Yashima (2009) related it with the ideal L2 self to postulate some pedagogical implications “to help make an imagined community visible or create one for learners, in which learning new words and sentences can be linked to an imagined international community” (p. 149). Given that becoming native speakers of English is somewhat an unachievable goal to the L2 learners, the study developed the idea that their fellow Japanese could. In other words, “a teacher and learners more advanced than oneself might offer personalised models of ideal selves” (p. 153).

According to Kormos and Csizér (2008), English is the most common

L2 learned in Hungary in which students are required to learn at least one L2 all through primary and secondary education. An L2 is voluntary at the tertiary level, yet they still have to pay for its instructions and graduate with intermediate-level and elementary-level language certificates. The study tried to verify the ideal and ought-to L2 self and their relationships with integrativeness and instrumentality among adults as well as secondary school and university students. All age groups were motivated to learn English only to find that the most prominent differences among different groups were language learning attitudes and motivated behavior by measuring the self-guides and international posture. Nonetheless, the L2MSS remained only partially credible due to its weak validity of the ought-to L2 self. On the other hand, Quinto and Castillo (2016) inquired about East Timorese engineering undergraduates' future self-guides by directing a free writing activity and a focus-group discussion. They were motivated to learn English because it would help them to achieve their personal goals in the future and understand the communicative value of English, both of which were viewed by the ought-to L2 self.

Papi (2010) aimed to find the links between the L2MSS constructs with English anxiety and learners' intended effort to learn English. The data were collected from a questionnaire among more than a thousand Iranian high school students who took English courses as a compulsory subject and

analyzed through structural equation modeling. The study indicated “that the students are motivated through a self-internalized, inner-directed imaginary view of their future L2 self or through an other-directed, less-internalized picture visualized to fulfill others’ expectations seems to make a real difference in the students’ emotional propensities” (i.e., L2 anxiety) (p. 476). Also, the relationship between the L2MSS variables, integrativeness, and intended effort to learn English was probed in Rajab, Far, and Etemadzadeh (2012). It recruited university students in their first and final years in Iran, especially those majoring in Teaching English as a Second Language. Ought-to L2 self and instrumentality (prevention) demonstrated “the insignificant role played by obligation in learning English or the fear of negative results” (p. 423). Moreover, the ought-to L2 self did not significantly impact intended effort since L2 learning seemed irrelevant to utilitarian or practical purposes.

Given that the ideal L2 self is the most influential motivator in L2 learning among the components of L2MSS, Hessel (2015) investigated 97 upper-intermediate to advanced German university learners of English by administering a questionnaire. The results indicated that the degree of self-motivation in attaining a specific ideal L2 self was most relevant to how frequently the ideal L2 self was envisioned. The degree was also related to the perceived present-future self-discrepancy and the extent to which this ideal L2 self was desired. How frequently a learner’s ideal L2 self is

constructed could predict their L2 learning engagement in the self-motivated mode. That is, “the perceived present-future self-discrepancy emerged as a significant predictor of the students’ levels of self-motivated engagement in L2 learning” (p. 111). Also, the ideal L2 self could be more accessible by “activating future self-conceptions that involve mastery of the L2” (p. 112).

Moskovsky, Racheva, Assulaimani, and Harkins (2016) seek to verify the model’s three components and how they affected learners’ L2 achievements in the rather traditional view that learning efforts could be of predictive power. It highlighted that most research studies regarding L2 motivation took account of “learners’ intended learning efforts as the relevant criterion measure, assuming—but not demonstrating—that L2 achievement is related to intended learning efforts” (p. 4). 360 Saudi Arabian university students of English majors participated in a questionnaire survey. A reading and writing proficiency test confirmed that perceived learning efforts were irrelevant to L2 achievement and that intended learning behavior negatively correlated with L2 achievement. Instead, ideal L2 self, intended learning behavior, and positive L2 learning experience were negatively correlated with the proficiency scores.

China, Hong Kong, Japan, and Korea are generally classified as East Asia to share more than a few common grounds, such as Buddhism, Confucianism, and Chinese character culture. You and Dörnyei (2016)

described the current status of English that “proficiency in English has been seen in China as a definite asset of considerable value both at an individual and a societal level” in the economically globalized context (p. 496). Also, this propensity “might be seen as a highly internalized aspect of the Chinese achievement-related mindset, equating value with exam success, further enforced by societal, educational, and familial expectations” (p. 514).

Also, some studies were conducted in the Chinese context with a considerably large number of participants. For example, Magid (2009) looked into more than 1,000 middle school and university students’ L2MSS in mainland China considering the links between instrumentality (i.e., promotion) and ought-to L2 self as well as ideal L2 self. After a questionnaire was administered and interviews were followed, structural equation modeling was primarily run. It was indicated that older students had dissimilar promotional instrumentality on the ideal L2 self than younger students due to their proximal reality such as job seeking and promotion. The study also corroborated with the dominant notion of the face in the Chinese context that it “is prevalent at all levels of Chinese society and has a substantial influence on Chinese people’s behaviour” along with responsibility, family influence, and pressure (p. 78). In other words, the learners’ ideal L2 self was reflective of their family’s desire for success in English.

You and Dörnyei (2016) intended to figure out if there was an overview of L2 motivation in China considering different variables such as various learning settings in a single country and gender. Within the L2MSS framework, more than 10,000 participants from urban and rural secondary schools and key and ordinary universities were gathered, noticing that different regions and university types could represent different levels of English proficiency. A reliability analysis addressed that learners were positively motivated to learn an L2 in general. However, the study denied the Chinese learners' widely accepted characteristics as "less individualistic and more societally determined" (p. 506). Furthermore, instrumentality (prevention) was indicated "with societal and peer expectations only playing a small to moderate part" (p. 516).

You et al. (2016) later examined Chinese learners' L2 motivation regarding their vision and gender. A questionnaire mainly asked for vision-related items, verifying that most participants could visualize their future self-images to employ mental imagery. Also, it was assumed that certain arrangements should be satisfied in visualizations for "the establishment of fully-fledged L2 self-images that have substantial motivational capacity" (p. 117). Moreover, when it comes to vision and gender, it was substantiated that female learners were better at visualizing and engaging in vision-relevant processes than males.

Some studies in Hong Kong considered L2 motivation with learners' sensory styles (e.g., visual or auditory). For example, Dörnyei and Chan (2013) took account of future L2 self-images, sensory styles, and imagery capacity. It examined secondary school students who learned both English and Mandarin. It administered a questionnaire asking about sensory styles as well as ideal and ought-to selves of and intended effort in both languages. Given that the main focus was on the imagery dimension of L2 motivation, imagery and visualization components were linked with future self-guides. Furthermore, it was underpinned that vision was not limited to only visuals due to the nature of multisensory and involvement of all senses as "L2-related mental imagery is part of the more generic mechanisms underlying human vision rather than a function of specific languages" (p. 457).

Moreover, three studies significantly influenced the present study (i.e., Lamb, 2018; Magid & Chan, 2012; Taguchi, Magid, & Papi, 2009). First of all, there is a series of research among the Indonesian learners of English (Lamb, 2004a, 2004b, 2007, 2018). Lamb (2004a) administered a questionnaire survey to first-year students who began the formal English classes in a junior high school in an urban setting. It also selected a focal group of twelve learners to interview and observe their classes to understand their L2 motivation more in-depth about globalization and global identity. The results pointed out that both integrative and instrumental orientations

were prevalent and high in level. However, their responses were “blended together in statements” in terms of orientations, concluding that the two were quite tricky to tell apart (p. 10). Moreover, it was vital to identify oneself as a world citizen to get access to a variety of resources—financial, social, or cultural. Given that L2 motivation is malleable and a process, “Indonesian school learners’ motivation will evolve in line with their own developing identities” (p. 16).

As an extension of Lamb (2004a), Lamb (2004b) also had interviews with the participants’ teachers on top of the other three methods mentioned above (i.e., questionnaire, interview, and class observation) to uncover their L2 motivational aspects with relation to language learning attitudes and activities during their L2 learning. It also covered private courses they attended, their use of English in everyday life, and formal English classes in their junior high school. Then, it confirmed that these 11–12-year-olds learned English from other places than the school as well (i.e., private courses or at home) using resources they could get their hands on (e.g., music and movies). Interestingly, they considered their lessons in school significant as other activities in which they put effort due to “manoeuvring to try to maximise their practice opportunities” (p. 239). Thus, the participants’ attitudes and activities might indicate that their autonomy “is shaped by, and for, the local context” (p. 240).

As those who participated in the previous two studies had completed their first year of learning English, Lamb (2007) followed up to gather data to outline their L2 motivation around the time they started school and track what changes were made over the first 20 months in the formal school setting. The study aimed to discover what may have been involved in these changes psychologically, socially, or institutionally. In these self-identification processes, adolescent Indonesian learners of English showed two contrasting aspects of which they continued to enjoy learning in informal instructions as well as a lost interest in the formal lessons in their school.

As the students in Lamb (2007) had been in their twenties in Lamb (2018), the study identified some problems which may have been seated in a qualitative and longitudinal study, such as its ethics and the legitimacy of its findings. By employing the L2MSS framework, it was confirmed that the researcher in any way helped the participants create their ideal and ought-to L2 selves. In the study, the researcher himself was considered an authoritative figure and an inspiration source, both of them were beneficial for learning the English language after the first research ended more than a decade ago. More importantly, considering the effect that may present after the study and possible ethical issues in researcher-participant relationships, it nonetheless encouraged conducting longitudinal qualitative studies (see also Consoli & Aoyama, 2020).

Magid and Chan (2012) compared student motivating programs for university students of Chinese heritage between the UK and Hong Kong. Though there were some different details, the former was voluntary, and the latter was compulsory and credit-bearing; both were designed to meet the same goal. To be more specific, these programs in the study tried to boost their visions while employing imagery skills, scripted or guided, that are beneficial in creating more vivid ideal L2 selves, including the activities such as drawing a timeline or the ideal-self trees. The data obtained from a questionnaire and interview indicated that both programs were of much help to motivate the participants and strengthen the vision of the participants' ideal L2 self. Also, the participants gained more confidence and had clearer and more specific goals regarding their English after participating in the programs. Further, it proved that college students could benefit from using imagery in language classrooms if the conditions for maximizing it are assured.

Finally, Taguchi et al. (2009) conducted a comparative study among Japanese, Chinese, and Iranian learners of English. The study confirmed the validity of the L2MSS in three different Asian countries. It speculated if “the results from the Hungarian study could have been country-specific” as there were no specific or actual English-speaking environments or communities in the three countries (p. 67). The study further examined the possible link

between ideal L2 self and integrativeness, between two types of instrumentality (i.e., promotion and prevention) and two self-guides (i.e., ideal and ought-to L2 selves). An inclusive questionnaire collected data from approximately 5,000 participants to be analyzed through structural equation modeling. Ideal L2 self and integrativeness were positively correlated in all three contexts, verifying that the ideal L2 self could be replaceable with the latter. However, it emphasized that “even the same phenomenon or event can be perceived differently” (p. 82). That is, the ideal L2 self was a broader concept that includes integrativeness and better explains learners’ intended efforts in one context or another. To summarize, motivation in different contexts was not country-specific in the study. The ideal L2 self could be the alternative to integrativeness, that instrumentality had dual dispositions, and thus, the L2MSS model could still remain valid. As significant as the results of this research, a number of further studies have modified and exploited the scales from their questionnaire by tailoring them according to the specific research contexts (e.g., Magid & Chan, 2012; You & Dörnyei, 2016; You et al., 2016).

2.4.6. Directed Motivational Currents

Complexity theory or complex dynamic systems theory (Larsen-Freeman, 1997, 2017) needs to be taken into account to underscore the

dynamic nature of L2 motivation more contemporarily. As complex and dynamic behaviors are attributed to construct and signify changes over time, attractors are the patterns of the factors to guide the system to change and evolve. In brief, attractors are the necessary constituents to create states to which the systems are attracted (Dörnyei, 2009b).

Again, L2 motivation is one of the individual differences and variables that mediates L2 learning and accounts for learner variation. It is no longer considered stable or context-free; instead, it is possible to ebb and flow as the current approach perceives L2 learning in more complex cause-and-effect relationships. Thus, there should be the agents of L2 learning to consider the dynamic L2 motivation concerning temporal dimensions or progression. As goals or interest does not always entail L2 proficiency or L2 motivation, there “must first be located within an agent who experiences and acts on them” (Hiver & Al-Hoorie, 2016, p. 745). In this regard, individual differences of complex agents in the human and social phenomena would also grant better understandings of one’s L2 learning journey since “one’s life story is rich with idiosyncratic memories, emotions, dispositions, needs and desires” (Consoli, 2020, p. 121).

Considering motivational fluctuation is likely to take place even in a single L2 class, individuals may also experience “continuous fluctuation as it is adapted to the ever-changing parameters of the context” (Dörnyei & Ryan,

2015, p. 84). Likewise, when it comes to the context, Hiver and Al-Hoorie (2016) also pointed out that it “is a key causal factor for any dynamic change in a system” due to pertinent phenomena in the situated environments (p. 746). In this respect, Lamb (2018) supported that complex dynamic systems theory might help structure how L2 motivation is subject to change and stabilize. Thus, more should be concerned with “situated, environmentally relevant basins of attractors, and the stability of the system will be dependent not only on the power of the attractors but also on the number of the existing attractor basins in the person’s life span” (Dörnyei, 2009b, p. 211).

Therefore, another significant model for this study, the new DMCs, was conceived to meet the ongoing trend of dynamics in L2 learning as well as in motivation (Dörnyei et al., 2014, 2016; Muir & Dörnyei, 2013). Similar to Csikszentmihalyi’s (1990) ‘flow theory,’ both centralize immersion in activities or behaviors to accomplish goals, while DMCs have comparatively longer time references for having subsequent steps demonstrated as “over and on top of the steady motivation” (Dörnyei et al., 2016, p. 3). DMCs might also explain intense and future-driven motivational states because the currents in motivation facilitate individuals “to function for prolonged lengths of time at heightened states of productivity and, for a period, to perform at levels over and above what they may have believed themselves capable of” (p. xi). In this sense, the entire focus within these currents is

relevant to meet the goal in particular, probably branded as “a desired long-term target or vision” (p. 6). In other words, Muir and Dörnyei (2013) clarified that the degree of full-on motivated behaviors would be consistently increased, and in turn, become a constant impetus if subgoals are already mapped out with vivid visions.

Thus, the most notable underpinnings of DMCs would be a strong vision to initiate and sustain detailed behaviors towards the end-state launching from a clear starting point which is dreamed of by the agent. DMCs might be encapsulated as motivational surges whereby things are meticulously planned out to come closer to their desired vision. Along the way, it becomes more robust and concrete with its relevant impetus in this process and progress. This vision also enables it to become the ultimate energy of this surge (Muir & Dörnyei, 2013). Therefore, DMCs should be digested as five key points; specific and significant goals, identifiable triggering factors and launch, the structure of the process, positive emotionality, and attenuation and aftermath (Dörnyei et al., 2016). In terms of the commonness of DMCs typical in everyday life, some examples include an individual’s determination to go on a diet or pass an exam within a specified period or an athlete’s training a month before their big game, for example, the World Cup. When it comes to the L2 learning context, for example, classroom settings are optimal for DMCs. It could kindle its

potential in “the laying out and controlling of an intricately structured pathway” (Muir & Dörnyei, 2013, p. 369).

Hence, DMCs could be summarized as an immense immersion in L2 learning currents; that it briefly takes a huge part in one’s life. Then, it enables an individual to accelerate to finally achieve such a level of “L2 attainment that it was surprising even to them” (Dörnyei et al., 2016, p. 15). Provided with the motivational surge in this sense, one issue that must be tackled would be the conventional idea of motivation which generally posits particular cause-and-effect relationships. However, actions made by individuals in the DMCs should be considered as “motivation is the metaphorical ‘fuel’ which then is utilized by human organisms to drive action” (p. 24).

2.5. The Context of the Study

Historically, English education started from ‘A Treaty of Peace, Amity, Commerce and Navigation’ in 1882 between the United States and Korea, called *Joseon* or *Chosun*, to rapid industrialization in the 1960s–70s after the Korean War in the 1950s. (Kim, T.-Y., 2015a; Kim, T.-Y. & Kim, Y., 2019). Since then, English has been regarded as an instrument or a tool that guarantees success in one’s life in Korea. Kim, T.-Y., (2006) explained that “English is perceived as an important social ladder to ascend to the high

road to better social class” (p. 167).

Also, students are generally required to learn English from Grades 3 to 12 according to the national curriculum revised in 1997. As a result, English has become one of the main school subjects taught across elementary, middle, and high school for ten years (i.e., Grades 3–12). Likewise, learners would like to put much more effort into learning English to achieve their goals, such as entering a prestigious university, not mediocre universities or junior colleges, and then having a respectable, stable, and high-paying job. Subsequently, it is widely recognized that learners can only accomplish what they hope for through learning English and getting good overall scores on the CSAT.

2.5.1. Socio-cultural Trends of Learning English in Korea

Considering the Korean educational setting, which stratifies learners according to their CSAT scores or levels, some specific socio-cultural milieus are outlined. Kim, T.-Y. (2015a) categorized the meanings of English learning in Korea into four trends; (1) as the secular desire for an affluent life, (2) its expected role as social insurance, (3) as Kitsch, and (4) its role as cultural capital (p. 105).

Firstly, it is essential that an individual ought to learn English and know how to communicate with it for them to have a better life (than others).

What is more, this notion widens its scope to become a motivation-specific to this context known as ‘competitive motivation.’ Competitive motivation might resemble instrumental orientation or extrinsic motivation in that it stems from external sources, such as winning rewards, yet, more importantly, competitors should exist in this aspect as it represents “the desire to obtain relative superiority to peers” (Kim, T.-Y., 2006, p. 180).

Secondly, same as the meaning of ‘insurance’ that most people would know of and use in everyday language, learning English is seen as insurance for one’s future in which the language may or may not be used. In this case, hopes and aspirations from learners’ surroundings and significant others (i.e., parents, teachers, peers, or society) could be projected (Kim, T.-Y., 2015a, p. 114). In this regard, English as test scores is mandatory “regardless of whether or not English is actually used at work” (Kim, T.-Y. & Kim, Y., 2019, p. 411).

Thirdly, English learning can be defined as kitsch since the sources of English education are accessible to almost all people nowadays. An example of kitsch would be the Mickey Mouse on merchandise (e.g., t-shirts). The notion that everyone is eligible to be taught English and the belief that they can move to a higher society by studying and using the language may signify the generalization or kitschification of English education. Even though the term kitsch is defined as an imitation of high-quality culture, this particular

supply in Korea rather explains a positive side of kitschified English education, not as an exclusive product. In other words, people would want to learn the language through more common and less expensive ways of English education regardless of their social or economic strata (Kim, T.-Y., 2015a, p. 118).

Finally, learning English is considered a cultural capital later reinforced by the national curriculum as certain periods in school affords English learning to most learners. Overall, English as the cultural capital might represent *hakbul* or private education in Korea because success in life is instrumentalized by learning English. (Kim, T.-Y., 2015a, pp. 120–121). To be more precise, English has become the crucial resource to have a superior culture, ultimately leading to success sustained by society. Thus, the L2 motivation of Korean learners coincides with the enhancement or promotion of this specific cultural capital (Kim, T.-Y., 2015a, pp. 123–124).

To summarize this classification of socio-cultural meanings of English education in Korea, the two most dominant aspects would be instrumental orientation and competitive motivation. As explained earlier, English has widely been considered as a tool or a stepping stone, leading to a successful life. In the same way, the aspects of instrumentality in learning English may be more appreciated in Korea than understating it only as just a school subject. Put together, competitive motivation, which is similar to

instrumental orientation, then creates another trend called *hakbul* in Korea. For instance, students at all school levels endeavor to get higher grades on in-house exams and eventually on the CSAT than their peers, possibly driven by competitive motivation. As they sit the CSAT and graduate from high school, they want to enter prestigious universities and get better jobs according to *hakbul*, “the stratification of society based on an individual’s university degree” (Kim, T.-Y., 2006, p. 166). In sum, it is feasible to label English learning in the Korean context as the one in which instrumental orientation and competitive motivation are mixed and widespread during and after school or school after school.

2.5.1.1. Learning English, College Preparation, and *Hakbul*

The distinctive characteristic of the CSAT is that it “has an enormous effect on Grade 12 students’ long-term social and academic life” (Kim, T.-Y., 2006, p. 167). Hence, studying English is mainly for the CSAT, an exam that plays a decisive role in college admissions among the learners in school before college. It might be because the Korean context has been labeled as an EFL context where the language is not spoken in other domains besides in the classrooms. In a similar vein, Suzuki and Childs (2016) stated that “learners could access English communities in the virtual world; however, learners without motivation driven by the personal value of learning English

dare not reach those communities by themselves” (p. 160). In this manner, it would be very demanding for the learners to admit that their life is in their hands during the preparation for and after taking the CSAT.

As Kim, T.-Y. (2006) introduced the concept of competitive motivation, specific to the Korean context; this Korea-specific motivation was rather debilitating in L2 learning that the exam for college admission overpowers most aspects of the curricula designed for Korean high schools. To this account, the study suggested that the CSAT could be developed as more of a qualification exam rather than a normative multiple-choice exam. Interestingly, students’ mothers and students themselves gather an extensive set of data about schools and careers at this point in high school where there are also disagreements and uncertainties ensued on top of concerns about their future, including jobs and college majors (Cho & Kim, 2020).

Choi and Kim (2013) administered a questionnaire survey to 457 middle school students, including all Grades 7–9, with both high and low English proficiency. They discovered that the demanding character of the CSAT influenced the L2 motivation of both groups. That is, high-leveled students scored relatively high in all motivational constructs, while low-level students showed relatively low averages on all items (p. 255). In a similar vein, extrinsic motivation and ought-to L2 self were maximized in Grade 7 and slightly diminished in Grade 8. Then, they increased again in Grade 9 as

they realized the importance of scores and grades because they were not far from college preparation (p. 257). The study pointed out the pressure that the students may hold and face during the long period of school years for English as a compulsory school subject and just for this one-time exam, and how these may affect the learners of English (p. 265).

Provided that the focus of high school years is primarily on the CSAT, studies with Grade 12 students have been comparatively less frequent during the semester. Therefore, most research on English learners in high school would include Grades 10 or 11 as an alternative (e.g., Cho, M., 2016; Kim, T.-Y., 2006; Song & Kim, 2017). This can be backed up since CSAT preparation is regarded as one of the most critical and intensive steps in life among most, if not all, Korean high school students. They need to study and make decisions for themselves, such as universities and future careers at the same time. In turn, L2 learners in this step “may be more sensitive to social pressures and arguments about the usefulness of English” (Song & Kim, 2017, p. 101).

Moreover, Kim, T.-Y. (2015c) investigated the L2 motivation of Korean English teachers as well as elementary, middle, and high school students of English more in-depth by interviewing them. The study proved that the unique context-relevant competitive motivation was exceptionally prevalent. In other words, some students were able to have high scores or

good grades on English but could show less or no motivation at all (i.e., demotivation or amotivation). At the same time, they still considered English as the cultural capital to ensure stable jobs and overall success in life.

Furthermore, it was shown that teachers would neglect to strengthen the ideal L2 self of the learners owing to the significance of college preparation (p. 170).

Furthermore, Korean learners of English would value the learning in *hagwons* more by the possibilities of their proficiency improvement. In contrast, English learned in schools might only seem for course grades (Kim, T.-Y., 2017). Overall, the widely accepted role of exam grades, college admission, and the stress accompanied and posed to the students from Korean socio-cultural viewpoints could worsen to some extreme cases. For instance, the father of twin sisters was alleged to have leaked in-house school exam papers to his daughters as he was also the teacher and director of school affairs of the same private high school (Yonhap, 2018). The three were sentenced in the end; however, it was one of the most excessive incidents in recent years, resulting in some profound questions regarding education in Korea once again. More recently, how *hakbul* could be portrayed and reflected ostensibly in Korean society was captured in an Oscar-winning film *Parasite* (Bong, 2019), where the characters fabricated a certificate of registration of a prestigious Korean university.

2.5.1.2. Learning English and Private English Education

The role of private education in Korea, commonly known as *hagwons*, is tremendous because the CSAT is recognized as critical for college admissions leading to better employment and success in life. For example, Korea was the most dependent on private education out of all countries in the Organization for Economic Co-operation and Development (Yoon, 2014). More recently, 75% of Korean students took private education (Yonhap, 2020). As of 2020, students in elementary and secondary schools would spend an average of 217,000 won (i.e., approximately GBP 135.48 or USD 188.38) monthly for private English education as it reached the highest spending among 436,000 won (i.e., approximately GBP 272.20 or USD 378.50) (Statistics Korea, 2021).

Surprisingly, the nature of Korean private education “is not an alternative to public education (like public university versus private university); instead, it is a supplementary shadow education while attending regular schools” (Kim, T.-Y., 2017, p. 30). Unlike the Indonesian context investigated in Lamb (2004b), students would appreciate learning English at *hagwons* or private cram schools because they can be exposed to what they will be taught in advance before the curriculum. In turn, Korean society has accepted that “the social pressure placed on students to learn English, even before they begin learning it in public schools, has rapidly increased” (Kim,

T.-Y., 2011, p. 3).

Kim, T.-Y. (2011) grouped more than 6,000 participants in Grades 3 through 6 into two, who had private education and those who did not. The study investigated their motivational changes and the effect of private education by administering a questionnaire that explained the role of *hagwons*. It was reported that students gradually lowered in L2 motivation, whereas they valued the significance of learning English. Also, private education might affect L2 motivation in two ways, directly on instrumental orientation and partially on intrinsic motivation, as students seemed satisfied neither with public nor private English education. Thus, the study suggested that learners should know how to appraise and personalize their L2 learning process to cultivate their L2 selves.

More recently, the term *hakbul* was constantly brought up in Kim, T.-Y. (2017) to accentuate the role of the CSAT for life choices such as college or employment. Given that the Korean learners of English would face more pressure and less enjoyment, there were different degrees of motivation among different school years since “it showed lowering trends from the elementary to high school levels” (p. 40). Also, it was maintained that students who had private education, referred to as shadow education in the study, were generally more motivated than those without it. However, it was not the case for those in elementary school, as “shadow education did not

exert a clearly beneficial impact” on extrinsic motivation (p. 40).

Also, Cho and Kim (2020) tried to identify the link between the L2 motivation of high school students and their maternal influence through interviews and provided detailed categories of extrinsic motivation. Four male high school students and their mothers disclosed that the sons considered the conversation they had with their mothers as a burden or intrusion because there was no autonomy to them, mainly when choosing education for themselves at *hagwons*. For instance, they feel distant or interfered with, given that they tend to avoid having interpersonal relationships with their mothers and tend to lack any L2 motivation in general. However, their mothers neither had any idea about the boys’ “future goals, degree of learning motivation, and future thoughts” nor spoke about learning English in school, possibly because they believed they had trusted their *hagwons* more (p. 556).

2.5.1.3. Learning English and Employment

From the previous sections, it is understood that Korea is a test-oriented EFL context in which the L2 learners prepare for college admission (e.g., CSAT) and strive to accomplish post-college plans (e.g., employment). However, there could be some changes to the purposes of learning English because they become mature as adult learners. Nevertheless, English is still a

requirement even after college entrance.

For example, college students and graduates might continue to take standardized English tests, such as TOEIC, mainly for jobs. Also, Kim et al. (2018) indicated that “900 became a symbolic bottom line that all participants wanted to surpass, especially humanities and social science majors, whose window of employment opportunity is far narrower than that for science and engineering majors” (p. 86). More to this, scores in TOEIC Speaking started to be required recently even if the extent to which this test also evaluates proficiency is questionable. Overall, “the importance of the use value of the test scores in describing their genuine proficiency to communicate internationally has given way to the exchange value provided by test scores that reflect diligence more than proficiency” (p. 88).

After taking the CSAT and going through college admissions, English classes are still required in most universities and some junior colleges as a general college English course that almost all students should have to take for one or more semesters (Kwon, 2018). English classes nevertheless take up a quite important part as credit-bearing courses for students to graduate, whether it is a speaking-oriented or writing-oriented class (Bang, 2014). In a similar vein, Kim, S. (2013) also indicated that college students considered “English as a necessary tool to gain access to their imagined communities” (p. 233). In this sense, the participants portrayed English communities as the

big pond where they would like to have a career path as well as L2 proficiency and fluency (p. 248).

Yoo and Shin (2016) explored university students' L2 selves and pointed out the dilemma most college students may encounter. In other words, they hope to speak English like native speakers but simultaneously have to prepare for exams such as TOEIC that might be burdensome yet helpful for their future, for instance, in getting a job (p. 108). In this sense, their L2 selves are easily crashed within themselves or attacked by their surroundings (i.e., their parents, peers, and society). The study identified that college students' L2 selves were incessant to change when the L2 selves were conflicted or negotiated. There was a massive contradiction between personal hopes and societal norms such as speaking competency versus high test scores (p. 124). The study could also corroborate the impact of the participants' ought-to L2 selves on constructing weak or no forms of ideal L2 selves for further studies.

Also, Kim, S. (2015) interviewed 29 college students who participated in a TOEIC camp program during the school break and found the following three demotivating factors in their English learning. They were "lack of meaningful purpose, lack of improvement and success experiences, and lack of self-determination" (p. 29). In the study, the participants would not be quite likely to use English in the workplace, whereas all of them knew

the role of English in getting a preferred job no matter what they chose to study for in college. Hence, demotivation was explored within the L2MSS to elucidate that the participants displayed varying degrees and dimensions of their ideal and ought-to L2 selves. For example, the participant group showing ought-to L2 self more were rather sensitive to test scores while labeling “themselves mainly as test-takers” as there were no specific ideal selves (p. 47). Conversely, those with weak ought-to L2 self and strong ideal L2 self could imagine their ideal selves vividly “as those who would use English for their professional career” (p. 47). Even though Korean learners of English would carry on studying this particular L2 until the tertiary level, it did not seem beneficial to learn English in college, according to the participants of the study; however, they believed it rather impeded the studying they wanted. Convincingly, there should not be conflicts but harmony between the test scores and oral proficiency instead of the problem with which college students might deal.

In Hyun and Kim (2013), the degree of motivation and demotivation of more than 200 Korean office workers were examined to find the key role of instrumentality (promotion) and the ideal L2 self. The study showed that competitive motivation was still common among working adults, possibly due to academic elitism (i.e., *hakbul*) and further extended to social stratification (pp. 177–178). It argued that men indicated more of the ideal L2

self and the negative investment value for learning English than women did. Also, the demotivation level increased among those with more working years. Due to the massive focus on test scores that overpowers learning English in Korea among all age groups, the study suggested pedagogical implications on the corporate or society level. In other words, English for specific purposes (henceforth ESP) curricula should be considered based on needs analysis. This way, workers' ideal L2 selves should be fostered to motivate them to learn in a positive learning environment (p. 182).

2.5.2. Previous Studies on L2 Motivation

Given that EFL is applied to the Korean context, English is learned among all age groups, whether students or office workers. However, the actual language may not be used frequently in real life compared to the amount and effort they put in studying irrespective of their proficiency or interest in the L2 or participation in the L2 classrooms. Reflecting on this current, Kim, T.-Y. and Kim, M. (2013) reported on the theoretical and thematic trends of L2 motivation in the past two decades. The term 'Korea-specific educational context' was repeated to rationalize the purpose of this review article. It stated that studies regarding Korean learners' L2 motivation would be less understood unless the context is taken seriously and thoroughly. Also, future studies should include other motivational constructs

(e.g., demotivation) and use a variety of research methods (p. 139).

Consequently, studies on L2 motivation in the Korean EFL context have stretched out to include different age groups and other motivational aspects, such as demotivation and remotivation, more recently. Also, these studies have attempted to consider learning English as cognitive development with emotional features seeing that learners are dynamic agents in learning an L2, not static and passive subjects.

Thus, the following section will elaborate on the studies of L2 motivation in Korea, including those on L2MSS. Even though there are some overlapped topics seen in the previous sections, the focus of each study that is more relevant to this study will be subcategorized as below.

2.5.2.1. Ideal L2 Self and Ought-to L2 Self

A total of 462 students in Grades 5, 8, and 11 across different school levels participated in Kang and Kim (2017) in which the researchers examined their L2 anxiety and motivation. The study pointed out that the degree of anxiety was raised as the learners progressed to higher school grades probably because of one's future at hand, such as college admission or career path (p. 71). On the other hand, motivation showed a somewhat different result as it was relatively high among elementary and high school students yet low among middle school students, which can be demonstrated

as a U shape (p. 72). Also, L2 anxiety increased when their integrative motivation and ideal L2 self were weak, and the ought-to L2 self was strong (p. 78).

In Kim, K. J. (2016), the data of 489 participants' motivational shifts during one semester using structural equation modeling confirmed that the ideal L2 self was vital for middle school students to learn English in the motivated state. Yet, it was the ought-to L2 self that played the same role for high school students. The results regarding the participants' motivated L2 learning behaviors indicated that the ability to visualize the ideal images of themselves as competent English speakers (i.e., ideal L2 self) would enhance their L2 motivation among middle school students. However, high school students were more attentive to outer surroundings regarding their responsibility and images shown to others (i.e., ought-to L2 self). Thus, the study promoted ideal classroom conditions to increase L2 motivation, such as a comfortable class atmosphere full of active participation and positive and constructive feedback (p. 158).

Cho, M. (2016) included Grade 10 students, the first year of high school, and university students of different majors in the L2MSS framework. It seemed more probable for older students to accept or internalize their ought-to L2 self than younger students since they were older and capable "to discern and personalize external goals" (p. 45). The study highlighted the

relationship between the L2 learning experience and the ideal L2 self as both motivational constituents would play crucial roles.

Furthermore, Yun et al. (2018) tried to connect L2 motivation with academic buoyancy, given that there are admittedly “ups and downs, pressures, and even setbacks” in the instructed L2 learning setting (p. 806). With regard to the value of buoyancy in handling these issues and several relevant constructs such as self-efficacy and ideal L2 self, a questionnaire was administered to college students and analyzed through structural equation modeling. The results indicated that L2 learners could deal with pressured situations better if they were more buoyant to confirm that motivation and engagement should be in a persistent condition to enable one’s L2 learning development in the long run. In this regard, the learners with higher buoyancy were more confident in themselves as the agents and regulators of their L2 learning with vivid ideal L2 self and less anxiety for the goal of L2 success. They also kept constructive teacher-student relationships in class.

2.5.2.2. L2 Demotivation and Remotivation

In Kim, T.-Y. (2012b), it was highlighted that Korean learners of English could keep on learning even without any concrete ideal or ought-to L2 selves or any motivation at all due to the educational reality in Korea.

Song and Kim (2017) explored demotivation and remotivation of Grade 11 high school students. The results from the participants' drawings of motivational timeline graphs indicated that students maintained to be motivated until they were in elementary school but started to show less motivation after entering middle school. However, remotivation group participants did not all have high motivation from the start, although their perception of English as one of the requirements became a powerful remotivational driving force. Moreover, multiple external factors affected their demotivation "such as teaching methods, change in study methods, uninteresting textbooks, difficulty with studying English, and a decrease in English scores" (p. 100).

Given that the Korean educational system has offered more than just a single type of high school (i.e., public schools), some studies on L2 motivation of those attending other types, such as vocational high schools. They are offering students the skills and training needed in certain professions. In other words, there should be appropriate or customized English curricula to match the purpose of this type of high school and the goal of their students' English learning. Hence, Park, J. (2015) explored vocational high school students' L2 motivation fairly extensively using the L2MSS framework (see also Kwak, 2016; Lee, J., 2015; Son & Kim, 2020).

In Park, J. (2015), it was probed mixed-methods with a questionnaire

administered to over 210 Grade 11 high school students, and the following interview took place with the 13 students who volunteered. Concerning the type of high school, instrumentality played a role in characterizing their motivated behaviors; for instance, promotion-based in getting a desired job or prevention-based in preventing negative outcomes from others. Likewise, demotivating factors were relevant to their compulsive L2 learning environment, such as grammar to be memorized or lack of self-confidence, which made English a difficult language and made them less interested in learning. Most importantly, attitude towards the L2 community seemed to weigh the most when identifying the motivating factors because the research context is unique, focusing on job-related learning content than public high schools. It may mean that the participants would like to know more about and experience (e.g., travel) the English-speaking communities that positively influenced their L2 motivation.

Kim, T.-Y. and Lee, H.-S. (2014) administered a questionnaire to 1,152 students from Grades 7 through 12, encompassing all school years of both middle and high school. Four main constructs (i.e., English learning motivation, demotivation, resilience, and English proficiency) were studied, presuming that the result would not be similar for different school grades. It was shown that a higher degree of L2 motivation and resilience were proven among middle school students. In contrast, it was concerned that ‘learned

helplessness' might be present among high school students who are more relevant to college preparation and admission, which led to fewer possibilities of finding the meaning in learning English (pp. 25–26). Also, the ought-to L2 self of motivation constructs negatively influenced language proficiency, and inappropriate learning environment of demotivation constructs positively influenced language proficiency (p. 31). Moreover, demotivation started to appear quite frequently among the learners. That is, there was the pressure they might bear over the accumulated period of learning English in schools and then for college preparation.

Also, Kim, T.-Y. and Kim, M. (2017) tried to verify which demotivating factors they encountered and what strategies they used when they felt less motivated while learning English when they were in high school by administering a questionnaire to 130 undergraduates. From what they answered retrospectively, there were not any certain factors that would directly negatively affect learners. Instead, the study revealed that what seemed like a demotivating factor could be conceived as a factor conducive to L2 learning and achievement by the learners themselves. Moreover, one of the remotivation strategies was to consistently promote why English scores are so crucial for guaranteeing one's success.

Similarly, Kim, T.-Y. and Lee, Y.-J. (2013) extracted several demotivating factors (e.g., teaching methods and teachers) and some factors

contributing to increased motivation (e.g., high test scores and concrete goals) from the data of 30 graduate school students of English education (p. 27). Also, the ‘teacher’ factor could either lower or boost L2 motivation indicating the vital role of teachers and teacher training (p. 43). Thus, it was salient that demotivating and remotivating factors were not totally opposite concepts in that a certain factor may either decrease or increase L2 motivation.

2.5.2.3. L2 Learning and Teaching

Acknowledging the gradual decrease in L2 motivation as students are advanced to another school year, Kim, T.-Y. (2015b) posed questions on whether it is possible to increase students’ L2 motivation by introducing languaging activities for a semester. It was based on the notion that Korean learners of English would linger to study English with only some motives or no motivation or even stronger ought-to L2 selves (p. 148). Briefly, languaging was initially conceptualized as using languages to handle, or mediate, complex matters such as solving problems (Swain, 2006).

Kim, T.-Y. (2015b) tried to facilitate L2 motivation in the affective domain as well as to develop L2 learners’ cognitive skills by languaging activities. The activities included presenting and solving tasks to challenge the learners’ current cognitive skills using L1 or L2. Also, the study hoped to

give more attention to L2 motivation in general and promote the parts of not-yet-ignited L2 motivation by expanding languaging activities to motivational languaging activities (henceforth MLAs). MLAs could be either written or verbal. For example, they might seek various answers to why the Korean learners of English continue to study English or what it means personally to them to imagine themselves as competent English users (p. 154).

The activities exploited in Kim, T.-Y., (2015b) were writing diary entries of their learning English or watching the videos of and writing their opinions on the people who could be the model or even ideal Korean speakers of English or having group discussions after watching these exemplary people (pp. 159–160). It was a mixed-methods (i.e., questionnaire and action research) study of elementary and middle school students who had written and verbal MLAs. This way, students could perceive the reason and importance of learning English and imagine themselves as competent speakers of English (p. 157). The results indicated that learning English in elementary school shifted into more difficult and less interesting in middle school. It was concerned with some differences between school years since students would face societal pressure to learn English as they get older (pp. 170–171). More importantly, the study identified several positive effects of MLAs to facilitate the ideal L2 selves of the younger participants (p. 171).

Also, Park and Hiver (2017) probed into the effect of project-based

learning (henceforth PBL) in Grade 7 students' motivational changes. To verify the roles of the ideal L2 self as well as anxiety, self-efficacy, self-regulation in learning an L2, PBL materials were prepared along with a questionnaire and interview administration, and students' reflective journal submission. Through cluster analysis, the study reported on the possible praxis of PBL in middle school classrooms to foster learning environments that are more goal-oriented, autonomous, and even cooperative. It was substantiated that the PBL approach could be conducive in facilitating imagery skills in L2 motivation, not to mention its instructional merits in classrooms.

Moreover, Lee, S.-H. and Kim, T.-Y. (2015) explored 210 low-proficient learners of English between Grades 5–6 in elementary and Grades 10–11 high school to capture their L2 motivation and demotivation levels. It was noticed that intrinsic motivation between elementary and high school students with lower proficiency in English was largely different. It was because high school students were given more difficult learning content and closer to taking the CSAT. Also, they were more likely to have experienced some failure in learning English in the past since they had studied English comparatively longer than their counterparts (p. 188). As students with low proficiency were mainly inquired for the study, it also argued that the content of English learning should make sure to encompass all levels of learners

narrowly class-wise and widely curriculum-wise (p. 191).

Kim and Seo (2012) used the term ‘misunderstood’ to clarify what could possibly have yielded different views on L2 motivation between the students and teachers (e.g., how one perceives studying English and why it is essential) It was advised that teachers should be more attentive to developing their students’ L2 motivational constructs in a more individually focused way (p. 168).

2.5.3. Junior College

In Korea, junior college is classified as one of the tertiary educational systems having approximately 621,509 students in 136 schools across the country (Korean Educational Statistics Service, 2020, p. 838). However, there is an apparent distinction between four-year universities and two- or three-year junior colleges. It reflects severe academic elitism, better known as *hakbul*, from the socio-cultural and socio-educational perspectives even though the objectives of these institutions are not the same. Junior colleges offer curricula which are different from those of four-year universities that are rather packed into two or three years. Hence, students pursuing associate’s degree in junior colleges have a relatively short period of time to contemplate and even decide what to do for their future after they graduate, even as early as they start school (Cho, H. J., 2012, p. 63). To summarize,

fostering students trained for and equipped with professionalism for the job market is the basis of why junior colleges have pertained in Korea.

Nevertheless, there has been this quite negative stereotype of junior colleges held by people in general, including the students themselves. For instance, junior colleges are for those who did not do well in secondary schools. However, the students still want to or are forced to go to a college even though junior colleges are originally for nurturing students to be skilled in the workplace (Kim, S. E., 2008). Moreover, it was pointed out that the sense of inferiority and humiliation was with the pervasive stereotype in Korea (pp. 214–215). Also, inferiority is commonly associated with the humiliation of where JCSs are affiliated since the connotative meaning seems quite hostile and even offensive and insulting. In this manner, junior colleges could be where some students would endure a couple of years while they constantly refrain from dropping out without having a sense of belonging and pride (p. 222).

Rather, junior colleges might be a secondary choice where high school graduates are less likely to enter primarily or voluntarily since a college diploma is essential in Korea. As it has continued to show this tendency, the more recent negative perception toward junior colleges might be illustrated as the level of how students can or cannot adapt to school, not to mention the label of junior colleges still exists in public (Jo & Lee, 2014,

p. 123). On an educational level, junior colleges have strived to inculcate the meaning of school in which learners not only acquire knowledge, but also accomplish their personal goals while they learn to cooperate, set values, and adapt to this ever-changing society (Park, Ham, & Oh, 2012, p. 328). In this regard, some junior colleges adopted a strategy to offer continuous learning environments to their students. Under the Higher Education Act Article 49, it is generally known as Advanced Major Courses.

More into the studies on junior colleges and their students, Kim, S. E. (2008) reported on which underlying factors existed for students who were less adaptable to school life (i.e., female students who were poor in attendance, grade, and class participation) through observations and interviews (p. 209). Reckoning the meaning of college, the participants in the study indicated four main reasons for their maladjustment in school; absence of learning objective, absence of interest in school, sense of inferiority and humiliation, and vagueness of being employed (p. 222). Some solutions such as designing counseling sessions and presenting appropriate role models should be made to mitigate these concerns in the junior college context to alleviate these situations since it was revealed that those factors were also influenced by family, peers, and economic conditions (pp. 222–223).

Similarly, a study was conducted to investigate self-efficacy and career maturity among female JCSs for their adaptability to college (Lee, Y.-

R. & Kim, N.-J., 2013, p. 98). It was considered that women are entering or ready to enter higher education and then eventually becoming the workforce. The study recommended that future plans should be made to heighten their self-efficacy in order to positively affect the career maturity and to help them choose well-constructed career paths, for example, by providing mentoring programs (pp. 114–115).

Since the goal of junior colleges is for nurturing young people with professionalism, the need to teach and learn practical English for the job market is more than required in the long run for this very context. There are currently 2,626 students majoring in the English Language in junior colleges (Korean Educational Statistics Service, 2020, p. 842). When it comes to JCEMSs, Kim, J. (2017) conducted a case study focusing on L2 motivation and interest in English as well as TOEIC by interviewing four students over six months. Even though some concepts overlapped between interest and motivation, the participants indicated both intrinsic and extrinsic motivation with high instrumental orientation. Also, there was a different motivation for studying TOEIC and English in general, which was intrinsic motivation. For example, one student whose motivation to learn English increased, while motivation in TOEIC decreased after achieving a high score (pp. 145–147). However, the only centrality was these concepts around TOEIC as the participants were enrolled in an intensive TOEIC program for career

development during the break. Thus, there was no mention of *hakbul* or overall L2 learning as JCEMSs.

Female students, in particular, were represented in relatively recent studies (e.g., Kym, 2012, 2017). However, the fundamental focus of both studies was on developing English courses that would apply to the junior college context. In Kym (2017), it was supported that the purpose of L2 majors in junior colleges is to increase their students' communicative competence and vocational competence as these institutions have prioritized nurturing young people majoring in an L2 to be ready in the various job markets. In other words, it could be better explained through the outlook of the National Competence Standards (henceforth NCS), which the government approves, that it enables JCSs to have an appropriate set of competences. Included were creative competence, convergence competence, community awareness, and leadership, not to mention communicative competence (pp. 443–444).

Given this backdrop, Kym (2017) attempted to develop the prospect of a PBL L2 writing course for sophomores of English in a junior college by applying the capstone design. Simply speaking, this design module is frequently employed in the engineering field in the form of an 'industry-academy collaboration' (p. 445). It centers on carrying out industry-relevant tasks based on the learned expertise while having suitable members involved,

such as experts as well as learners and teachers. Regarding the L2 and several competencies needed, it was suggested that overall productive skills (i.e., writing and speaking) should accompany workplace use. That is, proper writing skills such as writing professional emails should be equipped with them for post-graduation employment (p. 460) (see also Bremner & Costley, 2018). For JCEMSs to acquire and reinforce diverse competencies, it should be highlighted that the participants could evaluate their own learning process and ultimately motivate themselves. They could also boost different competencies through multiple individual and group tasks in a carefully designed course (Kym, 2017, p. 461).

2.5.4. Summary of the Context

As students continue to learn English as one of the most primary school subjects while advancing to higher grades and school levels, Korean learners of English display several distinct characteristics. They are summarized as:

- The degree of their motivation fluctuates throughout school grades. It steadily decreases and increases when closer to preparing for the CSAT.
- They still get high scores on in-house exams and the CSAT even though they have low or no motivation at all. Further, they mostly

admit the instrumental role of English in the long run (e.g., taking exams or building careers).

- They still need to continue learning English even after entering college or getting a job to fulfill other requirements influenced by themselves and/or others (i.e., both internally and externally).
- They consider English as the key to having a successful life. In this repertoire, the term ‘competitive motivation’ was coined to reflect that learning English is vital to a better life than others.

In this regard, there are several features and backdrops of Korean English education and the Korean context. This study aims to examine the L2 motivation of JCEMSs by inquiring about them as well as their professors. It might be more constructive if this study deals with both groups of the primary agents in L2 classrooms involved in this particular context rather than overlooks any miscellaneous parts by choosing only one group over the other. In other words, according to Banegas and Consoli (2020), there exist numerous variables involved in the context which could affect learners and teachers dissimilarly. Included might be “the institution, the curriculum, the regulations, authorities, administrators, and the geographical, cultural, and financial conditions” (p. 177).

University or college students are less restrained by the compulsory

nature of secondary school systems; however, there still requires some instructed L2 learning on the way. As young adults, they are considered to be more conscious of what society needs from them after they graduate from high school and of the temporal distance in terms of beginning a new chapter in life as adults. Hence, it is hypothesized that they would illustrate ostensible ideal and ought-to L2 selves (e.g., Cho, M., 2016). Along with these L2 self-guides, the L2 learning experience will be taken into account since it is a more situated concept than those L2 selves. In this sense, similarly but distinguishably, JCSs are selected to be inquired in the present study.

As JCSs and their L2 motivation have been rarely studied, compared to four-year universities as frequent research sites, it might show distinct and multifaceted aspects of the three major L2MSS and other motivational components. Moreover, the participants' current school year, the type of high school they went to, and GPA will be investigated. Therefore, this study tries to grasp the importance of conducting research on the learners, especially when the focus of studying the L2 in their current school lay more on practical uses of English at work. Hence, as advised and as an answer to call for new ways of thinking in L2 motivation, this study is designed longitudinally in a particular context to account for the participants' L2 motivation in that it is situated and, more importantly, dynamic (Dörnyei, 2009a; Hiver & Larsen-Freeman, 2020; Ushioda, 2016).

2.6. Research Questions

The main study formulated four research questions (henceforth RQs). They are to attain the outcome of exploring the L2 motivation of JCEMSs. RQ 1 will be addressed quantitatively, and RQs 2–4 qualitatively.

- RQ 1: Is there a relationship among L2MSS constructs (i.e., ideal L2 self, ought-to L2 self, and L2 learning experience), motivational constructs (i.e., intended effort and instrumentality (promotion)), and the students' current school year, GPA, and the type of high school they went to?
- RQ 2: How do the students' L2MSS constructs (i.e., ideal L2 self, ought-to L2 self, and L2 learning experience) explain their L2 motivation?
- RQ 3: How do the students' non-L2MSS constructs (i.e., intended effort and instrumentality (promotion)) explain their L2 motivation?
- RQ 4: What are the general motivational trends in Korean JCEMSs' L2 motivation?

2.7. Conclusion

To conclude this chapter, it has attempted to establish the general yet concrete context and rationalize the purpose of the current study. Most

importantly, it has tried to illustrate the instrumentality of English as an apparent and massive factor in Korean society in relevance to competitive motivation and *hakbul*. Even though the national curriculum promotes English to be learned in school settings, it has also shown that more learners depend on *hagwons* even after attending university or college as adult learners of English. Then, their L2 motivation should be concerned more with such interwoven social trends where English still plays a decisive role in one's schools and jobs. Pertinent theories, frameworks, and issues were provided to generate four research questions for this study. Considering the L2MSS constructs might still be valid in the junior college context, the third chapter will demonstrate the procedures of how it was organized, administered, and conducted methodically.

CHAPTER 3. METHODOLOGY

3.1. Introduction

This chapter will explain how this study was prepared for its data collection and analyses. Accordingly, the reason why a specific group of participants in a single institute was selected will be rationalized. Also, which methodologies were adopted will be followed as the research procedure is unveiled.

3.2. Research Design

This study is designed as a longitudinal mixed-methods case study for exploring the L2 motivation of JCEMSs. The key element of this study and how it was designed is largely due to the context of a junior college. The researcher also felt the necessity of a thorough inquiry due to its scarcity in L2 motivation research among JCEMSs in Korea. Then, it was conceived that a single method that is quick in duration or one-off in the number of times, such as a questionnaire administration, would not be adequate in exploring their L2 motivation, which is believed to be a dynamic construct. Consequently, a progressive and summative method were integral parts of this study concerning the possible motivational fluctuation over time in L2 learning as adult learners of English. Thus, was planned a mixed-methods approach over a more extended period to administer a questionnaire and

interviews.

Dörnyei (2007) pointed out that mixing methodologies, both quantitative and qualitative, could maximize the research to be valid internally as well as externally in that it would balance methodological issues to be settled more productively. As it should compensate for the weaknesses of different approaches, one of the most critical tenets of this methodological triangulation and the applicability of this study would be that it is more advantageous for complex issues. For instance, it could be JCSs' L2 motivation in the EFL context, particularly when the center of their curricula is more on practical or business-related English but not on linguistics, literature, or education. That is, "it allows investigators to obtain data about both the individual and the broader societal context" (Dörnyei, 2007, p. 45). Furthermore, this study considers "the phenomenological reality of the social world and calls for approaches that emerge from the needs of inquiry" (Hiver & Al-Hoorie, 2016, p. 750).

To reiterate the rarity in L2 motivation studies of JCEMS, a case study was finally selected since there needed a solid, explorable, and relevant research site to begin with. Again, the purpose of this study could be consolidated so that case studies take effect "as long as it constitutes a single entity with clearly defined boundaries" (Dörnyei, 2007, 151). Moreover, this study is longitudinal to seek the dynamics in L2 motivation of individuals

over two semesters, mostly one interview per semester for each participant. Also, this study intended to minimize what might have hindered their life in general, such as time, by conducting it while the participants were still in their college studies. Later, it enabled the researcher to “analyze their behavior synchronically (at one time) and then compare it with behavior observed at one or more subsequent or previous points in time (diachronically)” (Duff, 2008, p. 40). More importantly, each case could “personalize or illustrate profiles of particular members within a studied group” (p. 44). Thus, it rationalizes the goal of this study once more that it aims to demonstrate the JCEMS.

As this study is a longitudinal case study using mixed-methods, another consideration in designing was whether to include only the learners or both the learners and their teachers. Both groups were considered to be the participants of this study in the end because the researcher wished to investigate the learners’ L2 motivation more extensively in its first attempt in over a decade, if not possibly the very first. Due to insufficient research on JCEMSs’ L2 motivation, the in-depthness in managing a case study both quantitatively and qualitatively could explain the complexity described among the motivational constructs and specific contexts (Creswell, 1998; Duff, 2008; Simons, 2020). As the portion of the interviews would be the most substantial in this study, the values of narrative data may lie in “the

opportunity to document multiple perspectives and experiences” and could “establish which issues are most significant in the case” (Simons, 2020, pp. 686–687). Furthermore, “the research hoped to link existing theory with a quasi-ethnographic methodology” to elucidate L2 motivational changes in a rarely researched context expecting that the findings could “both illuminate theory and provide insights which might be relevant to researchers and practitioners in contexts similar to the one described” (Lamb, 2007, p. 760).

In sum, this study combined an online questionnaire with three semi-structured interview periods, two with the student participants (henceforth SPs) and one with the teacher participants (henceforth TPs). That is, the online questionnaire was administered to the SPs, and interviews were followed with the SPs and TPs. The data collection phase spanned over two semesters, approximately nine months, starting from September 2018 and ending in June 2019. Under the aim of carrying out a longitudinal mixed-methods case study, the research site was carefully and intentionally picked out as H University located in Seoul, Korea. This study calls for a solid, explorable, and relevant context for its possibility of a prospective starting point. Based on these prerequisites of the context, three main reasons are elaborated:

For being solid, H University is a women’s junior college located in the capital city of Korea. This school has aimed to foster competent women

eligible for the different professions and job markets since the 1970s. At the time of this research, there were about 29 departments (i.e., majors) for junior college degrees (i.e., associate degree), offering two- or three-year courses depending on the curricula. Also, 16 departments offered bachelor's degrees as the equivalent of completing the university-level courses. Providing bachelor's degree courses as major-specific four-year programs is one of the reasons why the school changed its name from H College to H University in 2012.⁵ Regarding the participants of this study, the English Department is one of those first departments since the school was established.

For being explorable, the English Department has attempted to promote globalism and nurture global female employees in the fields in which English is used as the primary language. Thus, the courses are prepared for the English needed in the workplace, such as Practical English Speaking or Advanced Trade English, which are very different from those offered to the students majoring in English language and literature (e.g., linguistics) or English interpretation and translation. To keep up with the contemporary outlook, the department also changed its name from the Department of English to the Department of Business English in 2016. Students with different backgrounds and goals decide to attend the first two

⁵ The major-specific four-year programs at this university are offered in the evening after all two- or three-year courses take place during the day.

years, understanding that Korean society has accentuated the role of English. According to the descriptions of the department on its website, the instrumentality of English was posed on them, either implicitly or explicitly, as it is the department's objective to support their students to become qualified professionals with English proficiency both in business-related and practical uses. Likewise, there is some apparent divide or stratification between college degrees. Whether they are associate or bachelor's, some students choose to stay in education for two more years by choice, if not required, for better job placement or higher salary.

For being relevant, I attended H University between 2011 and 2014. After graduating with a bachelor's degree in the English Language in February 2015, I have kept in touch with some of my professors and younger students in school. In 2017, I returned to the school as an instructor to teach a general English course to non-English major students after finishing my master's degree in Teaching English as a Foreign Language. During this time, the English Department regularly contacted me for some gatherings or meetings where the graduates shared their experiences in school and gave in- and after-college advice. I got more than many follow-up contacts with the younger students via personal communications (e.g., instant messages) initiated by them. Whenever I tried to answer their questions, however, I realized that the way the students thought was quite different from when my

friends and I were in college, despite some similarities. That is, most questions were straightforward and assumptive, yet complicated to answer right away. For instance, “Do you know how to survive in Korea with this level of English proficiency while others are already better than you?” Or “Are you sure that things would be different if I tried harder from now on before I graduate?” Or even, “How have you handled the situations where you were discriminated against by society due to the fact that you are a junior college English major graduate?”

As individuals get questions trying to elicit advice or personal opinions from them, they tend to answer by reflecting on their own life experiences. However, the answers to these questions I got over the years could not be generalized in any way. Also, I visited the department homepage to find some possible explanations and link their questions with the descriptions of what the school wanted their students to become or be equipped with as EMSs. Even though I could not conclude and did not have any clear-cut answers to such questions, this collection of encounters became the initial impetus for a study to explore their L2 motivation. In turn, I had waited until there were no students I personally knew or contacted before both the pilot and main study for more reliable and valid research.

3.3. Participants

As the specific context under research was chosen as the H University, the first participant group was the SPs. It was intended that they were all enrolled students at the time of the research. To be more specific, they needed to be the current Department of Business English students to capture their dynamic and situated L2 motivation. Thus, the pilot study was purposefully carried out to reduce any deep-seated jeopardy that might appear after the questionnaire was distributed to all the potential SPs as part of the preparation for the main study. In other words, “any attempt to shortcut the piloting stage will seriously jeopardize the psychometric quality of the questionnaire” (Dörnyei, 2010a, p. 54).

A pilot study preceded a couple of months prior with 15 participants with the aid of the administrative assistant from the department who contacted them. They were either graduates or possible SPs for the main study. Ten graduates recently completed the first two years since taking two more years was optional, and five junior and senior students were advised to participate in the piloting for their relative academic maturity. More importantly, including the current students was to comprise all four school years and select variables primarily for the questionnaire of the main study with less fuss or commotion (Dörnyei, 2007, 2010a). In this stage, a group of former students (i.e., graduates) was needed utmost to test out the semi-final

version of the questionnaire. They were the most similar group sample to the potential SPs of the main study whose experiences would also be comparable.

As the current freshman and sophomore students were not recruited for the piloting intentionally, the graduates were advised to fill out the questionnaire in a retrospective manner (e.g., Kim, T.-Y. & Lee, Y.-J., 2013). Thus, it was advised that five recollected their experiences as the first-year students and the other five as the second-year students, although the school year was randomly given to them. The ten participants who graduated from the school fairly recently, not more than five years, were selected mostly due to the self-report aspects of this study, presented in both the questionnaire and interviews. The rationale behind recruiting the graduates and completing the questionnaire in retrospect was that this junior college was their first and last tertiary education. Therefore, they were the only candidates whose experiences and responses were considered comparable and similar to the possible candidates currently in school for the main study.

Moreover, as their responses were elicited retrospectively, if not introspectively, the pilot study results could minimize the contamination of the overall results of the main study. In other words, the scales of the questionnaire and the interview guides in the later stage would be customized for the situated research setting based on those piloting results. All 15

participants were instructed to provide some common background information, which was also inquired in the main study, such as their school year, type of high school they went to, and GPA. Table 1 demonstrates the demographic information on the participants of the pilot study.

Table 1.

School year	Freshman	Sophomore	Junior	Senior
<i>n</i>	5	5	2	3
Type of high school	General		Non-general	Equivalent
<i>n</i>	12		2	1
GPA	A (4.0–4.5)	B (3.0–3.5)	C (2.0–2.5)	D (1.0–1.5)
<i>n</i>	4	10	1	0

SPs in the questionnaire administration (pilot study) (N=15)

The 15 participants were spread out regularly in terms of the school year. The type of high school they went to was mostly general high school, and their past GPA was largely B. Although none of them had a D for their GPA, all the other aspects were considered similar to the demographic of the currently enrolled students in the main study.

Subsequently, students of all four school years (i.e., freshman, sophomore, junior, and senior) were involved in the main study to identify the participants and context more holistically. In terms of investigating L2 motivation in the EFL context, Korean students who finished their high school in Korea or those with the equivalent qualification (i.e., who took the Korean High School Graduation Equivalency Examination) were encouraged to participate. Also, they should be over 19 years old in Korean age since

most Korean students usually enter college right after or a year after they graduate from high school. Moreover, regarding junior and senior students in the bachelor's degree program, it was instructed that only those who completed their freshman and sophomore curricula at the research site should take part in it. It was due to keeping the consistency of the context in this longitudinal research. They would advance to the following school year from the first two years to junior, senior, and graduate with a bachelor's degree. The summary of the SPs' progress in the academic year is in Figure 1.

Figure 1.



SPs' academic advancement across data collection period

After the pilot study, the researcher contacted the administrative assistant of the department to estimate the number of currently registered students at the time of the questionnaire administration for the main study to

begin in early September 2018. The researcher initially reached out to 211 students and received 189 completed responses from the online survey. The demographic of the SPs from the questionnaire is illustrated in Table 2.

Table 2.

Age	19	20	21	22	23	24	25	26	27	28	49
<i>n</i>	5	65	51	34	16	10	4	1	1	1	1
School year	Freshman		Sophomore			Junior		Senior			
<i>n</i>	104		69			9		7			
Type of high school	General			Non-general			Equivalent				
<i>n</i>	168			17			4				
GPA	A (4.0–4.5)		B (3.0–3.5)		C (2.0–2.5)		D (1.0–1.5)				
<i>n</i>	26		113		36		14				

SPs in the questionnaire administration (main study) (N=189)

The participants' age was not concerned in the pilot study because they had already graduated from their junior college; however, it was asked to the current students for any possible link in the upcoming interviews.⁶ As expected from the pilot study, students were mainly from general high schools, and their GPA indicated B the most. However, the school year differed between freshmen and sophomores due to reasons, such as leave of absence from the school. Also, third- and final-year students were comparatively fewer than first- and second-year students because their course

⁶ It is customary to become one year old in Korea as soon as you are born. Thus, students go to college when they are 20, between 18 or 19 in other countries. Most people would assume that you are 20 if you introduce yourself as a college freshman. Then, sophomores are usually 21, juniors 22, and seniors 23. Although some students indicated that they were 19 because they had not had their birthdays yet during data collection, all were over 18 years old. Moreover, the proportion between 21–22 years old was high because most of them spent another year preparing for college.

was optional.

For the interviews, 59 SPs took part in the first sessions in November 2018 and 31 in May 2019. Instead of using pseudonyms, each of them was identified with their school year at the time of the first interviews along with a random number due to the number of the SPs. Tables 3 and 4 show the summary of the SPs who participated in the interviews.

In the first interview, there were 29 freshmen, 24 sophomores, three juniors, and three seniors. Given the type of high school they went to, the majority of the SPs graduated from general high school. Also, first- and second-year SPs indicated different GPAs, while all third- and fourth-year students received either A or B. Moreover, most SPs in their first and third years participated in the second interview as they advanced to their second and final years. Those who graduated or did not take part in May 2019 are detailed in Table 4 with particular reasons.

Table 3.

	ID	Age	School year	Type of high school	GPA
1	SP1-1	21	Freshman	General	B
2	SP1-2	20	Freshman	General	B
3	SP1-3	21	Freshman	General	C
4	SP1-4	21	Freshman	General	D
5	SP1-5	21	Freshman	General	B
6	SP1-6	20	Freshman	General	B
7	SP1-7	20	Freshman	General	B
8	SP1-8	20	Freshman	General	A
9	SP1-9	22	Freshman	General	B
10	SP1-10	19	Freshman	General	B
11	SP1-11	22	Freshman	General	B

12	SP1-12	24	Freshman	General	B
13	SP1-13	20	Freshman	General	B
14	SP1-14	19	Freshman	General	B
15	SP1-15	20	Freshman	General	A
16	SP1-16	27	Freshman	General	C
17	SP1-17	25	Freshman	General	B
18	SP1-18	20	Freshman	General	C
19	SP1-19	20	Freshman	General	B
20	SP1-20	20	Freshman	General	D
21	SP1-21	20	Freshman	General	B
22	SP1-22	21	Freshman	Non-general	B
23	SP1-23	20	Freshman	General	B
24	SP1-24	21	Freshman	General	B
25	SP1-25	21	Freshman	General	B
26	SP1-26	21	Freshman	General	B
27	SP1-27	20	Freshman	General	B
28	SP1-28	22	Freshman	Equivalent	B
29	SP1-29	20	Freshman	General	B
30	SP2-1	20	Sophomore	General	C
31	SP2-2	23	Sophomore	General	B
32	SP2-3	22	Sophomore	Non-general	C
33	SP2-4	22	Sophomore	General	B
34	SP2-5	22	Sophomore	General	A
35	SP2-6	21	Sophomore	General	B
36	SP2-7	22	Sophomore	Equivalent	B
37	SP2-8	22	Sophomore	General	C
38	SP2-9	21	Sophomore	General	A
39	SP2-10	24	Sophomore	General	B
40	SP2-11	21	Sophomore	Non-general	C
41	SP2-12	22	Sophomore	General	A
42	SP2-13	21	Sophomore	General	B
43	SP2-14	21	Sophomore	General	A
44	SP2-15	21	Sophomore	General	B
45	SP2-16	23	Sophomore	Non-general	B
46	SP2-17	21	Sophomore	General	B
47	SP2-18	22	Sophomore	General	B
48	SP2-19	21	Sophomore	General	D
49	SP2-20	23	Sophomore	General	A
50	SP2-21	22	Sophomore	General	C
51	SP2-22	22	Sophomore	Non-general	D

52	SP2-23	22	Sophomore	General	B
53	SP2-24	21	Sophomore	General	C
54	SP3-1	23	Junior	General	B
55	SP3-2	22	Junior	General	A
56	SP3-3	23	Junior	General	A
57	SP4-1	25	Senior	General	A
58	SP4-2	24	Senior	General	A
59	SP4-3	25	Senior	General	B

SPs in the interviews (November 2018)

Table 4.

	ID	School year	Plans after graduation or different options
1	SP1-1	Sophomore	
2	SP1-2	Sophomore	
3	SP1-3	Sophomore	
4	SP1-4	Sophomore	
5	SP1-5	Sophomore	
6	SP1-6	Sophomore	
7	SP1-7		Taking a gap year
8	SP1-8	Sophomore	
9	SP1-9	Sophomore	
10	SP1-10	Sophomore	
11	SP1-11	Sophomore	
12	SP1-12	Sophomore	
13	SP1-13	Sophomore	
14	SP1-14	Sophomore	
15	SP1-15	Sophomore	
16	SP1-16	Sophomore	
17	SP1-17	Sophomore	
18	SP1-18	Sophomore	
19	SP1-19	Sophomore	
20	SP1-20	Sophomore	
21	SP1-21	Sophomore	
22	SP1-22		Switched major within the same school
23	SP1-23	Sophomore	
24	SP1-24	Sophomore	
25	SP1-25	Sophomore	
26	SP1-26	Sophomore	
27	SP1-27	Sophomore	
28	SP1-28		Unable to get in contact with

29	SP1-29	Sophomore	
30	SP2-1		Preparing for going on working holidays in Australia
31	SP2-2		Preparing for employment
32	SP2-3		Preparing for going on working holidays
33	SP2-4		Transferred to a four-year university (English major)
34	SP2-5	Junior	
35	SP2-6		Transferred to a four-year university (Business major)
36	SP2-7		Preparing for transferring to a four-year university (English major)
37	SP2-8		Preparing for going on working holidays
38	SP2-9		Employed in a large corporation (Trade)
39	SP2-10		Employed in a large corporation (Secretarial)
40	SP2-11		Going to a TOEIC <i>hagwon</i>
41	SP2-12		Preparing for going on working holidays in the UK
42	SP2-13	Junior	
43	SP2-14		Preparing for transferring to a four-year university (English major)
44	SP2-15		Employed (Trade)
45	SP2-16		Unable to get in contact with
46	SP2-17		Employed in a large corporation (Trade)
47	SP2-18		Unable to get in contact with
48	SP2-19		Unable to get in contact with
49	SP2-20		Transferred to a four-year university (Administration major)
50	SP2-21		Preparing for employment
51	SP2-22		Going to a TOEIC <i>hagwon</i>
52	SP2-23		Working a part-time job and studying on her own
53	SP2-24		Working a part-time job and studying on her own
54	SP3-1	Senior	
55	SP3-2	Senior	
56	SP3-3	Senior	
57	SP4-1		Preparing for going to a graduate school
58	SP4-2		Left the company and started going on a trip around the world

59	SP4-3		Started going to a graduate school to study Teaching English as a Second Language
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SPs in the interviews (May 2019)

The next step was to proceed with the final set of one-on-one interviews with three Korean professors and two native English-speaking professors. It was to obtain more and further insights from the teacher's side. The TPs were also given each identification number for this study, and it was in the order of 'nationality-random number' to provide anonymity. Table 5 provides detailed information on the TPs, including their backgrounds and years of teaching in the research context.

Korean TPs were spread out in terms of position and years they spent by the time of data collection. TPs who were native speakers of English were only different in terms of the years they spent at the researched site and nationality. Also, the TPs' years at H University were classified into five years apart due to protecting their confidentiality in the participation. Additionally, there would be no indication of their gender in this regard.

Table 5.

	ID	Nationality	Position	Degree	Years spent at H University
1	TP1-1	Korean	Professor	PhD in English Education	25–30
2	TP1-2	Korean	Associate Professor	PhD in English Education	5–10
3	TP1-3	Korean	Adjunct Professor	MA in TESOL	0–5

4	TP2-1	New Zealander	Assistant Professor	MA in TESOL	10–15
5	TP2-2	British	Assistant Professor	MA in TESOL	0–5

TPs in the interviews (June 2019)

3.4. Instruments

An online questionnaire and two interview sessions were directed to the SPs to fulfill the purpose and maximize the outcomes of mixed-methods research over two academic semesters (i.e., from September 2018 to May 2019). Moreover, native Korean-speaking and English-speaking TPs were also asked to participate in a one-on-one interview with the researcher once in June 2019 to provide more profound views on their students' L2 motivation in this study.

3.4.1. Questionnaire

Since the main framework of this study was the L2MSS, it singled out the scales developed in Taguchi et al. (2009). Also, their validity and reliability were gained in a number of previous studies (e.g., Cho, M., 2016; Kim, T.-Y., 2012a, 2015b; Kwon, 2017; You & Dörnyei, 2016; You et al., 2016). As the scales were used in the studies conducted in the Korean context, 20 questionnaire items across five scales were selected to become a set of questions suitable for JCEMSs of this study. In other words, the scales and items in Taguchi et al. (2009) were considered as the pool. Then, the

researcher compared them with the items in Cho, M. (2016) for tailoring it to the college context. For example, ‘I enjoy watching English drama or reading English materials’ was included in Cho, M. (2016) but not in this study because the participants studied English primarily as their college major. Instead, the question became broader in terms of their L2 learning in general.

Moreover, the rationale behind adopting the scales and their items from Taguchi et al. (2009) for the questionnaire of the main study chiefly lied on the fact that they were established through the verification in more than one Asian context (i.e., Japan, China, and Iran). In their original study, redesigning a study conducted in a European country may have shown some similarities that would also be explained in the Korean context as some Asian countries share a cultural resemblance. Thus, these scales could be customized to the context of this study. For instance, the inclusion of ‘intended effort’ and ‘instrumentality (promotion),’ not to mention all three constituents of the L2MSS, was also based on previous studies’ results. The intended effort was usually the criterion measure for other motivational constructs such as strong association with ideal L2 self (e.g., Al-Hoorie, 2016a, 2016b, 2017; Dörnyei & Chan, 2013; Moskovsky et al., 2016). It was compelled to treat this scale independently as well as with other components in this study.

Likewise, there is also instrumentality (promotion), even though there

is a distinction of instrumentality between promotion and prevention. This study would like to investigate the promotional side further largely because of the characteristics of the SPs who were adult students who would be more conscious about their decision to become JCEMSs. In turn, they would show more concrete ideal and ought-to L2 selves since some studies indicated that college students were more internalized than their younger counterparts (i.e., elementary and secondary school students) (e.g., Cho, M., 2016). In other words, SPs of this study, who were already mature, would signify potent instrumentality (promotion) as well as ideal L2 self since both concepts are considered associated.

Therefore, five scales were meticulously chosen for the current study and presented below labeled L2MSS and non-L2MSS.

L2MSS Variables

- Ideal L2 Self, which describes a future-oriented ideal or hoped-for L2 self when using an L2 (abbreviated as **IL2S** including four items)
- Ought-to L2 Self, which describes future-oriented selves given to the L2 user by others when using an L2 such as duties or expectations (abbreviated as **OL2S** including three items)
- L2 Learning Experience, which encompasses situated variables

that might impact one's current L2 learning such as teachers, peers, curriculum, or learning environment (abbreviated as **L2LE** including five items)

Non-L2MSS Variables

- Intended Effort, which assesses how much effort an L2 learner exerts in their L2 learning (abbreviated as **IE** including five items)
- Instrumentality (Promotion), which implies the degree of instrumentality in hope- or desire-oriented manner (abbreviated as **IP** including three items)

Further, Table 6 provides the final sets of the five scales and their items tailored for the main study.

Table 6.

Scales	Questionnaire Items		Number in Questionnaire
IL2S	1	Whenever I think of my future career, I imagine myself using English.	9
	2	I can imagine a situation where I am speaking English with foreigners.	14
	3	I can imagine myself speaking English with foreigners, international friends, or colleagues.	20
	4	I can imagine myself living abroad and using English effectively.	3
OL2S	1	Learning English is necessary because people surrounding me expect me to do so.	8

	2	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	2
	3	Studying English is important to me because other people will respect me more if I have a knowledge of English.	17
L2LE	1	I like the atmosphere of my English classes.	6
	2	I always look forward to English classes.	10
	3	I find learning English really interesting.	15
	4	I really enjoy learning English.	4
	5	Time passes faster while studying English.	19
IE	1	If my professor would give the class an optional assignment, I would certainly volunteer to do it.	7
	2	I would like to spend lots of time studying English.	11
	3	I would like to concentrate on studying English more than any other topic.	16
	4	I think that I am doing my best to learn English.	1
	5	Compared to my classmates, I think I study English relatively hard.	13
IP	1	Studying English is important to me because I think it will someday be useful in getting a good job.	12
	2	Studying English is important because with a high level of English proficiency I will be able to make a lot of money.	5
	3	The things I want to do in the future require me to use English.	18

Scales and items of the questionnaire

As Dörnyei (2010a) recommended, questions are straightforward. Hence, the questionnaire items were translated into Korean and checked carefully back to back before and after the pilot study. Initially, the researcher did the translation because some studies conducted in Korea have used the

same questions. Then, a colleague holding a master's degree in translation was considered a back-translator to enable "turning the L2 version of the questionnaire back into the source language and then comparing the two texts" (Dörnyei, 2010a, p. 51). Later, four graduates holding degrees from the research context (i.e., two with associate and two with bachelor's degree) and two currently enrolled junior students commented when asked if any uncertainty or ambiguity might be brought about among the possible SPs in the main study.

Each questionnaire item was laid out on a 6-point Likert scale, with six being *strongly agree* and one being *strongly disagree* so the SPs could choose to what extent these items were relevant to them and their circumstances without signifying a median value. Also, indicating no median value in a 6-point Likert scale was quite crucial in this study since it could prevent the SPs from choosing the moderate answers (i.e., 3 in a 5-point Likert scale) for most question items (e.g., Choi & Kim, 2013; Kwon, 2017). Additionally, none of the items were negatively worded either in English or Korean.

At the end of the closed-ended questions with Likert scales, an open-ended question was presented to provide an answer without any restrictions or constraints. It was to obtain some possible responses of L2MSS and non-L2MSS variables by inserting rather a qualitative question where the

participants could freely write about the things that might not be prompted in the scale items that were a bit more quantitative (MacIntyre et al., 2009). Although this question was open-ended, the SPs were guided with phrases such as ‘being a junior college student’ and ‘studying in the junior college setting’ to offer relevant answers if they had anything to add to let the researcher know (Dörnyei, 2010a). In terms of the sequence, this kind of question should be placed towards the end of the questionnaire to save the participants’ time and energy and avoid possible negativity when presented at its start. Further, as this study combined a questionnaire and several interviews, an open-ended question and its responses could be useful in outlining, expecting, and interpreting what would be explored before, during, and after the interviews.

The questionnaire was distributed online by developing a Google Survey format in a four-part layout. The SPs were introduced to the first part as the researcher verbally informed them of the purpose, implications, and potential contributions to the study, followed by the consent form. Then, they could easily tick off six checkboxes (i.e., closed-ended questions with Likert scales) once they understood the objective of the questionnaire administration. The next part was to fill in the blanks for general student information such as their age, current school year, type of high school they went to, and GPA from the previous semester. However, a question asking

which region the students were from or were living in was not included mainly due to the focus on situated L2 motivation accumulated by the time of data collection. In other words, it was assumed that there was somewhat uniformity of English education from elementary school under the national curriculum. Instead, which type of high school they went to was asked, given that high schools of different academic purposes may have specialized curricula (e.g., business or art high school). Or for those who dropped out of high school and later took the Korean high school graduation equivalency examination, the equivalent qualification was also optional among the types of high school for the SPs.

Then, 20 questions and one open-ended question were offered in the third part, which led to the final section in which the SPs could give out their answers between a *Yes* or *No* for follow-up interviews shortly after. If one said *Yes* to that question, she was guided to offer her name and cell phone number for the researcher to contact her personally to schedule the first interview. The full version of the online questionnaire in English is available in Appendix A (See Appendix B for the Korean version).

3.4.2. Interviews

One-on-one semi-structured interviews with the SPs and TPs took place at three different points in time (i.e., November 2018, May 2019, and

June 2019). Each interview will be detailed in the following sections as they were the central qualitative data of this study. Even though interviews with both groups of participants were all semi-structured, there were some crucial differences; one group was the current JCEMSs, and the other was their professors. In this regard, semi-structured interviews would be a better choice if the researcher is familiar with the context and the variables in question but not looking for answers from the “ready-made response categories that would limit the depth and breadth of the respondent’s story” (Dörnyei, 2007, p. 136).

Moreover, the semi-structured interview method was opted for over others, roughly as structured or unstructured, due to its higher likelihood of “negotiation, discussion and expansion of the interviewee’s responses” (Mann, 2016, p. 91). That is, there needed to be some structure while encouraging them to talk more conversationally and interactively at the same time since most scale items of the questionnaire were converted into interview prompts and expected to be covered during all interviews. Consequently, interview guides were created accordingly for each interview to ask prepared questions and gain more candid and explicit responses.

Further, it was also vital to initiate rapport early on by asking some opening questions before asking the variables immediately. Hence, asking some opening and closing questions at the end was for the long-lasting

interviewer-interviewee relationships for the corresponding and second interviews or some unexpected follow-up contacts. Thus, interview guides were essential in telling when and where to start and finish each interview with less interference in obtaining rich data in narratives and developing the rapport to elicit more authentic responses (Dörnyei, 2007; Mann, 2016).

3.4.2.1. Student Interviews

As an interview guide for each interview was an integral part of conducting interviews, the online questionnaire was adopted and modified to develop the guides. Since the questionnaire was piloted and then revised before being administered to the SPs, questions for the interview were grounded from the five scales (i.e., IL2S, OL2S, L2LE, IE, and IP). It was endeavored to explore the L2 motivation of the SPs as well as what could have affected them. For example, it concerned the context in which they had carried on their L2 learning and why. It was asking them similar yet thought-provoking questions in person through these variables. To enable this, the SPs were also asked to assess their current learning experience among the nine factors, which might be the demotivating factors (see also Dörnyei, 1998; Dörnyei & Ushioda, 2011; Falout et al., 2009; Kim, T.-Y. & Kim, M., 2017; Lee, S.-H. & Kim, T.-Y., 2015). Given that demotivating factors could be motivating ones to other SPs; conversely, these L2LE factors as the rubric

items were selected and renamed neutrally for the present research context as shown below:

- Professors
- Professors' teaching styles
- Class size (the number of students)
- Class hour
- Class content
- Class materials; textbooks
- School and classroom facilities
- Peers in class
- Others (please specify)

Both student interviews took place with each guide produced in English at first and then translated into Korean. The main reason for preparing a relatively straightforward interview guide with core content words from the variables was that the interview was reflective, reflexive, and interactive. In other words, establishing a coherent interview guide would be productive in facilitating the interview process and eliciting responses as its organized flow would enable both the interviewer and interviewees to make room “for expressions of identity” (Mann, 2016, p. 133). Also, to consider the later stage (e.g., data analysis), an interview guide could be the guide

itself to refer to when the researcher would analyze and interpret what SPs had replied to such questions in an arranged order. In turn, the variables could be the salient codes for this study with more congruence and coherence since the interviews would cover all five scales and their relevant constructs. There could be some improvised moments here and there during the interviews.

However, the conditions for semi-structured interviews were planned and required to secure less problematic and more rich interviews by including the addition and aid of the interview guides to manage the sequence of each interview (Kvale, 2008; Mann, 2016). Thus, the order of the scales was deliberately sequenced as L2LE, IE, IL2S, OL2S, and IP. It was to consider the degree of the SPs' multifaceted perspectives towards the overall interviews. Also, it was to set the interviews to be executed more interactively, reflexively, and reflectively. In other words, the SPs' attitudes and their plausible thought-processes should also be of significant consideration, such as openness to outspoke, familiarity with L2 motivation and its relevant terms, and personal relevance and significance in terms of their general L2 learning. The first guide was formulated since the purpose was to delve into the SPs' responses more conventionally. In other words, relevant L2 motivation variables to be dealt with here were based on the scales in the questionnaire, including the three constituents of the L2MSS

framework and non-L2MSS constructs.

Then, as the SPs might get somewhat familiarized with the research and scale items, the following interviews proceeded with what they had discussed in the previous ones. As this was intended to open the door for them to describe the progress, if not regress, related to their L2 motivation throughout one semester, a DMCs-specific set of questions was added in IE category in the second interview sessions based on Muir (2016). These questions were generated to discover any instances in which they had experienced any motivational surge or vice versa. As motivational dynamics were considered in this study, DMCs-relevant items were only shown to some extent as several months had passed since the first interviews. Also, this part was initiated after the researcher asked the SPs some questions if they had experienced extreme motivational surges in their L2 learning. The items for the DMCs comprised four statements originally extracted from a single factor of the second round of exploratory factor analysis (henceforth EFA) and loaded the highest in Muir (2016, p. 142). Then, the SPs were guided to tick off the number between one and six as they did on the Likert scale in the questionnaire, followed by the researcher asking further questions to confirm their answers on the spot.

Thus, the procedures of interviews were following the order of interview questions to guarantee and maximize the flow of interview guides.

Tables 7 and 8 indicate one representative question across categories (i.e., scales) in each interview guide administered respectively in November 2018 and May 2019 (see the complete guides in Appendices C and D).

Table 7.

L2LE	How much do you like studying English as a junior college English major?
IE	Could you give me an example where you worked hard in college?
IL2S	Where do you see yourself in five years as a junior college English major?
OL2S	Who or what mainly affects your learning English as a junior college English major?
IP	Could you explain how useful English is for you in detail?

Sample interview questions (November 2018)

Table 8.

L2LE	How much are you currently satisfied with your English learning in school?
IE	In terms of effort, how would you describe the degree of your effort compared to the last semester?
IL2S	Do you still have the ideal L2 self you mentioned six months ago, or have the selves changed over a semester?
OL2S	Do you still have the ought-to L2 self you mentioned six months ago, or have the selves changed over a semester?
IP	Do you still think English is essential and useful as you did in the first interview?

Sample interview questions (May 2019)

3.4.2.2. Teacher Interviews

Once the final schedule of the student interviews in May 2019 had been confirmed, the researcher personally reached out to five professors who were believed to be most suitable for teacher interviews by sending an email. As the TPs would be encouraged to provide their professional insights into

L2 motivation and L2 learning of their students as the SPs' teachers, professors, and educators, not as students or learners, the researcher had in mind the TPs based on some criteria. In other words, it was considered the school administration at the moment of the data collection, with some information gathered and implied from the first student interviews as the researcher had already finished transcribing them. Thus, the recruited were two native English-speakers who would interact with their students only in English, the dean of the department, the professor whose lecture was brought up the most and the most positively evaluated by the SPs, and the professor who taught and ran an English-education related business at the same time.

The interview guide for the TPs was also prepared both in Korean and English for each interview by generating pertinent questions in the categories and altering the purpose, approach, and tone for the participants (e.g., Kim, T.-Y., 2015c). Likewise, both guides for the TPs and SPs had some common questions to compare their answers on the one hand. On the other hand, there were also TP-specific questions, as was the case for the SPs, because their roles as teachers and students were very distinguishable. In this regard, two adjustments were made in that both versions in both languages were sent to the TPs prior to the meeting so they could spare some time to take a look. Further, the same nine factors which could be motivating and/or demotivating were also presented to the TPs as one of the interview

procedures to gauge their students' L2 learning experience in the junior college context at the time of research. The complete interview guide is offered in Appendix E, while some questions are detailed in Table 9.

Table 9.

L2LE	What aspects of studying English do you think your students enjoy the most (in general and/or in school)?
IE	Could you give me an example of one or more students who didn't work hard?
IL2S	As an educator, what do you think your students plan to do after they graduate from college?
OL2S	As an educator, who or what do you think primarily affects how your students think of becoming what they want in terms of using and/or speaking English?
IP	Could you explain how useful English is in Korea?

Sample interview questions (June 2019)

Also, all interview guides were prepared in English at first and then translated into Korean after my supervisor and I shared ideas on considering the context of this study and amplifying the effect of those questions. The exchanges of our opinions, thoughts, and suggestions of the first few drafts of all three guides encompassed diverse concepts. Such concepts involved the sequence of the questions, language choices and the use of more neutral and simple words, and subtle differences in meaning when translated from English to Korean. Eventually, it was to elicit "different priorities when it comes to content and context" from the participants (Mann, 2016, p. 65).

3.5. Procedures

After all preconditions for the research design were coordinated, each procedure was undergone, as shown in Figure 2. The pilot and main study were planned after receiving ethical approval.

Figure 2.

Ethical Approval	Pilot Study	Main Study			
	Online Questionnaire	Online Questionnaire	SP Interview 1	SP Interview 2	TP Interview
6 th September	7 th to 14 th September	24 th to 28 th September	5 th November to 6 th December	7 th May to 5 th June	5 th to 17 th June
2018				2019	

Data collection procedure

3.5.1. Ethical Approval

As this study involved human participants in terms of their thoughts, opinions, and, most importantly, experiences, not to mention their presence in the research site during the administration of the questionnaire and interview, ethical considerations should have been made prior to the actual study.

Therefore, the researcher submitted an application form to the departmental Director of Research/Ethics Officer to report on the outline of the research that it would not intend to do any harm to potential participants.

At this stage, essential documents such as the questionnaire with a participant information sheet (Appendix G) and consent form (Appendix H) were produced to guarantee anonymity on top of their voluntary participation. Thus, they were informed that they could ask questions about the project, complete an online questionnaire, and be interviewed and audio recorded if invited to do so. Most importantly, they were aware that they could withdraw from the study whenever they wanted, and this time, they should not have to give any reasons for their withdrawal since their taking part was entirely voluntary.

Also, they were notified that the use of the information they provided would only be for this project, and their personal information such as name and cellular phone number would be confidential. Further, the document made known that their words may be quoted in publications, reports, web pages, and other research outputs under identification numbers as they read and understood the participant information sheet. As the study was granted ethical approval on the 6th of September in 2018, the researcher prepared to launch a pilot study before the main study.

3.5.2. Pilot Study

As the main study was planned as a longitudinal mixed-methods case study, conducting a pilot study was indispensable. Before collecting the main

study data, the researcher contacted ten graduates who recently received either an associate degree or bachelor's degree from H University. In addition, there were also five junior and senior students who were having a summer break and in preparation for their second semester in 2018. They were part of with-in sampling for their recency of and relevance to the school at the time of the research. Thus, the researcher could have 15 participants for the pilot study, and soon after, ask them to complete an online questionnaire. It was administered by sending the Google Survey URL through an instant message application from 7th to 14th September 2018.

One thing to note here is that those who recently graduated were carefully instructed that they needed to fill out the questionnaire in a retrospective manner as if they were current freshman or sophomore students. By contrast, junior and senior students would answer as they were. Given that all the members in the pilot study had spent at least two years at the research site, it could ensure their eligibility to understand and discern the language and soundness of the items that would be used in the main study.

The results were drawn from a reliability analysis of the questionnaire to yield an overall of $\alpha=.94$ for all the scales combined. The descriptive statistics of the responses are in Table 10. The mean scores for most questions were comparatively high, higher than 4.00, except for a few items (i.e., L2LE2, IE1) and the whole OL2S scale. The highest mean score was

illustrated in IP1, *Studying English is important to me because I think it will someday be useful in getting a good job*. Also, the reliability of each scale is demonstrated in Table 11.

Table 10.

	Items	Mean	Standard Deviation
1	IL2S1	4.67	1.234
2	IL2S2	4.40	1.183
3	IL2S3	4.60	1.242
4	IL2S4	4.33	1.291
5	OL2S1	3.60	1.454
6	OL2S2	2.87	1.125
7	OL2S3	3.73	1.033
8	L2LE1	4.33	.976
9	L2LE2	3.93	1.438
10	L2LE3	4.47	.834
11	L2LE4	4.47	1.125
12	L2LE5	4.07	1.033
13	IE1	3.60	1.242
14	IE2	4.67	.900
15	IE3	4.40	1.242
16	IE4	4.13	.834
17	IE5	4.07	.884
18	IP1	5.13	.834
19	IP2	4.73	.961
20	IP3	4.87	1.302

Item statistics of scale items (pilot study) (N=15)

Table 11.

Scales	Number of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
IL2S	4	.92	.92
OL2S	3	.47	.44
L2LE	5	.90	.91
IE	5	.87	.88
IP	3	.73	.76

Reliability statistics of scales (pilot study) (N=15)

Even though the OL2S scale indicated a relatively low score, it might mainly be due to the number of items since it had only three question items.

Nevertheless, Dornyei (2007, p. 206) explains:

That is, it is easier to achieve appropriate internal consistency reliability with 20 items than with three. This, of course, makes good sense: in a short scale consisting of 3–4 items a divergent item can make much more of a disruption than in a scale of 20, and therefore short scales need to display more evidence of homogeneity than long ones if they are to be seen as trustworthy.

In this regard, given that the other four scales scored over 0.6, it might imply that the questionnaire is robust and then permitted to move on to the next step (p. 207).

Moreover, some revisions were made to the language of the questionnaire. It was mainly and particularly for using more straightforward words for younger students who just graduated from high school. Also, these similar comments were from the current junior students during the piloting in that they were asked to review the draft for the interview guides as well.

3.5.3. Main Study

The main study comprised several phases of questionnaire and interview with students and teachers. These steps are summarized as below:

- Online questionnaire for SPs (September 2018)
- Interviews with SPs (November 2018)
- Interviews with the remaining SPs (May 2019)
- Interviews with TPs (June 2019)

First of all, the researcher visited the school for five weekdays during Week 3 in the second semester of 2018 to administer the questionnaire. The researcher asked one of the administrative assistants for a class timetable of the semester to contact the corresponding professor or lecturer of which class I had intended to visit in advance. Throughout one week, a one-time class visit was planned to minimize any disturbance that might have been caused during each class hour as I strived to secure 15 to 20 minutes among them.

After confirming the day and time by the teachers, the researcher also asked the administrative assistant to send the URL to each class representative for an online questionnaire. The Department of Business English enrolled students into eight classes; three freshman classes, three sophomores, one junior, and one senior. The researcher visited all classes to explain the purpose and procedure of the study. Table 12 shows when and

which class was administered the online questionnaire.

Table 12.

Dates	Class and Time		
Monday 17 th September	1 st Year (Class C) 3PM	2 nd Year (Class B) 4PM	
Tuesday 18 th September	1 st Year (Class B) 11AM	2 nd Year (Class A) 12PM	3 rd Year 6PM
Wednesday 19 th September	2 nd Year (Class C) 12PM		
Thursday 20 th September	1 st Year (Class A) 11AM	4 th Year 6PM	
Friday 21 st September	Sent a text message containing the URL to those who did not complete the questionnaire before Thursday 20 th September		

Timetable for online questionnaire administration

To gather most responses to the questionnaire from the current students, those absent from each class during the administration were later contacted by the departmental assistants to complete it. In this phase, the SPs were encouraged to answer the self-reported questionnaire as honestly as possible. That is, Cheng and Dörnyei (2007) pointed out that they may be “likely to be tempted to describe their behaviours in a better than real light, according to what they believe to be the positive or the expected answers (i.e. ‘social desirability bias’)” (p. 156). In this sense, the researcher verbally informed them on-site, not delivered written, that their responses would be more valuable if they were genuine and intuitive. Moreover, they were assured that their personal information and responses would be confidential.

The first interviews began after the researcher counted and examined

the data from the questionnaire. Since the SPs were asked during the questionnaire administration in September 2018 to participate in one or two follow-up interviews according to their school year, those who wished to participate in the first student interview were contacted after the midterm exam week (i.e., Week 9). Meeting them for the first time for the interviews after the exams was to reduce any latent pressure or anxiety that might have affected their interview responses or generated preconceptions of the interview process. It was also to ensure that each interview would take place in a more amicable atmosphere.

In the meantime, between Weeks 4 and 8, the first interview guide was designed to produce in-depth questions and incorporate them with the ones already asked in the questionnaire. As soon as the midterm exam week (i.e., Week 8) was over, the researcher identified the names from the questionnaire results and contacted each volunteer individually in late October (i.e., Week 9). Then, it was confirmed that a total of 64 students initially volunteered to join in the interviews. This time, another short online questionnaire was sent to choose possible time slots of their convenience for the first interviews to occur. As a few participants canceled the interview for some personal reasons or schedule conflicts, 59 students participated in the first interview sessions in the end.

Each semi-structured interview proceeded one-on-one between an SP

and the researcher in their L1 (i.e., Korean). Interviews were administered entirely within the research site (i.e., different places within the school property). For example, there were group-study rooms in the school library building or classrooms used for the Department of Business English lectures in the main building. Even though the consent was asked and made in the questionnaire, every interview started with their consent to be recorded on the researcher's iPad to make sure they were still willing to proceed with the interview. They were also instructed that they could ask any questions regarding the interview process if needed.

Then, the interviews commenced with opening questions and the questions about the five scales (i.e., IL2S, OL2S, L2LE, IE, and IP) and finished with closing questions. In the last set of questions, the researcher informed them of possible contacts for setting the May interviews or asking how they would get on with their lives as graduate JCEMSs. The first student interviews lasted for a little over a month with 59 SPs, from November to December.

As the winter break and graduation had passed after the November interviews, the researcher sent another message to those who remained in school in the spring semester of 2019. That is, some of the interviewees who took part in the November interviews might have graduated, become sophomore, junior, or senior students, decided to take a year off, or wanted to

be excluded from the May interview sessions. Therefore, a total of 31 students met with the researcher again in May 2019.

However, due to some inevitable alienation from the school after graduation, those who graduated after the November interviews were contacted via an instant messenger application. While exchanging the messages, the researcher included the purpose of the contact in asking for their whereabouts after college as they majored in English and graduated from a junior college. Same as before, the remaining applicants in school were called for an interview after the midterm exams as the researcher did not want to give them any pressure if possible. Only one student had a schedule conflict due to her work hours to have the interview in early June.

Thus, the second student interviews were administered in May 2019 with the same procedure with slightly different interview guides. The most prominent difference was the inclusion of the questions about possible DMCs, while others focused on changes from the first interview.

Finally, there were five interviews with the TPs. As soon as the researcher received their replies in the email to confirm their participation in mid-May, the time and place were then decided via emails or instant messages. Identically, all interviews were one-on-one and semi-structured and took place in their offices. Even though they had had the chance to read the interview guide themselves prior to their session, the TPs were also told

that they could ask questions to the researcher when it comes to the research overall, including the interviews as well. The schedule in detail for all interviews is summarized in Appendix F.

The researcher began transcribing the interview data as soon as each session was over. It was to capture the most out of and not lose what I had experienced in every one of the interview sessions. Hence, each of the transcriptions was written and read multiple times before they were translated into English. For example, the November interviews were read and reviewed in March and April 2019 in preparation for the May interviews when the time was near. This review of the assessment procedure enabled the researcher to fill in the probable gaps and take further notes if I missed certain parts while transcribing.

In short, reading the transcribed data repeatedly with each participant's audio record and the researcher's field notes came in handy in grasping the obscure responses when first drafted in text. The number of words combined in the transcriptions written in Korean is produced approximately 39 hours 17 minutes in total. Table 13 provides it more in detail.

Table 13.

Interview	Student Interview 1	Student Interview 2	Teacher Interview	
Language	Korean			English
Approximate Words	105,720	38,718	7,870	8,450
Approximate Time	27h 56m	8h 12m	1h 47m	1h 22m

Time and words in the interviews

3.6. Data Analysis

As the data were gathered both quantitatively and qualitatively, the conditions for the analyses under the goal of a mixed-methods study are presented in the following sections.

3.6.1. Quantitative Data

The SPs' background information (i.e., age, school year, type of high school they went to, and GPA) along with their responses from the Likert scale questionnaire items were entered into the IBM Statistical Package for Social Science 22.0 for statistical analysis. In this step, their age was measured as scale, current school year and the high school type as nominal, and their GPA and questionnaire responses as ordinal for the following calculation of the scale scores. Moreover, it was not necessary to reverse any of the responses to the question items because the questionnaires, both in Korean and English, were worded positively. After the data were screened, an outlier from the initial 190 responses was later excluded as her response

picked only one number in the Likert scale in less than two minutes, and she turned out to be an exchange student from a different country than Korea. As a result, the researcher could collect 189 responses in total.

As the first step, a reliability test was run primarily to gain scale reliability compared to that of the pilot study and then arrange for the factor analysis. Then, the responses were submitted to an EFA to gain scale validity of the existing scales. In other words, EFA was conducted at this phase, assuming that there would not be much difference in the results from the original scales. Loewen and Gonulal (2015) stated that EFA might seem more suitable for the conditions where “there was no theoretical or empirical rationale for choosing the nature and number of the factors” (p. 183). However, it was decided to run over other factor analyses because the investigated context of this study was relatively new even though the adopted scales have been valid across time and contexts for almost a decade. It meant to explicate the context under research as the 20 items were extracted and reduced to five or six factors by adjusting different eigenvalues (i.e., 0.9 and 1.0). Also, it was by using Maximum Likelihood and rotation of two different Promax levels with the Kaiser-Meyer-Olkin statistic (i.e., 4 and 5). To be more specific, it was to obtain the parameter values with the probability of the data to maximum by employing Maximum Likelihood. Then, smaller coefficients under .40 were excluded from the outcomes.

Subsequently, correlation analyses were determined to run to scrutinize the links between variables (Dornyei, 2007). In brief, it was to “evaluate the strength and direction of their relationship or association with each other” by examining two variables at hand (p. 223). Also, multiple sets of correlation analyses could compensate for the instance of only conducting an EFA in that factor analysis may indicate “the underlying correlations among a set of observed variables” (Loewen & Gonulal, 2015, p. 182). Given this backdrop, the correlation analyses were aimed to disclose the relationships among the five of the L2 motivation-related scales and SPs’ variables (i.e., school year, type of high school they went to before college, and GPA). Further, similar to why EFA was selected for this study, the Pearson product-moment correlation coefficients (r) would primarily be implemented here in that it is considered a traditional type of correlation that would fit more to the feature and purpose of this study as well.

Even though Kim, K. J. (2016) showed some concerns about conducting EFA or simple correlation analysis of understanding L2 motivation because they would not prove causal links among variables, this study also gathered the qualitative data. It employed appropriate analyses to compensate for the incident where there were only quantitative measures.

3.6.2. Qualitative Data

There are two types of qualitative data combined in this research. More emphasis should go to the 95 semi-structured interviews considering the amount of data obtained from the qualitative methods. Nevertheless, individual responses from the online questionnaire item should not be neglected either. Likewise, one thing to note here is that there were some quantitative inquiries in the interviews by asking the SPs and TPs to check the degrees of certain L2 motivational constructs. However, it was to verify their effects that might have been overlooked in the interviews and make connections rather than only understand their parametric values. In this sense, it was an iterative analyzing process as the data were in verbal and text. Thus, after much consideration, ATLAS.ti 8 was selected for the computer-assisted qualitative data analysis software for its robustness in handling a tremendous amount of data.

This study collected text and verbal data for qualitative analysis to maximize the originality and robustness of the data of the study. As the data were divided into two parts, the central portion was obtained from three rounds of interviews condensed into 95 transcripts. The other part comprised the responses from the open-ended question item of the online questionnaire administered in September 2018, the first phase of the data collection. Although the online questionnaire administration preceded that of the

interviews in time, those text responses obtained were coded into the software later than those verbal responses. Intentionally, it was because this single question item could have been a caveat if it had been analyzed earlier in the process. In other words, if the text data were analyzed and coded prior to the verbal data, more limited or confined codes might have been generated due to the amount or length of the former.

Thus, managing interview data and producing transcripts was a step ahead to prevent any possibility of making pre-conceptions while coding the responses in the open-ended item. Similarly, it was to interpret, explain, and analyze underlying meanings, possibly in most of the data after every piece was transcribed. Further, it could be said to underpin what could be underneath the qualitative data more holistically (Trent & Cho, 2020). That is, the researcher should “attend to data in a wide variety of ways depending on paradigmatic and epistemological beliefs, methodological conventions, and the purpose/aims of the research” (p. 963).

From audio recordings to field notes, the process for coding set out in mid-February 2020 once all forms of raw qualitative data were finally prepared in text. While coding for this study, a couple of steps were needed to generate and organize the codes and themes until it was completed in late August. In this regard, it was of great importance to decide on which approach to take for coding. It was in line with Gkonou (2017) as the study

guided the process of coding to be inductive in that it “does not rely on preconceived assumptions but rather on an analysis that takes into account the situated nature of the data and any themes that are constructed as meaningful” (p. 142). Therefore, the focus of the coding was chiefly on the words to capture what could be discovered in this study the most. As Miles, Huberman, and Saldaña (2014) maintained, word chunks in the data could be condensed to codes and themes to answer the research questions without being too excessive. This was summarized in the following statements:

Codes are *prompts* or *triggers* for deeper reflection on the data’s meanings. Coding is thus a *data condensation* task that enables you to retrieve the most meaningful material, to assemble chunks of data that go together, and to further condense the bulk into readily analyzable units (italics in original, p. 73).

In this manner, the qualitative data of this study were coded by applying the first and second cycle coding (Miles et al., 2014). Firstly, the researcher processed all the transcripts again by reading them carefully to come up with data chunks. In other words, it was to discover initial patterns as the researcher would gain “intimate, interpretive familiarity with every datum in the corpus” (p. 73). Then, as to themes, categories, and patterns detected in the data, the researcher listed almost all patterns that might be pertinent to this study and could be developed into smaller groups through the analysis later. To be more specific, they were a number of meaningful units, if not excessive, that were emerging and predetermined. Hence, this

cycle could be descriptive coding in that it “assigns labels to data to summarize in a word or short phrase” (p. 74).

However, the researcher could notice other probable codes that were still relevant to L2 motivation and the context of this study at the same time. It might be connected to the notion that descriptive coding could be preferable in understating social environment rather than action. In return, subcoding was conducted afterward to produce more patterns that seemed appropriate to the responses. In this regard, it was a process to sort out and put together more detailed and enriched codes for this study as a subcode comes after the initial code. Likewise, Miles et al. (2014, p. 80) continued to elaborate that:

Subcoding is also appropriate when general code entries will later require more extensive indexing, categorizing, and subcategorizing into hierarchies or taxonomies, or for nuanced qualitative data analysis. It can be employed after an initial yet general coding scheme has been applied and the researcher realizes that the classification scheme may have been too broad, or it can be added to primary codes if particular qualities or interrelationships emerge.

To this end, the subcoding process allowed the researcher to obtain further pertinent codes that could expound the findings of this study since they were nuanced or exhibited particular interrelationships. Such codes included ‘a big fish in a little pond,’ ‘*hakbul*,’ or ‘working holiday visa.’ More importantly, it was considered due to the nature of qualitative data, which were gained chiefly from interviews with the SPs and TPs. There

should be implicit or underlying concepts in the narratives interwoven with the researcher's sentiments as well as knowledge, viewpoints, and shared culture (Saldaña, 2020). For this reason, the researcher could capture some conceivable codes in the narratives during the analysis from emotion-related aspects such as 'pride' or 'inferiority' to society-related ones such as 'Korean daughters.'

Moreover, since the coding process is mainly data-driven, inductive coding would come into effect because more and more codes could be visible along the way (Miles et al., 2014; Saldaña, 2011, 2020). That is, these codes "are better grounded empirically and are especially satisfying to the researcher who has uncovered an important local factor" (Miles et al., 2014, p. 81). Thus, rather than the researcher already having a list of codes or patterns in mind, a more comprehensive list of codes could be drawn up. For example, several phrases reappeared from the SPs interviews, such as 'a big fish in a little pond' or 'feel pressured' as "student actions and talk across time and accumulating knowledge about this specific site" (Saldaña, 2011, p. 93). Since the sum of the codes was expanded and extended to cover L2 motivation primarily and additionally, the second cycle needed to follow.

Secondly, these reappearing patterns in the first cycle later became the pattern codes since the second cycle coding is synonymous with pattern coding. Given that the first cycle coding dealt with quite a number of bits of

data, the second one “is a way of grouping those summaries into a smaller number of categories, themes, or constructs” (Miles et al., 2014, p. 86). That is, meta-codes are generated at this stage by classifying the initial detailed codes into pattern codes that are “more meaningful and parsimonious units of analysis” (p. 86). At the beginning of the second cycle, to be more specific, most of the initial patterns could be grouped into the five scales because they were the fundamental and broader concepts used to prepare for the questionnaire and interview guides. Then, other germane pattern codes also consisted of ‘past L2 learning,’ ‘the meaning of university,’ ‘career path,’ ‘attitude,’ or ‘emotion.’ Therefore, this also means that initial patterns were condensed into units. It enabled the researcher to “elaborate a cognitive map—an evolving, more integrated schema for understanding local incidents and interactions” (p. 86).

Moreover, to reach a sufficient degree of inter-coder reliability, my supervisor and a colleague (i.e., applied linguist) from a different affiliation were involved in analyzing the codes as second coders whose shared L2 is English. Inter-coder reliability is achieved when “such an agreement might be based on whether two or more coders agree on codes used for the same passages in the text” (Creswell, 2009, p. 191). Due to the shortage of studies on L2 motivation among JCEMSs, inter-coder reliability in this study relied more on the patterns and themes that could be more structured. Hence,

several transcripts with the most diverse codes initially and translated in English from the researcher were shared with these two experts. For example, the ‘self-directed learning’ code could be stretched out to cover employment or proficiency improvement. Then, the satisfactory level of inter-coder reliability was reached when there were only subtle differences among Korea-specific constructs, such as Korean daughters or *hakbul*.

Figure 3 is a screenshot of ATLAS.ti 8, showing the original transcript and codes in Korean. The same sample transcription in English is offered in Table 14 below to explain the coding process adopted for this study (Appendices J and K provide one of each student and teaching interview in English). As Richards (2003) advised, entries in transcripts were selected for citation purposes “while it is possible to approach the task by coding paragraphs or even larger sections of data, the most productive approach is probably to work on a line- by-line basis, leaving any winnowing and sorting until later” (p. 273). Consequently, the final codes produced will be employed to analyze the qualitative data in further sections.

One thing to mention here is that, for example, ‘Feel pressured due to employment’ was once ‘Pressure: Employment’ before it became a bit more specific and structured. That is, given that there were not any codes conceived prior to the coding process regarding existing frameworks or theories to refer to (e.g., Miller & Gkonou, 2018), all the codes were revised

and refined after analyzing all the qualitative data as the researcher grew to grasp them more fully over time (Miles et al., 2014). The complete list of codes is available in Appendix I.

3.7. Conclusion

This chapter elaborated on the methodology of this study of exploring the L2 motivation of Korean JCEMSs. As it is a longitudinal mixed-methods case study, the third chapter set out to describe the research design. It was about how it should be executed and employed regarding the purpose and practical value of this study.

Then, the participants who engaged in the data collection were defined as SPs and TPs. Since they were either students or teachers of the research site, they were considered to provide more authentic responses. Considering the nature of the data gained in a mixed-methods study, it was imperative to connect how they were gathered and examined by collecting and analyzing quantitatively and qualitatively.

Ethical approval was processed prior to the pilot and main study. As all the requirements were met with the goal and the procedural considerations of this study, a prolific amount of data could be obtained over two academic semesters. As this section mainly demonstrated how the data was dealt with methodically, its findings will be examined in the fourth chapter.

Figure 3.

<p>EK 2학기째인데 학교생활은 어때요?</p> <p>3-3 음 아무래도 그 취업에 대한 부담감이 훨씬 더 커지고. 음.. 그 취업에 대한 부담감 말고는 아니면, 아 이제 3학년 2학기 정도 됐는데 영어실력에 대한 이런 것도 있어요 토익점수 같은 거? 제가 지금은 한 750 나오는데 3학년인데 750 나오는 거는 아직 어디 가서 내밀 그건 아니거든요? 그래서 그런 거? 그러니까 제가 걱정하는 건 거의 다 취업 관련된 거예요.</p> <p>EK 그럼 부담이나 걱정 말고 재밌는 부분은요?</p> <p>3-3 아 네. 일단은 그 반 친구들을 너무 잘 만나서 너무 재밌어요.</p>	<p>68:32 EK 2학기째인데 학교생활은 어때요? 3-3 음 아무래도 그 취업에 대한 부담감이 훨씬 더 커...</p> <ul style="list-style-type: none"> NOV-OQ-2학기 또는 마지막... Interview Questions (1) Emotion: Feel pressure/pressur... NEG L2LE: Achievement (not g... OL2S: English major's responsi... 1. L2 Learning Experience 4. Ought-to L2 Self 6. Supporting Codes <p>68:36 아...</p> <ul style="list-style-type: none"> POS L2LE: Peers at school (coll... 1. L2 Learning Experience
<p>EK 밤에 수업하는 건 어때요?</p> <p>3-3 밤에 수업하는 건 솔직히, 어.. 그래도 낮에 하는 게 좀 더 좋은데 밤에 하는 것도 그렇게 나쁘진 않더라고요. 그니까 왜 안 나쁘냐면 그 낮에 제 걸 할 수 있어요. 제가 뭐 자격증 따고 영어공부나 다른 인강 이런 거 들고 올 수 있어요. 과제할 시간도 많고.</p> <p>EK 긍정적인 생각으로 다니지만 압박감이 좀 있네요?</p> <p>3-3 네. 취업 때문에.</p> <p>EK 1, 2학년 때랑 좀 다른 거 같아요?</p> <p>3-3 네. 맞아요. 확실히 달라요.</p>	<p>68:73 밤에 수업하는 건 솔직히 어.. 그레...</p> <ul style="list-style-type: none"> Attitude: Positive IE: Course assignment/exam IE: Employment 2. Intended Effort 6. Supporting Codes <p>68:...</p> <ul style="list-style-type: none"> Emotion: Feel pressure/pressur... 6. Supporting Codes

Coding process depicted in a sample transcription (Korean)

Table 14.

Speaker	Content	Initial patterns	Pattern Codes
EK	How's life in college as it's your second semester?		
SP3-3	I feel much more pressured because I need to get a job after I graduate. Besides worrying about getting a job, I have this proficiency dilemma since I'm in the second semester of my junior year. Like TOEIC scores? I get 750 and it is still very low for a college junior. So, something like that. All my worries are employment related. I guess that's all I'm worried about. Being employed and getting a job.	Achievement (not good enough yet as in reduced self-confidence)	L2LE NEGATIVE
		English major's responsibility	OL2S
		Feel pressured due to employment	EMOTION
EK	Anything else besides worries? Maybe something good?		
SP3-3	I'm glad that my classmates are really good.	Peers (collaborative learning)	L2LE POSITIVE
EK	What about night classes?		
SP3-3	Night classes are, day classes are way better of course, but night classes aren't really that bad or anything. Because I get to do my own things during the day before class. I've got time to study for taking certificates or English or to take other	Positive	ATTITUDE
		Course assignment/exam; Employment	IE

	online courses. I also have a lot of time to do school assignments.		
EK	Okay. Everything looks positive but seems like you're feeling a bit pressured.		
SP3-3	Yes. Because I need to get a job.	Feel pressured due to employment	EMOTION
EK	What you think of now, is it different from when you were a freshman or sophomore?		
SP3-3	Yes. For sure. Definitely.		

Coding process depicted in a sample transcription (English)

CHAPTER 4. FINDINGS

4.1. Introduction

This chapter will report on the findings of this study. The data was obtained from an online questionnaire and three interviews. Among the four research questions conceived at the beginning of this research, the first research question will be answered by the quantitative properties of the questionnaire. As they were examined through several quantitative methods and set the ground for interpreting the text and verbal data, the other three research questions will be drawn from the qualitative view. Hence, the following section will be mainly clarified about the firsthand results prior to discussions in the next chapter.

4.2. Quantitative Data

There were 20 Likert scale question items in the online questionnaire administered in the main study. The responses to the questionnaire across the five scales (i.e., IL2S, OL2S, L2LE, IE, and IP) are the quantitative data for the quantitative analyses. The following section will report statistical findings to two decimal places according to the usual convention.

4.2.1. Scale Reliability

This study has echoed the significant role of scales throughout the

chapters. Hence, the reliability of the variables in the questionnaire was tested. The items were run both as a whole and by individual scales to measure the internal consistency of the questionnaire administered in the main study.

The value for Cronbach's Alpha for all items as a single scale was $\alpha=.85$ of which internal consistency was considered comparatively high enough to validate its reliability. Although the value received $\alpha=.94$ as a whole scale in the pilot study, it still rendered the concreteness of the questionnaire while having a bigger sample size in the main study.

Then, the values for Cronbach's Alpha for each item and scale were run as detailed in Tables 15 and 16. Similar to the pilot study result, the mean scores for all IL2S and IP items were higher than 4.00 (Table 15). Also, the highest mean score was again IP1. However, several items showed somewhat different values, while the whole OL2S scale was comparatively low.

Table 15.

	Items	Mean	Standard Deviation
1	IL2S1	4.80	1.053
2	IL2S2	4.60	1.161
3	IL2S3	4.64	1.100
4	IL2S4	4.31	1.239
5	OL2S1	3.47	1.446
6	OL2S2	2.99	1.495
7	OL2S3	3.81	1.299
8	L2LE1	3.57	1.131
9	L2LE2	3.30	1.106
10	L2LE3	4.21	1.205
11	L2LE4	4.01	1.187
12	L2LE5	3.85	1.130

13	IE1	3.34	1.260
14	IE2	4.39	1.079
15	IE3	4.30	1.156
16	IE4	3.79	1.110
17	IE5	3.33	1.220
18	IP1	5.22	.821
19	IP2	4.80	1.061
20	IP3	5.18	.989

Item statistics of scale items (main study) (N=189)

Table 16 reports the reliability of each scale. Compared to the values earned in the pilot study, it did not demonstrate any significant differences in values, probably because the number of the items was identical to 20 questions. Nonetheless, the OL2S scale yielded a higher value ($\alpha=.69$) in the main study than in the pilot study ($\alpha=.47$).

Overall, the reliability tests assessing the scales wholly and individually approved their quality to be employed.

Table 16.

Scales	Number of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
IL2S	4	.87	.87
OL2S	3	.69	.69
L2LE	5	.83	.83
IE	5	.72	.73
IP	3	.72	.73

Reliability statistics of scales (main study) (N=189)

4.2.2. Exploratory Factor Analysis

Then, an EFA was carried out with several adjustments. There were some different modifications to the settings, such as eigenvalues and Promax

levels. Among several various runs of analysis, the results of EFA presented for the main study were obtained from under the three conditions: Set eigenvalue at 1, set rotating Promax level at 5 as a way of oblique rotation, and suppress factor loadings below .40.

As exhibited in Table 17, the data fitted well in the main study. Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity on this analysis reached relatively high at .85 with the significance of .00 (see Table 18).

Table 17.

Goodness-of-fit Test	Chi-Square	196.64
	df	100
	Sig.	.00

Goodness-of-fit Test

Table 18.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.85
Bartlett's Test of Sphericity	Approx. Chi-Square	1993.71
	df	190
	Sig.	.00

Kaiser-Meyer-Olkin and Bartlett's Test

Then, its communalities illustrated in Table 19 suggest that most variables were more significant than .40 initially and after extraction. However, several were revealed to be below that. As to the pattern matrix, variables were spread out to five factors identical to the number of the categories in the original scales.

Table 19.

	Items	Initial	Extraction
1	IL2S1	.55	.54
2	IL2S2	.82	.90

3	IL2S3	.80	.84
4	IL2S4	.72	.73
5	OL2S1	.49	1.00
6	OL2S2	.43	.40
7	OL2S3	.42	.39
8	L2LE1	.39	.29
9	L2LE2	.61	.58
10	L2LE3	.75	.93
11	L2LE4	.76	.76
12	L2LE5	.41	.39
13	IE1	.35	.37
14	IE2	.50	.46
15	IE3	.46	.37
16	IE4	.47	.53
17	IE5	.42	.48
18	IP1	.54	.59
19	IP2	.49	.42
20	IP3	.53	.50

Extraction Method: Maximum Likelihood

a. One or more communality estimates greater than 1 were encountered during iterations.
The resulting solution should be interpreted with caution.

Item Communalities^a

Table 20.

Item	Factor				
	1	2	3	4	5
IL2S1			.59		
IL2S2	.94				
IL2S3	.87				
IL2S4	.86				
OL2S1					1.07
OL2S2					.48
OL2S3					
L2LE1					
L2LE2		.56			
L2LE3				1.08	
L2LE4				.72	
L2LE5				.41	
IE1		.61			
IE2				.45	
IE3				.45	

IE4		.70			
IE5		.82			
IP1			.81		
IP2			.60		
IP3			.73		
Extraction Method: Maximum Likelihood. Rotation Method: Promax with Kaiser Normalization. ^a a. Rotation converged in 7 iterations.					

Pattern Matrix^a

The result seemed quite akin to the initial classification of the existing scales despite the different number of question items (see Table 20).

Factor 1 accounted for the items with comparatively more significant loadings missing only one variable in the IL2S scale (i.e., IL2S1, #9). The omitted one indicated: *Whenever I think of my future career, I imagine myself using English*. Hence, it suggested that Factor 1 could be the new IL2S scale and involved the items implying the common concept of ‘beyond Korea(n)’ in terms of foreigners, international, or abroad.

Factor 1

IL2S2: I can imagine a situation where I am speaking English with foreigners. (#14)

IL2S3: I can imagine myself speaking English with foreigners, international friends, or colleagues. (#20)

IL2S4: I can imagine myself living abroad and using English

effectively. (#3)

Factors 2 and 4, in a similar way to some extent, comprised two separate scales. The combinations of these scales resulted in a quite coherent manner to produce new scales by amalgamating L2LE and IE. That is, some items from two different scales were split up to create two individual factors as the first case showed that one variable from the L2LE scale and three from the IE scale formulated Factor 2 (i.e., L2LE2 (#10), IE1 (#7), IE4 (#1), IE5 (#13)). From the Factor 2 made up of these items, the underlying meaning was considerably towards ‘readiness’ or ‘willingness’ or even ‘self-determination’ in making efforts rather than simply efforts. However, due to its low loading below .40, neither factor included L2LE1 (i.e., *I like the atmosphere of my English classes*, #6).

Factor 2

L2LE2: I always look forward to English classes. (#10)

IE1: If my professor would give the class an optional assignment, I would certainly
volunteer to do it. (#7)

IE4: I think that I am doing my best to learn English. (#1)

IE5: Compared to my classmates, I think I study English relatively

hard. (#13)

Also, L2LE3 (#15), L2LE4 (#4), L2LE5 (#19), IE2 (#11), and IE3 (#16) were loaded onto Factor 4. As two variables from the IE scale and three from the L2LE scale formed this factor, L2LE3 (i.e., *I find learning English really interesting*, #15) emerged as a unique loading and belonged to Factor 4 at greater than 1.00 (i.e., 1.08) which could normally be considered as a Heywood case. Here, learning or studying English as an ‘enjoyment’ in relation to the degree of time and concentration was comparatively predominant.

Factor 4

L2LE3: I find learning English really interesting. (#15)

L2LE4: I really enjoy learning English. (#4)

L2LE5: Time passes faster while studying English. (#19)

IE2: I would like to spend lots of time studying English. (#11)

IE3: I would like to concentrate on studying English more than any other topic. (#16)

Moreover, a sole item from the IL2S scale was included in Factor 3, whereas the rest were from the IP scale. This might be attributed to the words contained in the items as they denoted ‘instrumental outcomes of learning

English' such as career, jobs, and money related to 'in the future' or 'expected.'

Factor 3

IL2S1: Whenever I think of my future career, I imagine myself using English. (#9)

IP1: Studying English is important to me because I think it will someday be useful in getting a good job. (#12)

IP2: Studying English is important because with a high level of English proficiency I will be able to make a lot of money. (#5)

IP3: The things I want to do in the future require me to use English. (#18)

The final factor was extracted to comprise the scale of OL2S alone. However, OL2S3 did not reach as high and sufficient as .40. Additionally, another Heywood case was shown in this factor, indicating a loading of 1.07 (i.e., OL2S1). These two OL2S items implied 'duties' or 'obligations' learners might get from other people when learning an L2. More specifically, both were stated along with 'necessary' or 'have to' even though OL2S2 further indicated that 'disappointed' represented avoidance of the negative

outcomes.

Factor 5

OL2S1: Learning English is necessary because people surrounding me expect me to

do so. (#8)

OL2S2: I have to study English, because, if I do not study it, I think my parents will

be disappointed with me. (#2)

As most question items were loaded onto each factor, some items were still not loaded onto any factors or even created their own factor. They were OL2S3 (i.e., *Studying English is important to me because other people will respect me more if I have a knowledge of English*, #17) and L2LE1 (i.e., *I like the atmosphere of my English classes*, #6).

In addition to all five factors agreed upon, Table 21 shows the correlations between the factors. The strongest correlation was between Factors 2 and 4, presumably due to the blend of items of two scales. Also, some correlations between a factor and Factor 5 were negative, even though they were not quite strong.

Table 21.

Factor	1	2	3	4	5
1					
2	.55				
3	.25	.36			
4	.57	.72	.32		
5	-.21	-.17	.38	-.24	

Extraction Method: Maximum Likelihood.
Rotation Method: Promax with Kaiser Normalization.

Factor Correlation Matrix**Table 22.**

Factor	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings^a
	Total	% of Variance	Cumulative %	Total
1	1.96	9.79	9.79	4.43
2	5.83	29.16	38.94	4.99
3	1.10	5.49	44.44	3.29
4	1.66	8.28	52.72	5.08
5	.94	4.69	57.41	2.22

Extraction Method: Maximum Likelihood.
a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Total Variance Explained

To conclude the results of EFA, 18 among 20 question items were generated into five factors. Also, these factors explained 57.41% of the cumulative variance, indicating that the extracted factors were attributable to approximately 57% of the total variance (see Table 22). Factor 2 accounted for 29.16% the most, while Factor 5 accounted for 4.69% the least. Even though the five extracted factors did not total 100%, the cumulative variance seemed reliable given the number of question items and the SPs.

4.2.3. Correlation Analysis

Finally, several sets of Pearson's correlation coefficient tests were conducted to measure the linear relationships between variables (i.e., scale items and individual variables). The analyses were in three parts clarified as below:

1. Between question items and SPs' three individual variables
 - Between scale items and SPs' current school year
 - Between scale items and types of high school SPs went to
 - Between scale items and SPs' GPA from the previous semester
2. Between three individual variables
3. Between 20 question items across five scales

Though the literature of inquiry into L2 motivation of JCEMSs was exceptionally few, it was rather hypothesized before and after these analyses as to which degree those correlations should be examined and explained in this study. Given the generality of Pearson's correlation coefficient in analysis, values (r) above .70 will chiefly be reported in the following section (i.e., $.70 \leq r < 1$), however, values that seemed significant with different p values will not be neglected.

4.2.3.1. Scale Items and School Year

As the first individual variable, SPs' school year at the time of data collection was analyzed with the question items to determine their links and to what extent they existed. Through separate sets of analysis, none of the L2MSS variables (i.e., IL2S, OL2S, L2LE) did indicate any specific positive or negative correlations with the individual variable in particular.

Nonetheless, one item in the OL2S scale illustrated a very weak negative correlation ($r=-.18, p=.01$). It was in relation to OL2S3 (i.e., *Studying English is important to me because other people will respect me more if I have a knowledge of English, #17*), as shown in Table 23. Even though it is exceedingly feeble, it would assume that SPs might not continue to study English to be respectable to others as they advanced to higher school years.

One negative relationship appeared worth pointing out relevant to the non-L2MSS scales (i.e., IE and IP). Table 24 described IE1 (i.e., *If my professor would give the class an optional assignment, I would certainly volunteer to do it, #7*) as to be correlated with the SP variable indicating that they would not volunteer to do an assignment that is not compulsory as they stayed in education longer ($r=-.15, p=.04$).

Table 23.

		Scho ol Year	IL2 S1	IL2 S2	IL2 S3	IL2 S4	OL2 S1	OL2 S2	OL2 S3	L2L E1	L2L E2	L2L E3	L2L E4	L2L E5
Scho ol Year	Pearson Correlat ion	1.00	-.01	-.06	-.07	-.03	-.04	.01	-.18*	.07	.08	-.08	.00	.01
	Sig. (2- tailed)		.91	.45	.33	.66	.60	.89	.01	.33	.28	.25	.97	.86
	N	189	189	189	189	189	189	189	189	189	189	189	189	189
*. Correlation is significant at the 0.05 level (2-tailed).														
**. Correlation is significant at the 0.01 level (2-tailed).														

Correlations between L2MSS items and SPs' school year

Table 24.

		School Year	IE1	IE2	IE3	IE4	IE5	IP1	IP2	IP3
School Year	Pearson Correlation	1.00	-.15*	.01	-.02	.06	-.01	-.07	-.11	.00
	Sig. (2-tailed)		.04	.91	.74	.44	.91	.35	.15	.96
	N	189	189	189	189	189	189	189	189	189
*. Correlation is significant at the 0.05 level (2-tailed).										
**. Correlation is significant at the 0.01 level (2-tailed).										

Correlations between non-L2MSS items and SPs' school year

4.2.3.2. Scale Items and Type of High School

The following correlations are between the type of high school the SPs attended before entering college and those 20 questionnaire items of L2MSS and non-L2MSS scales. There were no prominent correlations in the L2MSS variables (see Table 25). Although multiple sets of analysis were conducted, there were only two links among the personal and non-L2MSS variables. The significant correlations were found on a single scale, one at the $p=0.05$ and the other at the $p=0.01$ level. (see Table 26).

As detailed in Table 26, it was the IE scale which yielded IE3 ($r=.16$, $p=.03$) and IE5 ($r=-.22$, $p=.00$) to correlate with their educational background before they started college courses. Again, these correlations were far too shaky at first glance, quite similar to the analyses of the question items and SPs' current school year. However, if they were adjusted differently, the significance levels, for example, with different sample sizes, may pinpoint valuable results.

Firstly, IE3 (i.e., *I would like to concentrate on studying English more than any other topic*, #16) was positively correlated in that it may have suggested the reason behind their entering college. It could slightly indicate why they chose English to be their major in the junior college context to focus on the subject.

Secondly, when it comes to the negatively correlated relationship with IE5 (i.e., *Compared to my classmates, I think I study English relatively hard*, #13), this might have implied SPs' hope to learn English in the college setting regardless of the high-school-level education they had had. It would also mean that their L2 learning did not hinge on the labeling or primary stratification widely considered school hierarchy.

4.2.3.3. Scale Items and GPA

The final variable was the SPs' GPA they gained the previous semester before the questionnaire administration. First of all, their GPA accounted for several significant correlations across scales as other individual variables did so far. Likewise, the coefficients did not reach as high as .70. These results could be rather conducive to comprehending what this study would like to investigate (see Table 27).

All four items in the IL2S scale positively correlated with the GPA. Moreover, IL2S2 ($r=.24, p=.00$), IL2S3 ($r=.20, p=.01$), and IL2S4 ($r=.25, p=.00$) had more significant correlations in that those three items suggested a feature of 'globalism' in their wordings to some extent as demonstrated below.

IL2S2: I can imagine a situation where I am speaking English with foreigners. (#14)

IL2S3: I can imagine myself speaking English with foreigners, international friends, or colleagues. (#20)

IL2S4: I can imagine myself living abroad and using English effectively. (#3)

In contrast to the first result sets, the OL2S scale yielded correlative relationships, all negative. Among these, significant ones included the items OL2S2 ($r=-.19$, $p=.01$) and OL2S3 ($r=-.20$, $p=.00$). Both items shared some commonness in having words that denoted the meaning of others' expectations in their sentences. However, they were additionally described with the words such as 'disappointed' or 'respect' in their statements to mean more than merely expectations they could get from others.

OL2S2: I have to study English, because, if I do not study it, I think my parents will be disappointed with me (#2)

OL2S3: Studying English is important to me because other people will respect me

more if I have a knowledge of English (#17).

Further, the L2LE scale contributed to significant correlations among most of its items with GPA. These links were all positive relationships that were inclined to explain that the higher their GPA was, the more they enjoyed learning English itself. In particular, it should be highlighted that L2LE4 ($r=.26, p=.00$) displayed the strongest correlation among several correlation coefficients between individual variables and L2MSS variables along with its p at .00.

L2LE1: I like the atmosphere of my English classes. (#6)

L2LE2: I always look forward to English classes. (#10)

L2LE3: I find learning English really interesting. (#15)

L2LE4: I really enjoy learning English. (#4)

When it comes to IE and IP scales (see Table 28), there were three positive correlations from the scale of IE. Most significantly, the link between GPA and IE5 (i.e., *Compared to my classmates, I think I study English relatively hard*, #13) revealed the highest coefficient obtained from all the analyses among scales items and three different individual variables ($r=.30, p=.00$). The result of the other two items (i.e., IE2, IE4) could be

linked to the SPs' GPA since the foci of the statements were on readiness and effort. Moreover, they were somewhat different in temporal markers as seen in the IE sentences (i.e., future for IE2, present for IE4).

IE2: I would like to spend lots of time studying English. (#11)

IE4: I think that I am doing my best to learn English. (#1)

Lastly, the IP scale provided all negative correlation sets even though none were indicated as significant correlations with SPs' GPA.

Table 25.

		High School	IL2 S1	IL2 S2	IL2 S3	IL2 S4	OL2 S1	OL2 S2	OL2 S3	L2L E1	L2L E2	L2L E3	L2L E4	L2L E5
High School	Pearson Correlation	1.00	.04	.06	.01	.07	-.09	.01	.03	-.10	-.09	.10	.01	-.09
	Sig. (2-tailed)		.60	.44	.87	.36	.22	.88	.70	.18	.21	.18	.89	.24
	N	189	189	189	189	189	189	189	189	189	189	189	189	189
**. Correlation is significant at the 0.01 level (2-tailed).														
*. Correlation is significant at the 0.05 level (2-tailed).														

Correlations between L2MSS items and type of high school

Table 26.

		High School	IE1	IE2	IE3	IE4	IE5	IP1	IP2	IP3
High School	Pearson Correlation	1.00	-.04	.02	.16*	-.06	-.22**	-.07	-.06	-.01
	Sig. (2-tailed)		.60	.82	.03	.44	.00	.31	.38	.93
	N	189	189	189	189	189	189	189	189	189
*. Correlation is significant at the 0.05 level (2-tailed).										
**. Correlation is significant at the 0.01 level (2-tailed).										

Correlations between non-L2MSS items and type of high school

Table 27.

	GP A	IL2 S1	IL2 S2	IL2 S3	IL2 S4	OL2 S1	OL2 S2	OL2 S3	L2L E1	L2L E2	L2L E3	L2L E4	L2L E5	
GP A	Pearson Correlat ion	1.0 0	.11	.24**	.20**	.25**	-.11	-.19**	-.20**	.19**	.25**	.22**	.26**	.08
	Sig. (2- tailed)		.12	.00	.01	.00	.13	.01	.00	.01	.00	.00	.00	.30
	N	18 9	189	189	189	189	189	189	189	189	189	189	189	189
**. Correlation is significant at the 0.01 level (2-tailed).														
*. Correlation is significant at the 0.05 level (2-tailed).														

Correlations between L2MSS items and SPs' GPA**Table 28.**

	GPA	IE1	IE2	IE3	IE4	IE5	IP1	IP2	IP3	
GPA	Pearson Correlation	1.00	.14	.17*	.03	.19**	.30**	-.10	-.13	-.05
	Sig. (2-tailed)		.06	.02	.73	.01	.00	.18	.08	.49
	N	189	189	189	189	189	189	189	189	189
*. Correlation is significant at the 0.05 level (2-tailed).										
**. Correlation is significant at the 0.01 level (2-tailed).										

Correlations between non-L2MSS items and SPs' GPA

4.2.3.4. Individual Variables

Individual variables include which current school year the SPs were in, which high school education they had had before junior college, and which GPA they had achieved in the past semester. It was presumed that there might be some correlative relationships among these irrespective of the scale items.

Table 29.

		SchoolYear	HighSchool	GPA
SchoolYear	Pearson Correlation			
	Sig. (2-tailed)			
	N			
HighSchool	Pearson Correlation	-.04		
	Sig. (2-tailed)	.58		
	N	189		
GPA	Pearson Correlation	.15*	-.16*	
	Sig. (2-tailed)	.03	.03	
	N	189	189	

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations between individual variables

Table 29 shows the results of several correlations between the three individual variables. Only GPA was related to the other two individual variables, although all values were relatively weak. In other words, the SPs' GPA was positively correlated with the school year ($r=.15, p=.03$) and negatively with the type of high school they went to ($r=-.16, p=.03$). To some extent, it might also explain that GPA could be the variable attributed to

JCEMSs and their L2 learning as there was one positive and one negative link each.

4.2.3.5. Scale Items

While the correlations between individual variables and scale items were comparatively weak regarding their absolute values to the general notion, those 20 question items across five different scales validated their robustness in being conducive to explaining L2 learning in previous studies.

There were many moderate values (i.e., $.50 \leq r < .70$) in these result sets compared to those between other variables and scales. However, those above $.70$ (i.e., $.70 \leq r < 1$) will be reported here in this section for their stronger correlations. In this analysis, only four pairs showed statistical significance out of 190 pairs of correlations. The relationships between all individual scale items are demonstrated in Table 30. The following four positive correlations were produced among IL2S2 and IL2S3, IL2S2 and IL2S4, IL2S3 and IL2S4, and L2LE3 and L2LE4.

Similar to some parts of the results earlier in the EFA, three correlations of the IL2S scale could be seen as a whole to have included three out of four items. In other words, their correlations were linked to portray the aspects of or be interpreted as ‘non-Korean’ or ‘outside Korea’ considering the elements in the question items.

IL2S2: I can imagine a situation where I am speaking English with foreigners. (#14)

IL2S3: I can imagine myself speaking English with foreigners, international friends, or colleagues. (#20)

IL2S4: I can imagine myself living abroad and using English effectively. (#3)

Among these correlations, IL2S2 and IL2S3 ($r=.87, p=.00$), IL2S2 and IL2S4 ($r=.81, p=.00$), IL2S3 and IL2S4 ($r=.78, p=.00$), the relationship of the first one scored the greatest significance. In other words, the conceptual link between IL2S2 and IL2S3 might be attributed to its high significance because both items were almost identical in meaning both in English and Korean.

Additionally, one correlation in the L2LE scale indicated one's L2 learning in terms of something interesting or enjoyable. Also, it could be supported that the other items (i.e., L2LE1, L2LE2, L2LE5) did not appear here, possibly due to its different categorization based on the word choices in the items. Still, their correlation showed rather a greater degree of significance ($r=.81, p=.00$).

L2LE3: I find learning English really interesting. (#15)

L2LE4: I really enjoy learning English. (#4)

4.2.4. Summary of Quantitative Findings

The analyses of quantitative data obtained from the questionnaire are summarized below.

- **Scale Reliability:** The questionnaire in the main study is regarded as valid with its statistics. All items in the IL2S and IP scales were considerably high, whereas those in the OL2S scale were relatively low.
- **Exploratory Factor Analysis:** The result somewhat resembled the reorganization of the scales in the main study. However, some unloaded items to the factors, OL2S3 and L2LE1, could suggest some revisions needed in the questionnaire. Still, the result of five factors could explain 57.41% of the cumulative variance of the total variance.
- **Correlation Analysis:** They were generally weak among the variables in several analyses. However, there were some results worth highlighting. In terms of scale items, there were two negative correlations between OL2S and IE and SPs' current school year; a negative and positive between IE and types of high school; and several between the scales and GPA. Also, GPA was

negatively correlated with the type of high school and positively with the school year. Last but not least, correlations between 20 scale items were akin to the EFA results. There were three correlations among the scale of IL2S and one among L2LE.

		9	9	9	9				9													
IE 2	Pearson Correlation	.40*	.31*	.30*	.26*	.02	-.12	.15*	.27*	.55*	.52**	.46*	.40*	.31*								
	Sig. (2-tailed)	.00	.00	.00	.00	.79	.10	.04	.00	.00	.00	.00	.00	.00								
	N	189	189	189	189	189	189	189	189	189	189	189	189	189	189							
IE 3	Pearson Correlation	.43*	.29*	.30*	.16*	-.01	-.04	.15*	.20*	.32*	.47**	.38*	.42*	.28*	.48*							
	Sig. (2-tailed)	.00	.00	.00	.03	.85	.63	.04	.01	.00	.00	.00	.00	.00	.00							
	N	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189						
IE 4	Pearson Correlation	.25*	.45*	.46*	.43*	-.16*	-.27*	.04	.33*	.50*	.43**	.53*	.37*	.38*	.31*							
	Sig. (2-tailed)	.00	.00	.00	.00	.03	.00	.57	.00	.00	.00	.00	.00	.00	.00							

	elation														*				*		
	Sig. (2-tailed)	.00	.31	.27	.19	.00	.00	.00	.71	.75	.88	.61	.45	.52	.00	.72	.39	.28	.00		
	N	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189		
IP3	Pearson Correlation	.60*	.22*	.26*	.19*	.18*	.17*	.34*	.14	.21*	.12	.19*	.32*	.08*	.05*	.06*	.11	.15*	.04*	.03*	
	Sig. (2-tailed)	.00	.00	.00	.01	.01	.02	.00	.05	.00	.11	.01	.00	.02	.00	.00	.04	.04	.00	.00	
	N	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	189	
**. Correlation is significant at the 0.01 level (2-tailed).																					
*. Correlation is significant at the 0.05 level (2-tailed).																					

Correlations between all scale items

4.3. Qualitative Data

This section will elaborate on the qualitative data to answer the three remaining research questions. The codes were generated and will be illuminating to distinguish emergent themes or phenomena.

The following sections will incorporate and demonstrate the interviews. Appropriate excerpts from three interview stages will be provided in which the researcher is identified by her initials (i.e., EK). Moreover, excerpts will be sorted as *a* and *b* when two excerpts from one interviewee but different interview sessions, if they were closely related.

The transcription conventions were modified from Duff (2008) and Mann (2016), as detailed in Table 31.

Table 31.

Bold	Emphasis added by the researcher
<u>Underlined</u>	Emphasis on the English words spoken by Korean speakers or Korean words by English speakers
CAPITAL LETTERS	Loud speech
...	Words or phrases deleted by the researcher for clarification and brevity (e.g., irrelevant remark or rhetoric)
[]	Words or phrases added and inserted by the researcher for clarification
(())	Description of non-verbal components in the conversation; ((laugh)), ((nod)), ((sigh))
(#)	Timed pause (in seconds); (3.0) is a 3-second pause

Transcription Conventions

Also, the open-ended questionnaire item will be the responses to connect them to those of the interviews. In this regard, there were 158 valid

responses from 189 students. Although not all students participated in the interviews, those who answered this item will be identified as their school year and a random alphabet with SP (e.g., SP1-a).

4.3.1. Pressure for Future

Both student interviews were begun by asking the SPs a general question about their current school life. It was to build some rapport between them and the researcher since the SPs volunteered to participate in each one-on-one interview. Intriguingly, this opening question set the tone for the context of this study, which enabled the researcher to draw the general ideas of the students' L2 motivation.

Given that it was either the second or final semester for the students, the focus of the first question was mainly on their present L2 learning as JCEMSs. The common question said: How's your college life as it's your second (or final) semester? The most dominant responses throughout the interviews were regarding their immediate future and accompanying pressure. In other words, many students, if not most, were anxious and concerned about their near future since they were placed at an endpoint or on their way there, as encapsulated very well in the following excerpt.

Excerpt 1

SP2-6: I've had **gastritis** a lot lately. Because I've been worrying too much about what to do after I graduate. ... **I think I worry much more than I did in high school when I prepared for college.**

When asked, SP2-6 in Excerpt 1 did not hesitate to expose her worries regarding her preparation for her life after college. She compared her current college self with her past high school self to talk about her imminent pressure. She was much more mentally and physically pressured as a college student than a high school student who prepared for college entrance. In this sense, the final year of high school and college could be one of the deciding moments in one's life in Korea.

Moreover, some students worried that their time in college was up. Likewise, this trend was noticeable among different school years as portrayed in Excerpts 2–3.

Excerpt 2

SP1-23: I've got two years and I need to take all the required credits and I think it's a bit tighter compared to four-year universities. ... I made a best friend here, but she's taking a gap year. **So, my time is limited, and I think I got anxious.** I don't think I've done much, but it's already the second semester. **I won't have a place where I belong after I graduate.** What should I do to make a living? It's started to get anxious. **I worry too much these days.**

Excerpt 3

EK: How's your college life as it's your [final]...

SP4-1: **I don't have much time left here.**

EK: I see. How's your college life as it's your final semester?

SP4-1: I've kept my eyes on the bulletin board with job posts on it a lot lately. I think I've been thinking a lot. A lot about what to do afterward. ... I think employment affects me the most at the moment when I think of why I'm studying English more realistically. Because society evaluates me by the scores I have even though I'm super confident in myself. You know, what I get in TOEIC Speaking. **I think society is the greatest influence.**

From the excerpts, the SPs expressed their pressure mixed with anxiety about what to expect after finishing college. They felt more obliged to prepare for employment or other paths since the graduation was very close to SP4-1 and expected from SP1-23. Their worries were encapsulated in some phrases such as ‘limited’ or ‘don’t have much time left.’ Moreover, SP1-23 in Excerpt 2 referred to her peer who would take a gap year and compared the available time between two-year college and four-year university students. Even though she was still a freshman, she regarded herself as not prepared. She was also very anxious in general; for example, she thought of losing an affiliation. Also, SP4-1 in Excerpt 3 cut the researcher off as I tried to ask her the opening question, emphasizing her stance as a senior student and her plans for getting a job. In terms of priority, she still wanted to learn English in college until the end because she had more fundamental reasons to study English considering some L2 test scores that Korean society wished her to have.

Almost identical to SP4-1 in Excerpt 3, whose L2 learning was considerably caused by employment, SP3-3 in Excerpts 4 indicated that all her worries stemmed from getting a job. See Excerpts 4a and 4b.

Excerpt 4a

SP3-3: I feel much more pressured because I need to get a job after I graduate. Besides worrying about getting a job, I have this proficiency dilemma since I’m in the second semester of my junior year. Like TOEIC scores? I get 750 and it is still very low for a college junior. So, something like that. **All my worries are employment related. I**

guess that's all I'm worried about. Being employed and getting a job.

Excerpt 4b

EK: How's your college life as it's your final semester?

SP3-3: **It's urgent that I need to get a job.** Time flies so, so fast. ... For me, there's this inextricable connection between English and the job I want to have. You need to speak English when you want a job in an airport. So, I can help foreigners in many ways using English. Or when you need English for any office jobs for making documents or writing emails. So, some work is done mostly in English, and those jargons used for airport jobs and even some cargo work. And that's why English is so essential. In fact, it's mostly because of getting a job. ... **I don't really get motivated unless it was for getting a job.**

As she emphasized her need to get a job, SP3-3 seemed reasonably determined and planned in both interviews. Moreover, the pressure and worries she had had when she was younger, as a freshman and sophomore, grew gradually to become what she had as a junior student (Excerpt 4a); and a lot greater as a senior student (Excerpt 4b). In other words, she felt more pressure as well as had more focus on employment by the time her college graduation was nearer in May 2019. In this regard, she could develop more detailed ideas of a connection between English and her desired job.

Provided that SPs 4-1 in Excerpt 3 and 3-3 in Excerpts 4 endeavored to study English for their plans to some extent, it might not be the case for some students. For example, SP4-2 in Excerpt 5 entirely gave up working hard during her final year of college because there were specific comments from others.

Excerpt 5

SP4-2: In previous semesters I had these goals that made me work harder like scholarships. And something to look forward to, like next semester or summer and winter breaks, thinking I still have more time and graduation is not near. However, people around me keep telling me that I'll be graduating soon over and over again. I've been getting these questions about what I'm gonna do after I graduate. **So, these people are asking me nonstop and I feel like I've already finished school. It's like doing things that I feel like I don't like to.**

Excerpt 6

TP2-2: ... It seems to me when students get into the fourth year, they kind of just wanna get out. ... They don't want to spend any more time than the time in class. ... So, I just feel that **they just feel burnt out.**

As TP2-2 understood the potential burnout among the senior students, there were too many, if not excessive, questions about her future posed to SP4-2 by her surroundings. While having this interview, the researcher could not understand any exertion from her besides her pressure and stress. Instead, SP4-2 did not have any goals in her final semester because of the intense pressure as a senior student whose graduation was impending.

Although it was a simple opening question to build rapport between the interviewer and interviewees, the responses were more towards what would happen after college.

Considering that the SPs in the previous excerpts were under strain, they did not decide much. Even though they studied English in college, they still contemplated the future. It seemed like they needed to decide what to do with their life in general before they graduated from high school. In this

regard, the undecidedness seemed affected by why they chose English to be their college major.

Excerpt 7

SP1-29: **I just didn't know what I really wanted to do with my life back then [in high school], so I wanted to study English.**

Excerpt 8

SP2-13: I came to this school **pretty impulsively. My [high school] third-grade teacher really kept me from applying for this school.** But I didn't really have anything that I wanted to do anyway, I mean, I did. I wanted to do volunteer work at an international organization. But in her opinion, I couldn't make money on it. So, she still kept me from doing that, **but I thought English would be useful anyway if I learned.** And I wasn't really thirsty for a four-year university, so I came here even though my grades were good in high school. **So, it wasn't like I should major in English in the first place. I didn't have a dream. I came to this school thinking I should learn English.**

As high school students, SP1-29 did not know what to do with her life and SP2-13 did not have a concrete dream when preparing for college.

Nonetheless, both understood the instrumentality of English somewhat obscurely. That is, none of them specified how English would do good for them. For instance, SP2-13 said English would be helpful in any way even though her high school teacher did not really support her plan of going to a junior college. In the same manner, TP1-2 agreed on this view.

Excerpt 9

TP1-2: **English is great for those who haven't decided what to do in the near future. This traditional belief of more job opportunities once you learn English.**

On top of the notion that explains more job opportunities for English users in Korea, TP1-2 considered English great to the students without any specific plans. Then, TP2-1 shared a similar notion more briefly. Even TP2-1, who was not a Korean professor, knew about this propensity as well.

Excerpt 10

EK: Why do you think your students choose to major in English?

TP2-1: ... **Well, some of them don't know what to do.**

Comparably, SP1-16 also had a vague idea. However, she came to this school in her mid-twenties after returning from Canada for working holidays.

Excerpt 11

SP1-16: I didn't really take too much time thinking what to major in, but it was among the things you would've wanted to learn. Like, baking or skin care skills that you might work with after you graduate or English that you could use over and over again. I also got accepted to those majors, but it would be better if I major in English. ...

Among many things, I thought English is something I need in my life at least.

Before receiving a working holiday visa, she dropped out of a four-year university where she decided to go simply because of its name value.

However, even with her experience in Canada, she could not still elaborate on how English would be helpful to her. Instead, English was merely an L2 she needed in her life in the end.

In sum, it is broadly assumed that critical life decisions included each in pre-college (i.e., college entrance) and post-college (i.e., employment).

Consequently, the following sections will describe how this pressure affects their L2 learning more thoroughly

4.3.1.1. Uncertain Future for English Major Students

As there was considerable pressure for the future among the students, it seemed more crucial to explore whether it was pertinent to them as English major students (hereafter EMSs).

First, English was linked to the students' hoped-for and desired L2 selves (i.e., IL2S). However, their IL2S was generally weak when interviewed, associated with words such as vague or doubts. SP4-3, a senior student, also had a weak IL2S that was vague, along with some doubts about her ability. Moreover, observed was a slightly different take on the ability in Excerpt 13.

Excerpt 12

SP4-3: ... I mean it's too vague to be honest. **I feel like I can do it, but I still have some doubts.**

Excerpt 13

SP2-14: **It's merely like watching TV. I can't really imagine other things at all.**

EK: Do you mean you aren't in it?

SP2-14: **Not at all.**

EK: Why?

SP2-14: **Because I'm not sure of anything in terms of work and my ability, so I haven't really pictured anything specific yet. ... I need to make a living for myself later eventually. That I should have a job that society wants you to. ... And my parents weren't very happy when I decided to major in English at first. They believe there's a brighter future for those who major in tax accounting or**

in things that would be more useful in getting a job.

EK: Is it that your parents weren't happy about your decision of studying English in general or here in college?

SP2-14: Here in college as a major.

EK: **They think English is still needed, though?**

SP2-14: **Exactly.**

There was a metaphor in Excerpt 13 in which SP2-14 could not picture herself using English in the future at all because she was not sure of anything. Nevertheless, her decision to major in English to have a presentable job was not in line with her parents' belief regardless of its usefulness in general. As SP2-14 was not even in her own future as the agent, things might not get specific any further once they became only a little specific, as in Excerpt 14.

Excerpt 14

SP2-17: **I don't really imagine at all. It's all about getting a job right now. So, it's like, 'I need to get a job,' but not like, I mean, I don't think about things after that.**

It is almost like a chain of thoughts about an unclear future without proper ends or conclusions even though she thought she would end up having a job, which was parallel to SP2-14 in Excerpt 13.

More specifically, the 'imagine oneself' was rather a new concept to some students. For example, SP2-20 in Excerpt 15 stated that she had tried imagining herself in the future as a soon-to-be graduate JCEMS.

Excerpt 15

SP2-20: ... **It was just me talking to some buyers in fragments, [but] it wasn't vivid at all. I could at least think like that because I**

was taking Trade English back then. I can talk on the phone or send emails, merely in fragments, I think.

EK: Is there a reason why you talk about this in past tense?

SP2-20: **Right now, I can't really think about my future because I don't have enough time to do so. I haven't really thought about it recently [because I've been working on being transferred].**

SP2-20 shared her experience when it was somewhat possible to imagine herself working and speaking English at the same time after she graduated. However, it was only because she was taking a Trade English course back then, and thus, it was imaginable only for a limited time. Also, she could not associate herself with job-related IL2S anymore due to other concerns or tasks at hand as the focus was on transferring to a four-year university.

Given that their future was unclear, some students had a strategy or a breakthrough. That is, in terms of taking a gap year as mentioned by SP1-23 in Excerpt 2, it could be deemed a way of dealing with the endpoint.

Ultimately, it was to avoid starting a new chapter in life as graduates so quickly. Some students delineated what taking a gap year meant to them.

Excerpt 16

SP2-23: ... I took a gap year because I wanted to put off getting in the job market and in the situation where I was about to start looking for a job. I didn't really do anything back then and am not doing much now, but another year passed by so quickly. **I can't put this off again, so I need to get a job whether I like it or not.**

Excerpt 17

SP2-18: I took a gap year. And I went to Australia to take an English language course. **It's like you get to graduate too soon.** You know, two years in junior college.

EK: Right. How's life in college as it's your final semester?

SP2-18: I know it's the end, but it doesn't feel like it. I know it's the end for sure in my head. **It's not like I prepared for anything.**

As both SP2-23 and SP2-18 had taken a year off before coming back to take classes at the time of the interviews, the approaches made in their gap year were extremely different. SP2-23 did not really do anything, whereas SP2-18 decided to fly to Australia to learn her college major (i.e., English).

Nevertheless, it is worth pointing out that they still had no clue about their future or its appropriate plans regardless of how they managed the particular year. Taking a gap year was a way of taking a detour to prevent the life after graduation from arriving too soon or a way of pausing for a year to prepare for their future, another form of pressure. For example, SP2-23 showed the attitude of giving in. It was inevitable for her to prepare herself for the job market irrespective of her readiness or willingness whether she had had a year off or not. Hence, to some students, having an unclear future even after taking a year off from college may have aggravated the uncertainty and, in turn, become pressure. Moreover, there was one from the teacher's view.

Excerpt 18

TP1-1: ... However, more than half, they still don't have any specific career paths in the future. **But they decided to study English and plan to decide what to do during college years for this widely-held belief of English as this basic.** As in liberal arts that English would be helpful in anyway. So, whether it's for transfer, or any form of further study or study abroad. **They would decide more specifics in their time in school.**

TP1-1 believed that students would decide on their career path as they take classes in school during semesters. There were some discordances between how they thought about whether students could decide what to do after college while still in the school context.

There is another recurring theme about JCEMSs and facing the Korean social contexts. Even though they majored in English, they acknowledged that there were already a lot of Korean people who could speak and use English well. In turn, the students did not think there were great merits in studying English as their college major. See Excerpt 19 in which an SP linked college English major and self-confidence to English learning in Korea to talk about a somewhat disheartening reality.

Excerpt 19

SP2-12: **We spent zillions of hours studying for the CSAT. It doesn't mean I can speak English fluently.** I came here to be able to speak fluently. ... To be quite frank, I mean really frankly, **I don't know if I can call myself an English major.** I'm not confident. There're so many people who are good at it even though I'm trying to. Don't you think? **Koreans are obsessed with perfect grammar, perfect intonation, and pronunciation.** But I'm not perfect in any way, and I ask myself a lot, 'Can I call myself an English major?' Let's say, I got more than 900 in TOEIC or highest grades in my CSAT, it's just reading [comprehension]. **It's reading and Koreanized English. It's completely Koreanized English.** So, I tried reading a novel once, thinking that I'm good at reading in English, but I can't read it at all. ((laugh)) I can't although the book was quite an easy one. ... **I'm a bit embarrassed to call myself an English major.**

SP2-12 decided to become a JCEMS because she desired to become a fluent speaker of English. However, she expressed her low self-confidence and even embarrassment when identifying herself with an EMS. As she recognized a massive difference between getting a high English score in tests (e.g., CSAT) and speaking in it fluently, it can be related to the Korean context in which she was accustomed to having learned English in an exam-oriented way, or in her own words, Koreanized English. She also continued to disclose that her English ability was still insufficient even though she studied English the most as a college student. Similarly, TP2-2 noticed,

Excerpt 20

TP2-2: ... **But it is very important to have the qualifications.** I think everybody knows this, but people don't like to talk about it. But yes. I mean it's huge, isn't it? I mean, you've taken the suneung test [CSAT]. Suneung, absolutely nightmare of a test. I've taken the test, you know just to, you know. It's a ridiculous test, isn't it? ... **Society affects them from a really young age, from high school even from kindergarten. We even have English kindergartens now.**

Given that TP2-2 was not from Korea, (s)he agreed with SP2-12 very much on Koreanized English. Also, (s)he made connections between the English tests in Korea and what Korean society requires individuals typically to have.

Further, as it already was in the social conditions full of fluent Korean speakers of English, SP1-1 expounded her side of the story. It was her sister who taught her the reality of a future L2 major graduate.

Excerpt 21

SP1-1: We've learned English since we were in elementary school. It's a lot easier for us to learn because we're familiar with the language to some extent, **but there are so many others who are good at it.** ... My parents don't really say anything, but my oldest sister didn't really want me to study a [foreign] language in college since she majored in a [foreign] language. She studied Japanese and ended up having a quite decent job, **but she just didn't want me to go through what she had to, studying a [foreign] language which so many people were already good at in college.**

SP1-1 worried that too many people were already good at English. However, the way she had this idea was not rooted solely in her sister's idea; instead, she also conceived it by experiencing society herself as she had learned English in elementary, middle, and high school contexts. Similarly, the following responses explain what it meant to have too many people already good at English.

SP2-a: It depends on how one does in school, **but I do not see a point in studying English in a junior college.** And I am worried because of that.

SP2-1: Others, like my friends in four-year universities, are good at English. They are better than I am even if they are not English majors. **I think there is no point in becoming an English major.**

Curiously, if this notion is twisted a bit, there can be some competitive relationships as SP1-4 built one between her and native speakers of English.

Excerpt 22

SP1-4: I felt a bit lost, and I know it's an excuse. **I mean, why I was born in Korea and why I have to study English too much like this.**

... I don't think I'm getting any better. **I can't beat a native speaker even though I try really hard.** So, I wanted to give up at some point. ... **It's all about competition here in Korea.** ... What I know from the beginning is that you know whether she's good at English or not when you see the girls on the first day of semester. You just know that she's really good, but she doesn't speak in class because she knows she's better than others. When professors want to give us a quick activity for an early wrap-up, she raises her hand and speaks, but she doesn't do anything before that. She doesn't do anything, **but she speaks so fluently like a native speaker.** ... **I'm really frustrated. Really, really, really frustrated. It drives me crazy. SO UNFAIR AND IRRATIONAL.**

In this regard, too many good English users in Korea, including those in her class, were a fait accompli to SP1-4. Hence, she even further compared herself with native English speakers. In her opinion, L1 English speakers were also to compete with as she kept learning English as an L2 speaker, not to mention her peers in class. However, her perception was apparent, which discouraged and frustrated her in the end. Thus, she preserved competitive motivation in that she needed to outperform others. Moreover, she accentuated her feelings towards English speakers near and far from her L2 learning environment.

Two teachers also commented on how they felt when they encountered students with high proficiency with the unwillingness to participate in class.

Excerpt 23

TP2-1: **She's difficult.** ((laugh)) **And very frustrating to teach.** I know her level's quite high because I've talked to her a few times, **but she has a very negative attitude in class.** I partly understand

that's because it's **too easy for her**. ...

EK: Could you explain a bit more about her negativity?

TP2-1: She's... (6.0) **sighing** in class. And just randomly getting out of her seat to plug in her phone at the wall. She's in and out of the classroom often. She sits down in the back with her friends. All seem to have the same negative attitude. Also, her answers are like usually just one word.

EK: Are you and the rest of the students affected by those students?

TP2-1: It's hard to work out sometimes. I tried to work out the class dynamics, but it's very complicating. ... **She's, she's definitely motivated to do the transfer exam and move on**. I'm guessing she just chose this course because her English is high to start with and it's an easy way for her to move up. She knows she can just study and get through. And she's more worried about that [transfer] exam. ... They're not so motivated, and it's harder for me to teach and have energy to teach. **It drains energy. It really does.**

Excerpt 24

TP1-3: ... Rather than thinking, 'I'm good at English,' or 'I don't need this TOEIC course,' **I hope they think more positively and remodel their motivation. More appropriate to themselves to learn English in a creative way.** ((laugh)) I wish there's something like that. ... I really want to motivate them. But it's not really easy, right? You can take a horse to water, but you can't make it drink. So, I feel a bit sad. **To be honest, it's heartbreaking to see such students in class. It's a little unnerving. And I get a little depressed.**

TP2-1 calmly detailed how some students were like in class as (s)he admitted they were frustrating to teach. As the researcher was taken aback, TP2-1 continued to talk about the primary focus of their L2 learning, transfer to a four-year university, as (s)he and other students were affected quite negatively in class dynamics. Furthermore, TP1-3 hoped these students would transform their L2 motivation into something more personally meaningful. In turn, it was as if (s)he would like to reinforce their hidden

potential while learning English in a junior college context.

To recite the competitions and competitors in classrooms, SP2-23 was frustrated because of her peers in terms of GPA and speaking ability.

Excerpt 25

SP2-23: I can't outperform my peers in class who lived overseas before. They get all the A's. And I can't outperform them when it comes to speaking. **I feel frustrated because of that.**

SP2-23 linked her GPA with the presence of her peers in class whose English fluency was already high because of their experience of studying abroad.

SP1-4 in Excerpt 22 and SP2-23 in Excerpt 25 considered those who lived overseas as their competitors to beat or outperform when learning English. In other words, there are more than many, if not too many, Korean users or speakers of English these students could encounter. Moreover, this could get in the way of EMSs' mindsets or L2 motivation as they stayed in a junior college context to learn the L2.

4.3.1.2. Academic Elitism upon Junior College Students

Since the interviewees were enrolled students in a junior college in Seoul, there was also some intense pressure for the future caused by academic elitism, better defined and known as *hakbul* in Korea. In brevity, it was also indicated in the questionnaire.

SP2-15: **I am not proud of it.**

Moreover, in Excerpt 1, SP2-6 was worried and anxious about her future, probably because she was a sophomore. Instead, her concerns could have originated from attending a junior college.

Excerpt 26

SP2-6: ... The reason I study English [in and out of school] is to transfer to another school. I will feel more confident if I compete with others after I graduate from a good four-year university in order to have a career that I might have. ... Also, I have this personal belief. **I believe that people who graduate from a four-year university are way better and have a better life. In terms of how other people think of you or how society treats you.**

In her words, SP2-6 held deep-seated beliefs about a better life ahead for four-year university graduates, which is why she continued studying English. In contrast, she had compared junior colleges and universities even though her plan was not decided yet, neither before nor after college. Consequently, it can be understood that the prestige of a four-year university, including the name value and bachelor's degree, prioritized everything in general.

Like what was mentioned about four-year universities, some students came to junior college to major in English rather unwillingly. In Excerpts 27–31, it was indicated that the SPs failed to get admission to the schools they had wanted.

Excerpt 27

SP2-9: I originally wanted to study something else in a different school, but I didn't get accepted.

Excerpt 28

SP3-3: I originally wanted to study social science or history, but I

failed the early admission due to my grade.

Excerpt 29

SP2-2: I was going to be an art major, but I didn't get into any of the schools I applied for. I wanted to study English as an alternative.

Excerpt 30

SP1-11: This school had been my second-best choice if my plans for college didn't go as planned.

Excerpt 31

SP1-9: I couldn't spend yet another year for college [preparation] to study what I wanted [Theater]. My parents wanted me to start school anywhere, so I applied here.

As for SP3-3 in Excerpt 28, she added why she could not get accepted from the school she wished to go to and the majors she wanted to study, which was her grade. Intriguingly, none of the SPs from these excerpts did opt for majoring in English in college in the first place. SP2-2 used 'alternative' and SP1-11 used 'second-best choice' to describe why they were in this junior college to study English as a major. Similarly, SP1-9 in Excerpt 31 further pointed out that she could not drag her time any longer to study what she wanted because her parents advised her that she should enter and start going to any college. Moreover, some sensed failure in college entrance to some extent.

Excerpt 32

TP2-2: ... **A lot of students, I would say probably have failed the expectations of, in general of what they, are doing now or they plan to do in the future.** ... I'm not good at emotions, but I feel that they feel they shouldn't be here. Or they've made perhaps, you know, made a mistake that they're here. But they're going through emotions

at university **because in Korea it's very important to have that ticked off on your life, résumé, for your family**. Most students are not paying for their education themselves, so they have responsibilities for family even if they're not enjoying it.

It is interesting to note that TP2-2 was a native L2 speaker from outside of Korea to be very well aware of the junior context since (s)he invoked the students' possible failures before college. Also, (s)he validated the impact of Korean society as well as the students' parents when entering college aforementioned by the students.

There were also more honest responses as to why they came to a junior college.

Excerpt 33

SP1-13: I didn't plan on majoring in English at all, but I had to choose this school due to college admission. We've learned English a lot since elementary school. **I decided to learn English because it would be better than Japanese or Chinese or even accounting.** ... I came to this school because I failed to enter a four-year university. If I were my mom, I'd be disappointed, but my mom really liked it. That she's really okay with me wanting to study English in a junior college. **Even if I receive negative comments from people or society in the near future, I know it might still hurt me, but I think I'll still be okay since my parents have my back.** You know parents are everything when it comes to being supportive.

Even though SP1-13 failed to go to a four-year university, she chose to study English in the end because it was the most familiar and learned L2 until high school. In her excerpt, the most prominent thing is that she worried about herself from her parent's perspectives. As she was already aware of the

negative comments she would possibly get for graduating from a junior college, she assumed how her parents would think of her attending a junior college. However, it was indicated that she would be relatively immune to the expected criticisms because her parents were supportive of her unconditionally.

In a similar vein, some other parents' perspective was also described in Excerpt 34. She elaborated on how she ended up in a junior college and her plans.

Excerpt 34

SP1-6: **I didn't plan on studying in a junior college and it's not what I wanted.** I came here because I didn't get accepted to any of the four-year universities I applied for. ... It's really the English for workplace, but I'm not getting a job sooner or later, so I find **this stuff** very useless. **I'm getting on with this because I have no other options.**

EK: Does it have to do with what you wrote in the questionnaire in September?

SP1-6: Precisely. I think it's also because it [a four-year university] is not the environment I'm in. That I haven't experienced it myself. **And I do have an inferiority complex. It's inevitable. People in general and society would think that I'm attending a junior college because I didn't study well before here [in secondary schools]. Even if you think this is what you want and you might easily get a job.** ... It's not like I chose to study English because I really like it. **It's become a very basic language.** A lot of [work]places want you to be able to speak English as if it's your mother tongue, so I thought I cannot be bad at it. I think it's essential. ... I'm writing, like really bit by bit, and there're others who already made perfect sentences. I know there're some others who are less proficient than I am. **But I think English-divide is REALLY BIG.**

EK: How do you feel about that?

SP1-6: **I envy them. I have this inferiority complex but then it doesn't seem to be that big now that I'm telling myself, 'I have no choice, but I'm here to learn anyway.'** I also tell myself that I'm

doing well, and I should work harder. **Because my GPA isn't that bad.** ... I thought I could get higher grades if I studied more, so I've worked harder this semester. ... **My mom told me that I could work anywhere if I study English in college and graduate. Because English has become essential anyway.** ... I think I might start a new semester as a junior here right after I graduate from this two-year course. I don't want to work right away. I want to take a long detour. **And I haven't really thought about which job I'll be having or which field I'll be working in after that.**

Besides, it should also be highlighted that SP1-6 asked a question in the open-ended item in September about comparing junior colleges and universities.

SP1-6: Are there any qualitative differences between junior college curricula and university curricula?

First of all, from her question in the open-ended item, it could be mistaken for the term 'qualitative.' However, the researcher tried to translate and paraphrase it correctly in the way she intended, which was very significant to grasp the latent yet prevalent *hakbul* or academic elitism in Korea. In other words, the focus of her question weighted more on the level of prejudice, discrimination, and stereotype among tertiary education rather than their actual qualitative differences since she was not satisfied with her current junior college context. In her extensive excerpt, SP1-6 initially seemed not inclined to admit her presence at a junior college by telling the researcher that it was not her intention or plan. Then, she chose to major in English because of its instrumentality recognized by herself and her mother. She even

mentioned the level of fluency required in some work environments in order to show how good she needed to be. It looked like she was getting on with her junior college L2 learning context. However, she still had an inferiority complex towards her peers in class whose proficiency exceeded hers. On top of this, it was also towards random four-year university students because she failed to become one of them. Hence, she would continue to study for a bachelor's degree.

From the excerpts, it seemed obvious how junior colleges and their students would be viewed and treated by the general public in Korea. As SP1-6 in Excerpt 34 decided to stay in education for two more years, several students had a similar idea of taking the advanced course at the same school.

Excerpt 35

SP1-14: I'm thinking of taking this advanced course, but nothing's settled for now.

EK: Do you want to keep studying?

SP1-14: I thought of transferring, but it didn't seem quite easy. So, I'm thinking of taking my bachelor's degree here [instead].

For SP1-14, it was merely because the transfer seemed difficult. Thus, she might have considered the advanced program offered by the school was an easier option. Or they just wanted to transfer without concrete reasons.

Excerpt 36

SP1-24: Nothing's really specific yet, but I want to learn as many languages as possible. ... **I have this primary idea of transferring to another school, but I haven't really thought about what to do with it after that.**

SP1-24 wanted to learn as many L2s as possible and transfer. Nonetheless, her response did not indicate more than her needs for a bachelor's degree as she did not have any specific plans for or after transfer.

Also, some students had already prepared to transfer to a four-year university while still taking classes in their current school. Like SP1-24 in Excerpt 36, SP2-20 in Excerpt 37 simply wanted a university degree in the long run even though she could not specify her concrete goal unless it was only for transfer at the time of the interview.

Excerpt 37

SP2-20: I'm extremely busy at the moment because I need to work on my TOEIC scores for transfer. ... I've always liked studying English, but people say that you only learn Shakespeare in four-year universities, and you know it's really quite far from the current times. And you need to study really hard to get in there. And I need to get a job after that anyway. So, it's far from the reality to major in English language and literature. I haven't decided what to study yet.

SP2-20 admitted that she cared much about her preparation for transfer. As her focus was entirely on transferring to a four-year university, it should be more noteworthy to figure out that she did not decide on what to study for yet. Moreover, it was drawn upon her response that TOEIC can be used for transfers, all the more uses of English in Korea. Thus, attending a university for a bachelor's degree overtook one's L2 learning, as was the case for SP1-24 and SP2-20. Also, there were some different outlooks on the plans for transfer from their families.

Excerpt 38

SP2-16: My parents really want me to transfer to another university after I graduate. They want me to get a bachelor's degree.

Excerpt 39

SP1-5: I... (6.0) get negative influence from my family. Especially my mom and grandmother. They just don't like me being in school.

EK: Do you mean this school?

SP1-5: No. I mean they don't really like my plan for transferring to another school. It's all about getting a job to them.

EK: How do you feel about it?

SP1-5: Well... (12.0) I think it's really unfair. It's because I don't get proper respect for the certain things that I want to do in my life.

SP2-16 illustrated that her transfer to another school was her parents' hope and decision, whereas SP1-5 received negative influence from her family members. They thought she should start working right after graduating because transferring to a university was an ineffective decision.

Moreover, it became more apparent that the number of students who would like to transfer increased in May 2019, most of whom still wanted to study English in a different school. The following excerpts were all from the second interview phase.

Excerpt 40

SP1-11: I started prepping for transfer to another school. And I'm still here, so it's been hectic. ... It's probably English [language and] literature. There're not many schools I can transfer to that offer translation majors. **And it's terrifying for me to measure up to the existing students there. ... It's like I'm living a day in pieces. I wake up early in the morning to do this and come to school and do assignments and other things.** ... The most prominent change would be, as I told you in our last interview as well, and you know I was already very certain of my dream. It's grown to become more certain. **I have a stronger desire in fulfilling my dream, and this**

emotion. I think it's good. I've been studying English here in school and for the transfer exam [at *hagwon*], so I've been in an environment full of English. **I think it's a great booster as my desire gets more real and genuine.**

Excerpt 41

SP1-15: The reason I really want to transfer to another school is because all my friends went to prestigious universities after they spent another year studying for the CSAT. Sometimes you visit your high school teacher after you start university and talk about what you did or how you got into the school. ... I didn't have anything, not one thing to talk about. **I can't really tell them which school I'm going to. Because my friends became students of these really good universities, but it doesn't look good if I told them [high school students at my own high school] I'm a junior college student. ...** So, I'm a little motivated that I need to go to a *hagwon* for transfer exams. I feel very envious of my friends.

It was described that some students had been working on the transfer exam preparation while taking classes during the semester. Especially, SP1-11 in Excerpt 40 exhibited somewhat premature worries even before she got admission, not to mention the interview took place before the transfer exam. However, her concerns could stem from working very hard to achieve her goal and having a more genuine desire. More markedly, SP1-15 in Excerpt 41 found the reason for her transfer from her friends who succeeded in entering top-tier universities. She even showed her humiliation as well as jealousy that she had no choice but to hide which college she was attending to other people. Also, she even described her motivation, not L2 motivation, about a *hagwon* specialized in transfer exams. More strikingly, a student's parents voiced that their daughter's university degree was essential.

Excerpt 42

SP1-26: My parents want me to transfer to another school more than I do. I think they want it more because I want it so bad.

EK: How do you know that?

SP1-26: **They told me that there's no future in me if I graduate with an associate degree.**

Again, it was confirmed that the students, their surroundings, and society had admitted this notorious academic elitism, *hakbul*, which has been more than pervasive in Korea.

4.3.1.3. Ought-to L2 Self of Junior College English Major Students

As most cases of pressure in the previous subchapters were pertinent to future or achievement or fulfillment interwoven with personal and social needs, it was required to understand the students more comprehensively in the following section.

More significantly, as OL2S is the more relevant concept to grasp the ideas of which and how obligations or duties play a role in one's L2 learning, it was quite remarkable that all interviewees had at least one OL2S. In other words, regardless of the existence of IL2S, there were diverse forms of influence to create OL2S, not to mention the impact of OL2S.

First of all, the influence from one or more family members was the greatest. That is, the students were still affected by some family influence,

although they were adults as well as college students. It might be because they were the people with whom the students spent more, if not most, time until the interviews.

Excerpt 43

SP2-21: They want to support my English learning since I don't have any siblings. I should keep up with that to gain their trust.

Given that SP2-21 was an only child and the possible time spent between her and her parents, she thought she needed to make amends for them since they wanted to support her L2 learning. Moreover,

Excerpt 44

SP1-15: My parents want me to study a foreign language. So, both my mom and dad think language is everything. **They want me to study one or more foreign language since almost everyone can speak English.** It's really favorable to you if you want to start a career. There're more opportunities in working in Thailand if you're very fluent in speaking Thai, right? That's why they want me to study languages.

Excerpt 45

SP1-2: You know it's become more than my obligations because my parents know that I'm an English major and that I like English. They want to travel with me as I get better at English. Like, 'Our daughter likes English and is good at English,' and 'We want our daughter to see the wider world because she wants a lot of things in her life with her English proficiency.' ... **I don't really have any future plans, but they keep telling me that it would be better for me to stay in anything English.**

SP1-15 said that her parents thought L2s were of utmost importance for their instrumentality in employment. It was known to her and her parents that English had become a lingua franca without many merits. Also, SP1-2 talked

about how much she liked English herself. However, it turned out that her parents constantly inculcated a sense of responsibility as a daughter and an EMS.

Comparable to some extent, SP2-16's parents wanted her to become an English teacher. However, they had quite different views on things that they thought were not academic, as her dream was to become an international model.

Excerpt 46

SP2-16: My parents hate, really hate things like arts or sports majors [non-academic majors in their view]. So, they don't know about my plan to become a model. And my parents keep telling me that I should study more and become an English teacher. **They still want me to study further [for a four-year university], and it's not absolutely positive.** I mean, it doesn't really work well without anyone around you telling you to study English and things about studying English. But I get this stimulus that I should really study English now because they keep telling me to do so. It's either positive or negative anyway. **Whether they support my dream of becoming a model or not, it really is a stimulus that they keep telling me to study. It'll be helpful in my life.**

SP2-16 tried to understand her parents as they wanted her to stay in education to become an English teacher, which was their dream for her. In other words, their dream could be translated into stimulus or imposition in her L2 learning. Thus, she still considered their words for her to be the source to keep her studying English. It was quite similar in Excerpt 47.

Excerpt 47

SP2-24: I try really hard not to think about the others. Because my parents are too excessive. ... I studied under the pressure and

responsibility of having to go to a prestigious university and there was no other way. **I think my parents planted this idea.** ... My dad still wants me to study to take another CSAT. And my mom worries so bad that I came to a junior college. **Their words are too much even now. It's like agony. I still don't know what to do about it.**

Indicating their academic elitism as well, SP2-24 did not really want to admit that she had her OL2S because her parents were too excessive in deciding her life in general. Her use of phrases such as 'planted this idea' or 'agony' expressed what she should do with her current state as a JCEMS. In terms of deciding for their daughter in general, certain Korean perspectives were disclosed.

Excerpt 48

SP4-2: **My parents want me to become a typical Korean woman, but I like to learn about other cultures a lot.** I'm quite open-minded, thinking that skin colors don't really matter. But my parents would be stunned at me for having friends with different skin colors. I mean it. And they want me to get a job while staying in Korea.

EK: They don't want you to go and live abroad?

SP4-2: I think so. That's why I haven't told them yet. **They've planned this out for me that I should have a stable job, go to work here [in Korea], and marry a typical Korean guy whenever I talk to them.** ((laugh)) I'm okay with international or interracial marriage, but they probably faint when I tell them I could marry a guy who's not Korean.

EK: Do you have any siblings?

SP4-2: I have an older brother.

EK: Do your parents tell your brother the same thing they tell you?

SP4-2: Not at all, but it's because they're one of those typical Korean parents.

SP4-2 desired to go abroad in the hopes of experiencing different cultures as her graduation was near. However, her parents kept suggesting their pictures of how a Korean woman or a daughter should become.

Moreover, when it comes to the SPs' mother or father, there were some interesting views as well.

Excerpt 49

SP1-21: My mom keeps telling me that I'm not strong willed or not capable of doing things or I might give up while taking the courses here. I know what she means by those words, but it's too often. It's got to the point where I feel powerless. ... **It's because there's no trust in me since I failed to go to a [four-year] university.**

Excerpt 50

SP2-19: My dad doesn't really care about my GPA. I don't either, but my dad wants me to speak English just enough to understand and say some things when foreigners talk to me. He doesn't know I want a career in music as a rapper. He knows I like music, but he doesn't know I do music. **So, I've been wondering if I need at least a TOEIC score to compromise.**

Excerpt 51

SP4-3: I lose whenever I fight with my dad. He listens to what I say, but it's more like, he suggests almost everything ... It was my father who actually made me think about studying English in the first place. So, it's not like he does things for me, but he suggests things that I can't even think of by myself. These aspects of studying English rather than methods.

EK: These aspects?

SP4-3: My dad says things really straightforward. **That I need a TOEIC score about this much and that I need to take extra TOEIC courses at a hagwon. And he blames me for not having done it.**

SP1-21 indicated that she became powerless in her L2 learning, which was caused by her mother's unsupportive words, even to the point where she

blamed her daughter for entering a junior college. To cope with some issues with their father, both SP2-19 and SP4-3 mentioned a TOEIC score, as the former needed it for her father's permission to pursue her career in music. In contrast, the latter considered her father to be a massive influence on her English learning. Moreover, it was noticeable that SP4-3 used the word 'fight' to describe the links between her OL2S and her father.

Other than a family member, there was the influence from their friends. In this regard, friends can be divided into two groups. First, it was their peers in the same class.

Excerpt 52

SP3-1: **My peers in class. I can hear how much they get on the exams because there aren't many [students] in one class.**

Excerpt 53

SP1-25: I think there are quite a lot of my peers in class thinking my speaking proficiency is quite good ... They might feel that I'm good and they aren't. And it's the pressure I get. ... **They usually tell me before the exams that I would do well yet again.**

They demonstrated some peer pressure while focusing mainly on the exams and exam results to reflect competitiveness. Especially, SP1-25 shared her experience when others expected her to be proficient in English and do well on exams.

The other friend group would be the students' friends before college.

Excerpt 54

SP2-13: ... I had this very storing inferiority in the beginning, but now it's not like that. A lot of my friends have gone to prestigious

universities. **I felt that I should be on the same line with them to some extent if not ahead of them.** It was too much back then [when I was a freshman].

Excerpt 55

SP1-9: I started studying English here after I quit acting and started going to school in Seoul, but my friends bluntly tell me how difficult it is for me to study English in college. Or to do something that I'm not capable of when we meet from time to time. **That's what made me more determined to prove them wrong. They live up to their expectations and goals, and so do I.**

SP2-13 confessed what she had gone through when she first started college because she had considered herself inferior to her friends from secondary schools who had gone to top-tier universities. More explicitly, SP1-9 had some friends telling her that she would be hard studying English as an EMS. She could sense that their words were based on friendly worries, but she decided to work harder and prove them wrong because she was quite tired of those comments.

It was clear that some OL2S spawned from the close relationships of the students. Still, there were more influences as to account for the broader viewpoints. For example, some stated that they continued to learn English only for getting a job in the questionnaire.

SP1-20: **I am here only because English is essential for getting a job in the future.** However, I am concerned that I can't really focus on my studies. **I am not interested in English at all.**

SP3-b: **I am here mainly because English is for getting a job. It is not like I want to do this for myself. I am forced to be here to study English. I do not think I have ever enjoyed studying**

English.

Those relevant responses indicated the impact of English in Korean society. Although they did not find learning English enjoyable, it almost seemed like learned helplessness or amotivation to some extent.

Moreover, some also noticed it as qualification and test scores. See Excerpts 56–59.

Excerpt 56

SP1-23: I think English is the basic qualification when you try to find a job. **It would open more doors for me.**

Excerpt 57

SP2-22: **You need some English test scores to be able to have a job interview at least.**

Excerpt 58

SP2-2: English is a must when you try to get a job. Standardized English test scores. **And companies only want applicants who already have those.**

Excerpt 59

SP2-6: It's better for you to have high English test scores when you want to get a job. **I also heard that you need to take some English tests for promotions in large companies.** It made me think English is important all your life.

In other words, SP1-23 acknowledged that English was necessary as a qualification for employment to open more doors for her. At the same time, SP2-22 and SP2-2 agreed with her and specified it as a standardized English test score. Moreover, SP2-6 mentioned what she knew from others that English test scores are required after employment. It seemed like another

confirmation of what others, SP2-19 in Excerpt 50 and SP4-3 in Excerpt 51, referred to as TOEIC. In this respect,

Excerpt 60

SP2-1: I think English is just the basic requirement. 100%. Because you need a TOEIC or TOEFL score to apply for almost any job.

Excerpt 61

SP2-14: I told you that I want to become a [computer program] developer. And when you see some job opening posts, there are quite a lot of places asking for a TOEIC score.

Excerpt 62

SP2-20: These days you see everything in English. All those street signs in English. So, there's more you can understand when you know English. Including preparing for TOEIC.

No matter what they planned, standardized English test scores were primarily required and generally for TOEIC. SP2-1 explained that a test score is necessary to apply for any job; SP2-14 approved it by justifying its needs in becoming a computer program developer. Moreover, SP2-20 in Excerpt 62 perceived it more generally because there are more things to understand once you know English, from reading street signs to taking a TOEIC test.

Furthermore, TP1-2 also acknowledged this.

Excerpt 63

TP1-2: ... English is very useful if they are still in middle or high school because they need to take the CSAT. About 50% in Korea. But the students here already passed that. **English would be useful if they have to take TOEIC for jobs.** It could be a little more useful in that way. 70% or up to 80%.

At first, TP1-2 estimated English to be only 50% instrumental in Korea; however, (s)he later considered there is TOEIC on the way for the students. In this case, it can be another validation of what TOEIC means mostly to college students in Korea.

Some intense remarks existed as well.

Excerpt 64

SP1-18: **I have no choice but to study English because everyone uses English these days. It's a must to learn English in Korea.**

EK: No choice but to?

SP1-18: I think it's quite compulsory. **We've already been brainwashed.** English has become the language that you need when communicating with people from other countries. So, I've got this idea of English as a must all the time. And we're also learned this from our professors because we haven't really started our careers yet. I mean, they already know the society. How everything works and how important English is.

SP1-18 used somewhat extreme words to explain to what extent she thought English was required in Korea. As she had no choice but to study English, it was captured that the general idea was propelled by society and then mediated by her professors. Due to her insufficient experience in the social contexts, she formed her OL2S based on these two influences the greatest. Further, a professor also noticed it,

Excerpt 65

TP1-3: I think it's because English has this status of a lingua franca. **We've had this social perception of English for a long time. That you'll succeed if you're good at English.** As far as I know, it was about a hundred years ago. Around the end of Chosun Dynasty? I think it's penetrated into Korean society without us knowing. So, you know English is just a foreign language, and people have this

admiration in their eyes if you're good at it. ((laugh)) **And you feel embarrassed at yourself if you're not that good. I think there's this social perception. That they would measure up to this.**

EK: Do you think the students were influenced by this social perception?

TP1-3: **Indeed. In any possible way. Their parents and teachers have told the students about this as the people in the previous generation.**

As TP1-3 took some of the Korean histories for an example, (s)he explained the history behind how English has been treated in Korea. TP1-3 understood what English means in Korea socio-politically and socio-culturally.

Moreover,

Excerpt 66

SP1-19: **I chose to major in English not because I wanted to, but because I can.** ... I study English every day and I read English every day [in school]. When I get home to do assignments, they're all in English. Sometimes professors show us a movie for refreshment, and even that is in English. **I think I'm getting a little exhausted. That's why I don't like learning English.**

EK: You're exhausted?

SP1-19: ((nod)) **I'm in trouble.** I have another year to go. I might not have studied English if Korean was a lingua franca. Nope. English is needed whenever [and wherever] you communicate with foreigners at work or on a trip. **But I want to continue studying English just because it's a lingua franca. I would've studied Korean or Chinese if one of the languages was a lingua franca.**

SP1-19 further detailed the value of English as a lingua franca, and in turn, it was inevitable for her to continue to study English for a job after she graduated. Considerably, she appeared annoyed because she did not quite enjoy learning English in general at that moment, and she would have denied

English one way or another.

Furthermore, in a similar vein, some students suggested the need for an L3.

Excerpt 67

SP2-13: I can't even describe how essential English is. Everybody should think the same. For all the people who want to work, not just for those English majors. **So, there are some people who're trying to learn a third language other than English.**

Excerpt 68

SP1-25: **English is really beyond essential. So, you need to learn more than just English, like Chinese or something.**

As explained by SP2-13 and SP1-25, English is essential, and thus, there should be an L3 to be learned no matter whether their college major is English or not.

More relatable to their JCEMSs status, they constructed OL2S by EMSs' responsibilities. This OL2S was rather interesting in that it indeed featured obligations or duties posed by others, which in turn made SP1-29 work more on her L2 learning.

Excerpt 69

SP1-29: ... **I feel like I should be. I have to be good at English since I decided to major in English. I'm under a little stress. ... So, I started taking speaking classes at an English *hagwon*.**

SP1-29 added more English input and exposure from an English *hagwon* to her current L2 learning environment to become better at English. She was stressed, but she thought she should do so as a JCEMS. To live up to the

expectations, SP1-23 pointed out how people usually view EMSs.

Excerpt 70

SP1-23: **A lot of people have this perception of English majors that they would speak and use English like a native.** When I first started my part-time work, my boss asked me to speak English whenever we saw a foreign customer. I was once a bit taken aback and got closer to this foreigner and talked to him quietly so only he could hear me. ((laugh)) **Because I wasn't confident. There's this pressure when you're an English major. It's prevalent in society that an English major has to have the same proficiency of a native.** ... You should at least be able to hold a conversation with foreigners in English if you're an English major.

SP1-23 shared her experience with a foreign customer from her part-time work where her boss relied on her simply because she was an EMS. She also highlighted that people would generally identify EMSs with native speakers of English. There were several indications of the pressure they got as EMSs in the questionnaire as well.

SP2-c: People think I am super good at English if I tell them that I am majoring in English in college. I guess I should work harder because what they say is just too much. I like English, but it is getting far too much every time I hear it. Can I get better?

SP2-d: People envy me for being an English major and good at English. This is why I want to become more proficient.

SP1-9: Sometimes it is too much when people think I am fluent in English because I am an English major. I think I should become one.

In these responses, they felt pressured. Nevertheless, it was interesting to note that they were determined to put more effort into learning English. It was also supported by TP1-3 in Excerpts 71 and 72.

Excerpt 71

TP1-3: **I tell my students that there are some inevitable questions they would get as English majors after they graduate.** If you majored in computer engineering, you'd be called from everywhere at work whenever there's a computer breakdown. That's how people see you, I mean, the expectation you'd get. **There are these expectations.** Similarly, most people who majored in English would be asked to answer how to study English or how to improve English. Or some questions like, 'Do you think we need to study English when we have online translators or apps in the 21st century?' **I hope they have this certain knowledge of one's own to be able to at least answer such questions.** No one really knows about the future, so I hope they're equipped with such a thing on their own anyway.

Excerpt 72

TP1-3: Wouldn't it be expectations you would get from others? Social perception. I think I can explain it with relevance to the previous questions. That there are some expectations of you from Korean society. So, if you're an English major, you'll get a high TOEIC score and be proficient in speaking in English. And you'll be good at listening, reading, listening, and speaking overall to some extent in general. ... **When you think of the most realistic and near-future situations, there are these specific expectations of you from your colleagues or bosses once you start working. Because you majored in English.**

EK: Have you experienced this as an English major?

TP1-3: **Yes, I have. Definitely.**

As most approaches made by TP1-3 were humane or compassionate, (s)he was very well aware of the expectation that EMSs might get from others in both Excerpts. Thus, (s)he tried to understand the students by suggesting possible situations in which they can actually find themselves as (s)he was once an EMS in the past. There were some more constructive examples.

Excerpt 73

TP1-2: ... In fact, English is the lingua franca considering society or the overall global trend of the future. **You need to know the basics at**

least as to become a global citizen and play the role of it. ... For example, if she dreams of becoming an actress, she could have this chance of introducing BTS [a Korean boy band] in English one day. You don't know that. Right? **So, these possibilities.** Or you might give a presentation about something internationally one day. ... I would bring up any possibilities that they might be the one. **And metaphorically, I tell them not to abandon English at all and just pretend you forget that you keep your feet in the water. So, I want to motivate them. As personalized as possible.**

Similar to TP1-3, TP1-2 also drew upon more personally driven uses of English. By giving real examples, not imagined, (s)he attempted to make these as EMSs' possibilities, not pressure. However, TP2-1 took it in a slightly different manner. Below is the email response.

I thought of an answer for the complicated question you asked about other people. In fact, I do include a small mention at the start of the last semester for sophomores that the students do not want to feel embarrassed when telling people their major by the time they graduate. If they do, they still have 4.5 months to fix that problem.

TP2-1 sent the researcher an email the following day after the interview because (s)he could not understand the question about others' influence on the students during the interview. The email response was indicative of the emphasis on the EMSs' responsibilities to expand TP2-1's personal view. However, it was noteworthy that (s)he used the expression 'embarrassed.'

Nevertheless, there was constructive or internalized OL2S as well. Back to the family influence in shaping the students' OL2S, some talked about their sisters. Interestingly, none of the comments were harmful but

inspiring.

Excerpt 74

SP2-17: ... I mean my sister also graduated from here, from this department and this school. **I decided to come to this school thinking I might do well as much as my sister did well here.** And I chose to study Trade English more thinking it's something I can be good at. It's also because she's working in a trade company.

EK: I see. So, do you want to measure up to her?

SP2-17: Yes. She did very well. And we usually take TOEIC or other exams together. Also, for the Trade English certificate. She's preparing for Level 1 and I'm preparing for Level 2. **I get a lot of influence from her because we usually study together.**

SP2-17 cooperated with her sister in studying English and taking exams as she was the positive influence she could look up to. She also believed that her sister paved the way for her to keep on studying English. Also,

Excerpt 75

SP2-1: I think of my sister the most in terms of studying English or studying a language. My sister majored in Chinese and is working at a duty-free shop at the moment. 99% of the customers are Chinese, so she has to speak Chinese a lot. And she's really good at it. And I want to become her level, maybe a level lower. It's that level, I think. ((laugh)) **I just want to be as good as her since I'm not near that level. I want my English to be like her Chinese. It's so motivating.**

SP2-1 combined her OL2S and IL2S and compared her English proficiency with her sister's Chinese. In both cases of SP2-17 and SP2-1, their sisters were the productive influence that boosted their effort into their L2 learning.

When it comes to the people they do not know personally in real life, the figures the students encountered regularly on multimedia heightened their L2 motivation.

Excerpt 76

SP2-22: When I see people who make a lot of money and work hard. ... Celebrities. And the easiest example would be YouTubers who can make their own subtitles in English.

Excerpt 77

SP2-3: They're not the people I actually know personally, but there are some Koreans on YouTube whose English is super fluent. **And I get so motivated when I watch their videos. I try harder because I envy them.**

Both SP2-22 and SP2-3 gave examples of personalities on digital media platforms, YouTube, and thought they were cool because they could use or speak English. In particular, SP2-3 felt motivated and envious at the same time when she watched their videos; moreover, it also made her study English even harder. Since these examples were Koreans or Asians more broadly, SP2-18 delightfully talked more about them.

Excerpt 78

SP2-18: **The better English you speak, the more attractive you look. It's what I believe. I want to look attractive when others see me. It's better when I'm fluent in English. And it's the better part when others give me credit for it.**

EK: Where did you get this idea?

SP2-18: When I see attractive people who are also fluent in English.

EK: For example?

SP2-18: Celebrities or people who are gorgeous and speak English very well. It's so cool. ... Have you seen *Searching*? The female characters are Asian in that movie. **They look like Asian, but they're like native speakers. I think they look so sexy and cool. I get this great pleasure in seeing them. Fluent speakers of English.**

When it comes to attractive and gorgeous people, SP2-18 linked their looks with their English proficiency. It would reflect her idea of ideal English

speakers as she was a Korean and Asian herself. As she mirrored herself to become one of them, it could indicate the integration of her OL2S and IL2S. TP1-1 further noticed it.

Excerpt 79

TP1-1: It's like an imagined community. That's why it's called imagined. That is what they would be like or which role they would play as they think of which community they would be living in later using and speaking English. It would be their dreams or plans for the future eventually. If there's no such thing, they might think 'be good at English and be cool,' or to socialize with people speaking English. **This can be an imagined community as well.**

Although it was an imagined community to TP1-1, not videos on YouTube or other multimedia, (s)he covered all the essential points.

As OL2S varied, further implications could be made with IP as well.

4.3.2. Experienced Instrumentality (Promotion)

Conceptual needs to stay in education and learn English was evident concerning the social contexts, academic elitism, and different forms of solid OL2S among JCEMSs. For example, English was considered instrumental, as in essential more than useful, if a student planned to transfer to a four-year university based on the conceptual or expected needs because their parents told them to do so, or Korea is a *hakbul* society. Hence, it was bound to shape individually different worldviews on learning English as an L2 in this respect.

Excerpt 80

SP1-7: To be honest, English is not essential. Because there are so many things you can do to make a living other than English. But I'm so much motivated to learn English and to make sure I have to use English for myself in the future. Like I want to have a job and a career in English. **And I really like to talk to and communicate with other people so much, but Korea is too small for me. I want to talk to more and more people. All of this usefulness, it's not essential, but I feel like I have to.**

Excerpt 81

SP1-8: (5.0) It's just that it would be better for me to learn English because it is everywhere and almost all people know the language in general. ... Or working for foreign airlines. **I guess it's changed the way I think because I should meet a lot of people from all around the world. Not just stuck in Korea.**

Excerpt 82

SP2-13: I think English is more useful than essential. I think I'm gonna use English a lot, like very a lot. I want to work in trade and had this idea of working in a different country. I mean, I want to work in a foreign company where its headquarter is in a different country. I recently had this idea, not long ago, maybe last year because I imagined myself in the future and asked myself, 'Will I ever go work abroad someday?' ((laugh)) **So, whenever I imagine this, I think English would be super useful wherever I'll be.**

As all students in the excerpts allowed themselves some possibilities for working in a foreign country, they considered English useful. However, none of them mention learning English for the future as EMSs in college. For instance, SP1-7 especially reiterated her L2 motivation to learn English mainly for her future because Korea is too small for her. SP1-8 also talked about a similar concept of being stuck in Korea, whereas SP2-13 explored more probabilities of working in a foreign-based company as she could

imagine herself to some extent.

Even though they were JCEMSs, some SPs considered English either only useful or only essential.

Excerpt 83

SP1-29: I don't think English is essential. **I think I can travel to other countries even if I know only the basics.**

Excerpt 84

SP1-1: **I think English is not useful at all if I don't work.** Because I don't think I'll have any opportunities to speak really. I really don't know if English is useful unless I'm in a situation where I need to use it.

SP1-29 did not think English was vital because she could somehow manage if she knew only the basics. In contrast, SP1-1 did not think English would be helpful unless she put herself into situations where it is spoken to a greater extent. To hold up their views as a whole, some teachers commented as well.

Excerpt 85

TP1-1: ... I think only those who really need English for their work or life should learn English even if we're living in a global era. But other than that, people could communicate in English with the help of translators and such things well enough with these basic literacy skills. ... **We just have this obsession that we should have the knowledge of English as a basic form of liberal arts since it's become a cultural asset. But at the same time, there's also this feeling of an inferiority complex. We don't really need English that much in our daily lives. It's all about making a fuss without having to use the language. ... It's not a good thing for the others to feel pressured or inferior because of that. It's not really cost effective.**

Excerpt 86

TP2-1: It's not essential at all.
EK: Why?

TP2-1: Because you can speak Korean and live perfectly fine in Korea. **The only reason to learn English if you want to live and stay in Korea, is to pass the TOEIC test to get a better, promotion or whatever.** There are some jobs that use English, but there are not many.

Excerpt 87

TP2-2: Well, spoken English not necessary, written English not necessary. **English qualification TOEIC necessary, high [top-tier four-year] universities and the *suneung* [CSAT] score necessary.** But English in Korea, unnecessary.

One Korean and two non-Korean professors maintained that English is not essential. However, TP1-1 argued that there should not be too much stress or pressure on people because (s)he believed English to be learned among those who would actually use it for different purposes. Moreover, professors who are also native English speakers considered English to be functional only by the social standards such as English test scores.

On the contrary, there was a different view.

Excerpt 88

TP1-3: I think, it's very essential in Korea. ... And people use more than a lot of English with Korean these days without us even recognizing it. Well, there should be potential in you. We have to make complaints. You have to eat chicken. ((laugh)). **English is necessary and makes us live in Korea where we should know a large quantity of English vocabulary.** It is to communicate in Korean in general though it's not in perfect English sentences. So, we've got this so-called Vogue-[magazine]-styled expressions ((laugh)). You can't really understand a passage or article [written in Korean] if you don't know English words used in certain texts. That's it. **So, there's this influx of the English words regardless of the inevitable trend in Korean society whether it's good or bad. It could get difficult for some people generally to read the signs in the streets and even read Korean texts if you don't know English**

words. I think it got to the point where people need English for their daily literacy skills. ... There is very little chance of meeting foreigners and having a conversation in English in Korea, but it is very highly likely that you get to read some texts in English. Everyone has more than one foreign friend or mutual friends on Facebook. I think there are so, so many chances of reading something in English. **Also, there's news and internet and social media. So, it's reading in English. Very frequent as well as necessary in Korea.**

TP1-3 was very perceptive of Korean history as (s)he shared the view on English as both essential and useful. Like SP2-20 said in Excerpt 62, it was evident that English words are being used almost every day without people knowing it. Also, (s)he had more practical uses of English of which most students gave examples, for instance, more frequent uses online. As to mention fewer possibilities of meeting foreigners and communicating with them in English, nevertheless, (s)he was insightful as to align with how the students would use English.

Thus, back to understanding the 'why' aspects of L2 learning, there were also more practical needs in terms of English that were instrumental as in useful and essential. Moreover, these practical needs were rather experienced to some extent. For that reason, they could be interpreted as several types of IP.

4.3.2.1. Instrumentality (Promotion) of Individual Needs

Interestingly, most IP features towards experienced and practical needs were fairly positive emotions and attitudes. Also, they were personally driven.

First, the most common responses were about international trips in which situations they used English as the universal language.

Excerpt 89

SP1-24: My family started going on trips overseas [recently], and I made all the reservations including accommodation [in Vietnam]. That's when I felt very rewarded.

Excerpt 90

SP1-22: I think it's super useful. You can talk to anyone wherever you travel. Also, I think it's very useful because you can't really find anyone who can't speak English. In turn, there're so many people who actually use it.

They considered English an instrument when they traveled to other countries as SP1-24 was rewarded after she booked all the necessities for her family in English. Then, to SP1-22, it did not matter where she was going because English could function as a global lingua franca. As they experienced themselves, SP2-4 also shared an incident in one of her trips.

Excerpt 91

SP2-4: I tried to do things on my own when I'm in a different country or face some challenges [there]. I even tried to help others when they seemed to not speak English. I was like, 'You don't speak English? I can help you with that.' I think there are good things about it.

From her words, her initiation of helping others when she traveled was

encapsulated as good deeds with instrumental values. Nonetheless, there was also a distinct contrast when the students connected its instrumentality to L2 learning in their classroom.

Excerpt 92

SP2-20: We learn a lot of business-focused English as well as tourism English here. So, we memorized everything when we had this Tourism English exam. **I'd thought it wouldn't be useful at all.** ((laugh)) But it was very useful. That's when I found it very useful.

Excerpt 93

SP2-8: Now I can have a quick conversation when I travel. I couldn't even order food and felt very embarrassed. I couldn't order my food even though I'm an English major. ((laugh)) ... But after I had this embarrassing moment, I studied English while taking a gap year. And I saw a better version of myself speaking in English when I travel to another country. **I felt good that I could use what I learned in school although it was a tiny bit.**

SP2-20 realized that what she learned from school was useful in reality when she traveled as her attitudes were somewhat arrogant, whereas SP2-8 could encounter a better version of herself using English in other countries after she had put effort into her L2 learning.

Next, IP could be extended to some verbal uses of English more generally than traveling situations. In other words, the students highly valued the experiences where they confirmed their speaking abilities, regardless of high or low, to converse with people in English.

Excerpt 94

SP1-25: I get to communicate with others in a language that isn't my mother tongue.

Excerpt 95

SP1-17: My boyfriend's sister got married to a foreigner. Then, she moved to New Zealand and had a baby. And I have to speak English to talk to this baby. I am in a state of **euphoria** although my English is almost the same as this baby's. In fact, the baby's English is way better than mine because of constant input from the parents. Still, I get **joy** from that.

They could use the L2 in their daily life to interact with others as they communicate. SP1-25 signified the merits of English lied on its communicative purpose as it was the case for SP1-17. It was interesting to capture that certain communicative exchanges with a baby put SP1-17 in a state of euphoria rather than unpleasant emotions expected or caused by her low proficiency. Then, SP1-7 made some connections.

Excerpt 96

SP1-7: It was very motivating that I could talk to so many people using this instrument called English. And it made me study harder. I think it's when I enjoy it the most. **So, I can talk to more people in better English as my proficiency gets better and better.**

Even though the researcher did not utter the word 'motivation' at all at this point of the interview, SP1-7 considered using English as a tool to communicate with others to be motivating. She also pointed out that it could be more enjoyable if she were more proficient. Also,

Excerpt 97

SP2-1: Given that you know a mathematical formula, it's just for everybody to solve problems [in textbooks]. **But I can talk to foreign people or use it daily when I'm good at English.** You can't really use those formulas in your daily life. You can use English in your

daily life. I think it's great. ... **It's also an instrument for making friends.**

SP2-1 accentuated the more practical quality of English compared to a math formula in that she could use it in her everyday life in the hopes of making friends and communicating with them. It was advocated by a TP as well.

Excerpt 98

TP1-3: These students are from a younger generation, so they have loads of opportunities to meet new foreign friends by studying English. **Online or on social media.** Or they can come across any foreigners in the street. **So, they enjoy making new foreign friends by using English.**

Like how the students considered what to enjoy in class, TP1-3 talked about different IP aspects they might or might have encountered in real life while learning English.

Finally, the instrumental value of English could be tailored a bit more individually as well.

Excerpt 99

SP4-1: I think I like it when I find new information. For example, we read about current events in English in classes here. Then, I get to see a different point of view from what we could easily encounter in the Korean newspapers. Or what only foreigners might see on things. I like that a lot, I guess. It was really tough at first. I mean [non-Korean] professors ask us questions that we've never thought of before. **But now I can come up with those questions myself because I'm more used to this kind of thinking. I can say I feel good about this change in me. That I got to think more broadly. I can extend the way of thinking through English.**

Excerpt 100

SP2-2: **I can extend how I think. And feel like I'm getting smarter.**

There's way more information in English than in Korean. There are also other platforms in English where I can find extra information. So, I think it's most useful. I can find some more myself.

They underscored that English was of great value in extending or expanding their thoughts. To SP4-1, she grew to think more broadly and globally as an L2 speaker of English, while it was the degree of intelligence for SP2-2 to describe her use of English as she mentioned more platforms to get more information she needed. Moreover, SP1-28 covered what both SP4-1 and SP2-2 talked about.

Excerpt 101

SP1-28: Let's say almost 99% of the information in the world is in English and I only know a little amount of it. ... For example, bagels are originally from Israel and were consumed by the Jews. And I found this information while I searched something on the internet and found that this bread was introduced to Rome. **This Googling. I enjoy it very much because the quality of information is totally different from what I can get on the Korean websites. And I have this foreign friend. When we talk to each other in English, I get to understand how she sees things and other people from different countries would think.**

SP1-28 said she used English for the quality of information she could find on Google and for the scope of the L2 to understand her foreign friend better. To demonstrate how she made use of English, SP1-28 compared Google with Korean websites. SP4-2 talked about it quite similarly.

Excerpt 102

SP4-2: There's tons and tons of more information on Google than on Korean websites. For example, when you search résumé in Korean on Korean search engines, you'll get very limited forms. However, there

are way more results when you google résumé in English. **So, in terms of use of information. ONE MORE THING. When you learn a foreign language, there are these YouTube videos where people teach you Spanish using English as a medium.**

In terms of the number and the quality of the results, SP4-2 used her English knowledge to gather more useful information she needed. She also stated that English could be the medium in learning other L2s such as Spanish. As SP4-2 broadened her use of English, others could use English online more personally and extensively.

Excerpt 103

SP2-14: **I think it's really good when you dig something.** I really like Harry Potter and Sherlock. I can use English for digging with more interest and information. ... It's useful for my hobbies, like when I'm on Twitter.

SP2-14 found English more than helpful when she would dig, geek out, or fangirl her choice of entertainment culture. As her interest started from outside Korea, it seemed reasonable that there were more sources in English, both spoken and written. Likewise, the more intriguing example was SP2-12.

Excerpt 104

SP2-12: **To have access to a wider world.** It's cringy for me to say it out loud. ((laugh)) I always use Google when I need to find some information. I search things using English first, Japanese the next, and then Korean. If I want information on a BTS concert, the language with the most information would be English, Japanese, and then Korean. **So, everything's in English.**

Since her mother was Japanese, SP2-12 spoke both Korean and Japanese.

Even though she was fangirling over a Korean boy band, she realized that more information was available in Japanese than Korean; it was the greatest in English to surprise.

As seen in these excerpts, some SPs were already aware of how to steer themselves to use English more personally and instrumentally.

4.3.2.2. Instrumentality (Promotion) of Ideal L2 Self

It was quite noticeable to confirm that IP was interwoven with some students' IL2S. The most tangible responses would spring from personally driven purposes. Therefore, their IL2S could be sustained more vividly compared to the responses only illustrating simple plans. As there were only a few indications of relatively solid and vivid vision towards their future, it should be highlighted that the ability to imagine herself using English fell under two categories: IL2S at work and IL2S as a teacher.

First, as it was less vivid or strong than the other, some students could imagine themselves using English in their desired workplaces.

Excerpt 105

SP2-10: I want to work in a travel agency. **Planning itineraries. Like, I talk with colleagues and manage things [in English].** I want to do it myself because I need to travel, too. It's the intention.
((laugh))

SP2-10 mentioned working in a travel agency as it was her dream of working and traveling at the same time. She could describe the work and place rather

specifically as she imagined herself working for a company while communicating with others in English. Similarly, it could be in a trading firm.

Excerpt 106

SP2-12: **I'm talking to the buyers.** But it's really just an imagination. **Anyway, I'm holding some documents, all dressed up.** ... I regularly imagine myself when I'm exposed to some content in English. It's not how frequently I imagine. I want to be this much in terms of English fluency. ... I imagine myself speaking English at work. So, English is absolutely essential.

SP2-12 limited her frequent vision to some imagination; however, she detailed how she would look as well as in which situation she might be. She also related certain English content with her IP and IL2S, possibly because the exposure and quality determined her recurring vision's intensity. Thus, she could link why English was essential to her IL2S at work. Given that SP2-12 was initiated by the appropriate English content, which was relatively neutral or positive, there were some other installations.

Excerpt 107

SP1-27: It's very vivid. I'm having meetings, writing things, and answering questions among many foreigners. ((laugh))

EK: Do you imagine this often?

SP1-27: ((nod)) **But I worry too much about what I should do in the future.** And I get really anxious when I don't plan things ahead. I always think and search things for myself in terms of what I want to accomplish in life. My dreams and some required steps needed. **I think about those quite often, so I imagine whenever I think such things.**

Excerpt 108

SP1-8: **I imagine myself so much and so often whenever I can't**

concentrate while studying. But it's always like, I imagine situations where I'm talking in English but having trouble treating a difficult customer [on plane]. **That I'm very anxious in it. I want to imagine something positive, though.** ((laugh))

Although all excerpts indicated a fairly vivid vision, what these SPs experienced was slightly different from how it was generated. They tried offsetting what they did not associate positively with imagining themselves using English; thus, it was not about the hopes of accomplishment or success. Additionally, it was a matter of concentration on SP1-8's frequent imagination of herself using English at work. Nevertheless, she further displayed possible workplace situations, for example, when she met with a dissatisfied customer during a flight as she wished to imagine something more positive.

Some could further detail what they were or did while illustrating their IL2S.

Excerpt 109

SP3-2: I've always liked to have some membership [sense of belonging]. I've always been with some communities and felt stability in them all my life. So, I'll probably belong somewhere in a quite higher position and do my job. **I'll definitely be using English for sure.** ... I'll be on a plane either as a flight attendant or a passenger, but I'm sure I'll travel around the world to meet new people. I think I'll be a better person, better every time than the time before that. I like talking to others and listening to others as well. I'll be talking and listening to others with all my heart. In English for sure. ... **I'm learning English only for my future. I'm taking English anywhere I go with me.**

Excerpt 110

SP1-11: It's not always about doing office work as play-by-play [sports] announcers, but sometimes they also go to the fields. For having interviews with the players after the game. That's the situation I imagine the most. And I often go see [baseball] games myself and can see the announcers having interviews with the MVP every time. I'm like, 'I want to be like that,' or 'I could be like that.' ... There're quite a lot of foreign players in Korean baseball teams. **So, I might have to interview them unexpectedly. And I know there are interpreters, but it would be much easier if I'm ready and able to speak English.**

Even though SP3-2 did not decide exactly what she would do, she was quite sure of taking English with her and using it in the future. Her response was indicative of what she liked to do and had experienced until now in terms of learning English. SP1-11 was an interesting case as she made herself adjacent to her desired workplace. As she saw for herself what could be her future workplace, a more robust vision as well as determination were facilitated within SP1-11. Moreover, she could easily expect some situations in which she might have to speak English. Given that the stadium was SP1-11's possible workplace, SP4-2 employed her current office to guide her to think about her future in a future office.

Excerpt 111

SP4-2: **I know what offices look like in general. So, I imagine the office full of people with the faces I'm working with now.** But I still don't really know about the office culture. I haven't really thought about how to handle things or how to deal with complaints in different cultures yet. But I can definitely imagine myself using English and working in general [in other countries].

Because SP4-2 hoped to continue her career in trade outside Korea, she strategically used her experience in her current office as a reference to picture her desired future. For instance, she could at least get the gist of how things would be in general regardless of which country she was in, unlike SP1-8 in Excerpt 108, who worried about a bad day at work. Hence, the difference between the examples of IL2S at work might depend on whether they had experienced it in the actual workplace or not.

Next, IL2S was vivid among those who planned to become teachers. Its intensity differed because they were able to expect what teachers are like or do more easily. That way, they could get prepared even further or more specifically regarding planning from college degrees to appropriate attitudes. There were only three concrete examples from one senior and two sophomore students. About the dream of becoming teachers, it was crucial to understand why they chose to study English in the first place.

Excerpt 112

SP4-3: I originally studied Youth Education and Welfare in a different junior college. ... I really liked doing all the practicums. **But I wondered how I can educate the youth globally. So, I decided to study English.** ... I thought it would be better if I start from scratch and that's why I came here to major in English. ... I'll probably stay in education, maybe a PhD course although I don't know if I can. I might teach students.

SP4-3 already had an associate degree while pursuing another one in English in the hopes of teaching young adults globally. Even though she doubted

herself in Excerpt 15, she still wished to go on to higher education because she wanted to become a teacher and was quite planned ahead for that.

SP2-11 had a more interesting experience as she mainly studied financial assets management in high school. Earlier in her interview, she had a hard time as an EMS because she did not recall any English learning in her final year of high school:

Excerpt 113

SP2-11: It was very challenging at first, though, I think I'm better now that I've got used to it. ... We just learned the core subjects of our major in my third year of high school, so I forgot everything about English. **It was too difficult last year.** ... I first started learning English in middle school. I wasn't interested in it at all, but I started going to an English *hagwon*. It was for my grades at first, but then I got interested in English. Also, I adore kids and wanted to become an English kindergarten teacher. However, my tutor at the time told me that I need at least an associate degree. **So, I was like, 'Do I need to go to college?' And I came here to study English. To become an English teacher.** ... I had a really hard time studying here at first, but my friends are a little bit better than I am. They told me what to do when things get difficult for me in class. I couldn't understand anything at all when I first had class with the foreign professor. I didn't know anything except for 'Hello.' ... **I didn't know how to study English at all because I had this long term of not studying English before I came here.** ... I ask for a lot of counseling sessions offered by the school if I think I need one. **And they would tell me that my GPA isn't quite good enough compared to my concrete dream, which has already been set. So, I worked really hard thinking this was my last chance.** ... **I think I'll be working as an English teacher, like five years from now.**

In her view, she did not need a college degree until she realized she needed one to become an English teacher. It was revealed that she had had comparatively less English input until she started college due to the unique

high school curriculum she received. She confessed to having experienced some adversities in college as a freshman due to her low proficiency. TP1-2 well summarized how it could be difficult for students with low proficiency.

Excerpt 114

TP1-2: ... Some learners with enough proficiency and enough interest in English would work hard even if the content was challenging yet manageable. But those who didn't study English at all in high school or others alike are probably saying, 'What is (s)he [the professor] talking about?' ... **The English they learn in class could be far too difficult or beyond what they're capable of. It's really hard to feel motivated when things are beyond your ability.** Because it's a step-by-step process, but they don't even try at all. Then, they would be likely to give up on classes. Let alone their motivation getting waned.

TP1-2 recognized the adversities students with low proficiency might have in class due to the high school curriculum without many English classes. SP1-11 in Excerpt 113 counterbalanced a hard time by her IL2S even though she also received some comments from the school counselor, similar to one she had about the college degree, that she needed to work on her GPA harder. Nonetheless, she did not give in or give up her dream of becoming an English teacher. Instead, it could be deemed that her IL2S was a superior concept to all her challenges as it was aided or strengthened by her determination and exertion.

However, it was different from SP1-20 and SP1-22, who had similar backgrounds but different approaches.

Excerpt 115

SP1-22: I majored in web design in high school. ... Since I got here,

I've been feeling that I'm really not good enough. **I haven't had any fun here so far. The school's too overwhelming.** ... We didn't have many English classes. It's all about your major-core subjects in the final year. We learned liberal arts subjects, such as English, as a foretaste compared to how general high school students did. But we were more focused on studying for certificates or licenses relevant to our major. ... I think I went to English *hagwons* for quite some time, but I didn't study hard. I just went there because everybody else did. Also, vocabulary, it's like you memorize these words one day and forget all later on the same day. It happens all the time and it was more like studying a little bit for exams or tests, rather than studying for myself steadily.

Excerpt 116a

SP1-20: **Classes are difficult and not interesting. I think I made the wrong decision.** ((laugh)) ... But we had a load of vocational courses. We got to do a lot of vocational courses. ... English is essential because we are learning it in school. To be honest, it's not useful at all because it's okay for us to speak only Korean.

Excerpt 116b

SP1-20: **I think it got worse.** I just come to class and take it. Write things, underline things. I don't study for exams at all. ... I just think English would be helpful in my life anyway, but I just don't work hard. ... When I think about my future, I want to be more realistic, I graduate and want to do some part-time work for a year. Then, I get married and work with my boyfriend. **So, I really don't have any reason to come to school every morning or stay in education. Why am I doing this for school every morning? But my parents keep telling me that I would be more confident with a college degree.** Even if I'll get married and work with my future husband after I graduate. ... **Professors don't, and I don't even expect anything from myself. It's all about graduating with a degree. That's just all about it.**

Both SP1-22 and SP1-20 received similar high school curricula as SP2-11 did. However, they rather gave up on learning English in the college context. SP1-22 was overwhelmed, and further, SP1-20 thought she had made the

wrong choice. Moreover, SP1-20 gave up entirely by the second interview where she just wanted a junior college degree, as seen in Excerpt 116b. Again, given that it was also hard at first to SP2-11 in her freshman year, she challenged herself instead, probably because she had a more concrete dream. Also, it could mean her desire to become an English teacher in the future excelled her difficulties while learning English in college.

Furthermore, there was also a contrasting example whose proficiency was relatively high. When she was asked to talk about her plans, SP2-5 was markedly hopeful.

Excerpt 117a

SP2-5: I want to study for two more years here right after I graduate ... **In five years? It's so exciting. So exciting.**

EK: Exciting?

SP2-5: ((nod)) I can think whatever I want because you never know what's gonna happen. ((laugh)) **I'm really excited. I wonder what I'll be like. Or what I'll do.** I hope I teach Korean to foreigners. [In my imagination,] **I'm actually teaching in a classroom. I even imagine what I should say in class. My own teacher talks.** ... I have a plan in teaching Korean to foreigners. We've studied English so far in school for college admission, and literally, that was all about it. But I wanted to study English again as a language if I decided to become a college major. And if I teach Korean in the future, people will be learning from me. **So, I wanted an opportunity for myself to find what it's required to become a teacher. To figure things out when you learn English as a language for my future.**

Excerpt 117b

SP2-5: I get the feeling of accomplishment as I keep studying. I've got a more specific purpose in studying English. I think that's what keeps me going.

EK: When do you usually feel accomplished?

SP2-5: When I see myself a bit different than before. Like, when I understand a lot more of what's said in the videos in English. It feels

really great. ((laugh))

EK: Then, what is it about this more specific purpose?

SP2-5: My goal is, did I tell you about this last time [in November 2018]? I want to teach Korean. **If I want to become a person who teaches a language, then I need to understand, for example, what's difficult in learning a foreign language in my student's shoes. To understand my future students better.**

Since she could facilitate the most vivid IL2S among all SPs from the interviews, SP2-5 succeeded in merging L2 learning, her dream, appropriate plans, and responsibilities into her concrete IL2S. Considering she was one of the very few SPs whose IL2S was relevant, strong, and vivid, she could even enable herself to keep and reinforce it until the second interview, as shown in Excerpt 117b. Thus, she even prepared how she should talk in class because her IL2S with IP was available and accessible.

It may be considered that IL2S of those aspiring teachers who would teach English (SP2-11) and communicate in English for teaching (i.e., SP4-3 and SP2-5) seemed more determined as to choose to major in English or plan things ahead.

4.3.3. Current L2 Learning of Junior College English Major Students

Finally, the findings of this section are originally derived from the summary of an interview question where the SPs and TPs select some factors. These factors depicted how positively and negatively they might

affect the SPs' current L2 learning, which took 26 seconds (i.e., SP2-11) to 623 seconds (i.e., SP1-2) to complete during the first SP interview and TP interview phases. To sum up, both the frequency of and legitimate interview responses of the factors were meticulously considered for this section. It turned out that these effects were in conjunction with intended exertion in their L2 learning to a certain extent.

The pertinent factors could be supported by the qualities of *how*, *what*, and *who* as they coped with and continued L2 learning as JCEMSs. More importantly, the SPs viewed each factor presented during the interviews rather in a dichotomous manner (i.e., motivating *or* demotivating), whereas the TPs considered them more holistically (i.e., motivating *and* demotivating). Intriguingly, TP1-3 had an interesting view.

Excerpt 118

TP1-3: As a whole, what I thought could be the positive influence was people. Some human elements, person to person. **We learn English to communicate with other people because it's a language.** ... I think this one is specific to the Korean context. It's also relevant to my personal experience as well. I learned a lot in Korea, but I was extremely shocked when I really used English as a language outside of Korea for the first time. **It was very different from what I'd learned in class.** So, I thought there were a lot of differences between what's in the textbook and what you really use when talking to foreign colleagues at work. And then, I wondered if these textbooks or teaching materials could be some confinement for the learners to learn English. ... Everything's all set in the classroom setting. All the environmental elements tell you, 'It's time for you to speak English.' And the learners are so used to this environment and setting up until college. **I know it's what they're used to, but it's not in the classroom where you actually use English. So, these factors would cause some huge disjunction.**

TP1-3 created a whole picture under the concept of human beings as agents in learning and teaching. As (s)he even talked about an ideal class, on the other hand, it was dominant in the response yet again that the Korean EFL context caused some impediments in one's L2 learning. In this sense, this recollection of when (s)he had learned English for the first time in Korea and then spoken the L2 in other countries seems very pertinent to what SPs might have experienced in their L2 learning as well. In parallel, a sophomore and senior student left a comment in the questionnaire.

SP2-e: I love watching dramas and movies and listening to music in English, but I go blank when I need to study for it as part of my qualification or college major.

SP4-f: What I study in school is more of an obligation because of my GPA. **It is pressuring rather than pleasurable.**

First of all, it was quite striking that most students did not attribute their hard work or little work to the current L2 learning environment. Rather, it was largely for some common purposes known as exams and GPA.

Excerpt 119

SP1-5: I think I studied just a little bit a week before the exam. I didn't work hard enough, but I still got high scores.

Excerpt 120

SP2-5: I'm embarrassed to call it effort because everybody does the same. I usually study on my commute since it's a long way. Go over the notes I made in class. And it's quite helpful.

It seemed inevitable of both students that exams and GPA mattered the most.

However, SP1-5 and SP2-5 had two different approaches as the former put effort into her current L2 learning quite momentarily, whereas the latter did more consistently. However, there was an interesting statement made by a teacher.

Excerpt 121

TP1-1: ... I've never taught any students other than English majors, so I'm not sure about that. But the strongest drive to learn would be aptitude or interest, I think. ... So, this motivation is in line with their purposes or plans for future careers. That's probably why they came to the English department in the first place. ... **It's not like you work hard just because someone tells you to work hard.**

Given that most, if not all, students indicated their OL2S present, nevertheless, TP1-1 argued that learning an L2 is somewhat different from learning other subjects as (s)he has only taught EMSs. In other words, (s)he did not realize that students can proceed with L2 learning even though they had only OL2S or no interest.

Besides the effort put into exams, an SP viewed her current L2 learning more comprehensively.

Excerpt 122

SP2-4: **I don't think I have put much effort here. I think it's been a very valuable time for me to get to learn a lot of new things more than I expected.**

Even though SP2-4 did not admit that she worked hard after becoming a JCEMS, she nonetheless regarded her two years as worthwhile. Still, there were a bit more particular reasons why some students put little to no effort

into their L2 learning. Consequently, there were some specific reasons why the students did or did not put much effort into their current L2 learning relevant to sustained English learning, motivation, or interest. In other words, these explanations were beyond their current L2 learning.

Rather, it was more towards balancing an adult and a student managing an adult life.

Excerpt 123

SP2-12: It takes me two hours to commute, so I was physically exhausted. And I have to work part-time. It's completely different when you're in high school and in college. Sometimes I had to work like six hours a day from Thursday to Sunday. ... **But it's like I'm still using what I learned in middle school.** I mean what I studied when I was in middle school. I went to this very academically competitive middle school, so everybody had to study really hard just to compete and not to fall behind. And that's why all my friends went to prestigious universities. I studied really hard just to measure up to at least half of what they did. I literally put everything in studying so hard back then. I studied really hard to be in their shadows at least. **And that's what I've been using up until now to be honest.**

Regardless of any positive or negative influences of learning English in a junior college, there were some inevitable reasons in exertion as the students cannot focus on school life in general. For example, some of them needed to be financially independent. SP2-12 considered the exhaustion she got from working part-time as to why she cannot put much effort. However, she maintained that her effort in the past compensated for the lack of action now.

In this respect, there was a particular feature of freedom among others as Korean college students.

Excerpt 124

SP3-2: I was with the student council and very busy. Way too busy. But it was sad to say goodbye to my twenties and my college life. **So, I was looking for as many excuses as possible when I didn't want to admit that I didn't want to study.**

Excerpt 125

SP2-1: I came to this school because I didn't want to go to some four-year university or some two-year college outside of Seoul in the first place. I had to come to Seoul since the city had never been my stomping ground. ((laugh)) So, I came to Seoul and tried to get to know the city during my first semester, thinking I still had two years left. **I felt like I didn't really have to work hard back then, so I didn't.**

As their new learning environment became less constrained than their old one in high school, they eventually had more freedom, if not the most. In other words, when they start college, most students consider themselves finally free of college preparation. As SP3-2 put into words, the focus changed its direction to, in her view, the things she could do only when she and her peers were in their twenties. Also,

Excerpt 126

SP1-27: **It's because I just really liked to hang out with my friends the most, but I wasn't desperate enough in a way.** ... Honestly, I don't think I work hard at all. I do have this determination that I should, and you feel very rewarded after you do something, right? But I don't feel rewarded at all because I haven't really worked hard. **It's because I studied way too much when I was in elementary school. I probably worked harder back then than I do now.**

Although SP1-27 did not put much effort into schoolwork because she liked hanging out with her friends, it was more important to notice that she was not

desperate enough to do so. She even compared her current and past selves in that she could not find a proper reason to study in college because she was already at the outcome of college preparation.

In a similar vein, there was also lethargy or amotivation at hand.

Excerpt 127

SP2-18: **I just didn't want to.**

Excerpt 128

SP1-28: I start to feel lethargic a lot these days because everyday is like, you take classes and exams and all of these again and again. **It's meaningless.** I find it quite meaningless that I'm going to school. So, my attendance doesn't look good this month [November], so I'm worried.

SP2-18 and SP1-28 became lethargic in a way that they did not want to exert themselves. It could mean that L2 learning was endless because there were still classes and exams to take. SP1-28 further indicated that everything about school became meaningless, but she worried about her attendance which was a part of her GPA, at the same time.

In this respect, almost all TPs sympathized with their students. For example, TP1-1 indicated all possible situations in a single response.

Excerpt 129

TP1-1: Tired of school. Not excited. Bored. Sleepy. ... Those who have no specific goals or plans for future careers. Those who are not interested in English much. It is very highly likely that they haven't experienced any sort of accomplishment up to now among them as well. ... And telling some funny stories that are relevant to the learning content. It's not about the story itself but about certain English expressions. ... Or telling them their current grades or where they are now don't really matter. You'll do anything if you think,

plan, and set an aim in life anyhow. ... Talk about visions and those who have succeeded in their careers before them. But I think that's a bit of nagging and has its limitations. **I should find a more effective way.**

It was truly genuine of TP1-1 to care about the students who were likely to be demotivated or amotivated to some extent that (s)he strived to manage the classes by providing constructive suggestions in relation to the L2 learning and its content. However, (s)he pointed out that advice could be digested differently from the students as in the following excerpts.

Excerpt 130

SP2-4: ... I mean sometimes classes get dragged on with these side stories. That's why I think it's a bit more negative. The positive side would be that I know for sure that these stories are for us. I don't really think they're bad or anything because they're from the elders.

Excerpt 131

SP2-24: I think most of what they tell us is for us in the future in general. It's just that. **I really like my professors, but it doesn't sound super real or credible.**

Even though SP2-4 and SP2-24 appreciated their professors' words of wisdom, it was a lecture during a lecture from the elders. SP2-24 even separated her fondness of her professors from the doubts about those words. Likewise, it can be mainly due to the disharmony between how they empathize with each other. Thus, it could also be the students who might not sympathize with their professors.

Excerpt 132

SP1-28: When they tell us about these examples of our seniors [who

graduated before us], they're all about good cases. **Unreal and hard to achieve.**

Excerpt 133

SP3-3: They bring up old stories during class. I really hate to hear them. When they look down on us just because they're the elders. I hope they can communicate with us or understand us. I mean, no authority. **Not authoritative, but truly curious about what we think.**

Similar to SP2-24 in Excerpt 131, SP1-28 could not relate easily to exemplar graduates because professors only talk about the successful ones. SP3-3 also talked about old stories in class. She further hoped to have more teachers who were not authoritative at all. In her view, including others, she wanted the more authentic empathy for the students' situations from her professors instead of their inferred understanding of the students. Nevertheless, TP1-2 truly resonated with the students once more.

Excerpt 134

TP1-2: **So, I want them to choose the path they want by being curious in things. By reading a lot of books and having experiences. Finding out what they're interested in while studying English here for two years of their lives is still important.** But when we look back on ourselves, we didn't really know much either in our twenties. So, I want them to do something, want them to at least think, 'I should try this!' The reason I'm saying this is because there are very few people who would be saying, 'I want to work in the service industry' from when they were freshmen.

By looking back on one's twenties in general, TP1-2 illustrated the hope for the students while they were still in the school context.

Then, it was deemed more significant to understand how other

students would handle and manage their current L2 learning environment in the following subsections.

4.3.3.1. How Students were Taught in Class

Most significantly, a number of students accentuated how much they liked a course only offered once in their first semester in a flipped learning method. For example,

Excerpt 135

SP1-1: In this class, we took an hour from a three-hour class ahead of another two hours here in school. It was called flipped learning. After this one hour, we came to class and asked ourselves what we actually knew and understood from it. We also had discussions. **I'm not sure that I found it very positive because the learning content was really interesting, but I think the teaching style affects the students the most.** Students would differentiate the quality of a class depending on how the class is taught even though the content is the same. **I felt it's what college class should be like when I took that class.**

The way SP1-1 recalled this class, she remembered the details of it. She further explained that it was in accord with what she had expected from a college class as she weighted teaching styles over class content. Also, she suggested what college classes should look like.

Excerpt 136

SP1-5: There's this flipped learning class. I got to study by myself before the class so that I can focus more on what I learned and how much I learned. **I didn't have to keep pace with others. ... The professor prepared the classes really well and delivered the learning content very passionately.** I really liked that.

As SP1-5 pointed out, she could spare some time to study by and for herself because it was a flipped learning class where she could control her own L2 learning in the college context. Additionally, she liked how prepared and passionate the professor was, not to mention the well-delivered learning content. In this way, SP2-13 put together this flipped learning course as she expressed how she was thankful for the teacher to be prepared in class more explicitly.

Excerpt 137

SP2-13: I felt like, 'Is this what college class is really like?' When I took this class, it was completely new. And the best thing about it was that the professor prepared everything. **I really loved it. I appreciated that (s)he prepared it for us. And those class materials. I could really see that the professor tried really hard. I was very surprised.**

During the interview, it was almost like SP2-13 could still relieve her freshman year. She maintained that the teaching method was completely new. She constantly gave the credits to the professor for her passion, similar to what was illustrated in Excerpts 135–136.

In contrast, the role of students in the class was the most decisive in characterizing negative teaching styles. As it was with the role of the learners as well, first, for example, the students did not favor classes where there was only teacher participation. Since they became passive learners, some SPs explained.

Excerpt 138

SP1-19: I get sleepy a lot because **I just listen to what the professors say.**

Excerpt 139

SP2-16: They only read texts or passages in English and translate them. **This passive teaching style.**

Excerpt 140

SP1-17: I personally think it's the right way to have the students participate in class and do things together. **But it's far too one-way.**

All the SPs in the excerpts explained that the professors just delivered class content. In these classes, they just sat and listened to the professor talk or translate as suggested by SP1-19 and SP2-16, while SP1-17 maintained that interactive lessons with student participation were ideal. In a similar vein, the one-way teaching style was brought up in the questionnaire. Then, it was defined as a passive teaching style or one-way elaborated in Excerpt 141.

SP1-g: I want more efficient teaching styles (**not like this boring one-way style**).

SP1-h: **I hope classes become more interactive.**

Excerpt 141

SP2-8: Most classes are really boring. I don't know if I'm allowed to say this, but professors teach us in this one-way. Probably because of their age. **It's not interactive. It's boring because only they talk in class.** And we take these for three hours. The class gets exhausted, and I think it's really exhausting. I personally think English classes should have more interactions. More talks between professors and students. I believe that's what they do in other countries. Having lots of discussions in class, but it's more like only professors talk in class. EK: Then, are you willing to participate if it's an interactive class?
 SP2-8: SURE! I'm willing to even though I easily get nervous when I give a presentation. **I think it's Korean society that made us and**

everything we are now in terms of teaching and learning.

Even though she got nervous speaking English for class tasks, SP2-8 wanted interactive class so much, and it seemed she was prepared for one.

Mentioning teachers' age, interaction, and discussion, she dismissed her professors' rather passive or one-way teaching styles as a problem within Korea by giving examples of what classes in other countries look like. In this sense, SP2-4 also referred to something similar by comparing classes she had in college and the past, both in and out of Korea.

Excerpt 142

SP2-4: It's probably because I was a foreigner in different countries, but I had never zoned out in class when I took classes in different countries. But it gets really drowsy in Korea. I can't really digest [the content]. **I don't know for sure if it's due to different class dynamics or the teaching styles. Korean professors usually sit in class, but it was more dynamic there.** More group activities or presentations.

SP2-4 compared the classes delivered by the Korean teachers in her junior college as well as her middle and high schools to those she had in other countries. As she had received some years of elementary and secondary education in Canada and the United States until she returned to Korea to complete middle school, she noticed that not much had changed. In other words, she could easily lose concentration or interest in class either in the secondary or tertiary school context, probably because her teachers were not dynamic enough.

Second, it was about the reversed roles in participation where the class was full of student participation.

Excerpt 143

SP2-17: I don't know if it's because we're in a college, but sometimes professors would leave most of the class to us. I get it when they make us participate in some activities during class, but when they let us take the class all by ourselves, it's too much.

SP2-17 could understand her professors' intentions of letting the students participate more in class. However, she only could to some extent because it was just too much. In a similar vein, some students portrayed two different student-led classes.

Excerpt 144

SP1-10: We had to make a presentation and give it to the whole class for three hours while taking turns. I could sit through all types of classes, but this class got boring minute after minute. I'm okay with feeling bored, but it made others move around or leave the classroom because they got bored. It's a huge factor that lowers the quality of a class. **It affected me for sure when others left the classroom and even made me feel like, 'I don't want to take this class either.'**

Firstly, SP1-10 talked about a class where everyone in her class gave a presentation. While students took turns, she underlined how it was for the others who sat in class doing nothing. Then, she stated that the quality of classes could be attributed to how class dynamics were managed as the whole class became bored. One thing to underline in her words is that there were no student-teacher interactions or teacher feedback.

Excerpt 145

SP2-1: I expected that professors would teach things in this reading class, and it turned out that we were the ones who should translate the paragraphs as homework and read that translation taking turns. ... **It wasn't really learning, but more like checking others' homework for three hours.** ... The learning process would be much better for me as a learner if some participation was here and there. But it's not right if professors wouldn't do anything and everything about the class is up to us. **It's not right. We pay for this education. When they ask us to do homework and translate, it's not teaching and learning.**

Secondly, SP2-1 dismissed one of her reading classes as checking her peers' homework. She then emphasized that the amount of student participation in class was the key as her college tuition was not free. Both examples disapproved of too much student participation with less to no teacher participation.

The final one was rather intriguing in that students did not prefer class participation either if it was forced or initiated by others other than themselves.

Excerpt 146

SP1-29: ... There are a lot of professors who want or make us answer their questions. That's what I find a bit difficult.

SP1-29 considered it burdensome when she was asked to participate in class.

A professor also noticed what SP1-12 had to deal with.

Excerpt 147

TP2-1: **I think they hate doing anything that they're required to push themselves.** A grammar question's okay because they can just do it. But anytime they have to, DISCUSSIONS! **Free discussions or**

expanding on talking points. They're just not interested in doing that. Most of them.

EK: Do you think it's because the proficiency is different?

TP2-1: It's because of their proficiency for some of them, **but I think others are just not interested in being in school at all.**

TP2-1, as a teacher, also had encountered some class interactions in which (s)he felt the students were made to talk more freely. Although there were a couple of reasons for this propensity, (s)he pointed out there were some different levels of proficiency on top of disinterest in school life in general. However, it does not seem quite praiseworthy of SP1-15.

Excerpt 148

SP1-25: **I have to participate unwillingly because the professors make us do so in class.**

EK: Then, would you be willing to participate in a more interactive class?

SP1-25: **Of course. Only when I think it's worth participating. ... I have to participate to get a good grade.**

SP1-25 gauged the quality of her class if she wanted to participate in it or not. Moreover, the willingness of her participation stemmed only from her GPA. Furthermore, it was a great contrast between SP1-25 and SP2-8 in Excerpt 141 as the former selectively participated with her moderate to high proficiency. At the same time, the latter would want to do so anyway with her low to average proficiency. Though, TP1-2 continued.

Excerpt 149

TP1-2: ... I usually hand out question-and-answer sheets and encourage them to ask questions. **Because they are girls, they don't really raise their hands and ask questions.** There're still some

students who would write down some questions and make good use of time. When I see them, they really take time to think. Not just memorize everything. Also, the questions they ask are actually very sharp. ... It's a little bit different when you look at their attitudes. And the way they participate in class. **It's not just for their GPA. ... They start to get a bit curious and want to progress further. They want to learn more with passion and interest.**

Even though TP1-2 already knew about the class atmosphere where female students do not typically participate in-class activities, such as interactive question-and-answer tasks, quite actively, (s)he indicated there were a few who could make the time on their own. Also, there might be more than GPA to these students, such as curiosity, passion, and interest, to guide them to engage more in challenging courses.

4.3.3.2. What Students were Provided with in Class

Interestingly, views on the class content were the most prominent in extremes. Many students did not really understand why they were learning business English, considering the name and objective of the department was 'Business English.' In this respect, it seems particularly relatable to a recurring trend, which could be labeled as 'academic English versus business English.' First of all, there were quite a few responses to the questionnaire.

SP2-7: I feel bummed out since we haven't had any chances to learn academic English.

SP1-i: I feel bummed out since we only learn business English, not academic, in a relatively short time.

Then, these became clearer.

Excerpt 150

SP1-26: We learn something we can actually use in the real world, like at work, but not academic. **Academic English is what I hoped for.**

Excerpt 151

SP1-18: We learn too much work-related English, so I guess I would like to learn something a bit more academic, like linguistics. **I don't think it's useful at all, though.** ((laugh))

SP1-26 and SP1-18 wanted to learn academic English even though they understood the great potential of business English. Significantly, SP1-18 still wanted to learn something she thought was academic despite no usefulness in the real world. However, SP1-5 did not favor her learning business English at all.

Excerpt 152

SP1-5: I didn't want to learn this kind of English; I mean business English. I planned to learn something more educational, is that the word?

EK: Educational? Academic?

SP1-5: RIGHT. I planned to learn academic English, but I had no choice but to learn this kind of English. I feel gutted that I've had very few opportunities to learn academic English.

EK: **What is academic English?**

SP1-5: **(9.0) Such as English novels. Or American culture or American history. Stuff like that.**

Though she could not really define academic English, she merely gave some possible course names in her view when the researcher wanted to know how SP1-5 divided the types of English. Also, it may be due to some lack of

knowledge, if not ignorance, of not fully understanding the objective of the business English curriculum offered in their own school context.

Conversely, some students also compared what they study now with other university majors, such as linguistics or literature, labeled as academic by SP1-5 in Excerpt 152.

Excerpt 153

SP2-5: What we're learning is different from English literature and linguistics. They study with like novels in class, but we mostly cover a broader concept focused on work-related business English here. I think it's great.

Excerpt 154

SP4-2: It's way more fun than studying for linguistics as we learn business English here. **Because we learn the real stuff.** ... I work [during the day] and business English is useful in any possible way. It makes me enjoy studying English.

SP2-5 and SP4-2 rather promoted the positive sides of their class content being business-related.

Similar to SP4-2 in Excerpt 154, another concrete example had already experienced English in need in a workplace. SP2-9 explained the actual use of business English when she had an internship in the customer relations and production team at a Canadian company.

Excerpt 155

SP2-9: When I first took a look at the curriculum, I was like, 'Will these courses be helpful?' **But I went to Canada for an internship last summer, it really helped me a lot.**

As to how SP2-9 had previously thought of the class content, she actually used business English for work outside of Korea. Nevertheless, some could not still relate themselves to business English since not every student had had work experiences before.

Excerpt 156

SP1-9: It's because I learn a lot of business English thinking, 'Can I use it now?' But at the same time, I've learned a lot.

Excerpt 157

SP1-7: I can't say I'm satisfied with all the courses. I like all the speaking classes, but writing emails wasn't something I can't relate myself to at the moment. I know it'll be useful for sure in the future, but not soon. It's not like I hate those classes, but it's just a bit difficult.

On the other hand, SP1-9 and SP1-7 regarded that the curriculum would be helpful because they would need to prepare to work at some point soon. Still, some students gave credit for their current business English curriculum because they knew it would be useful.

Excerpt 158

SP1-11: It would be useful to learn business English. It would do good for me someday, so I'm very satisfied.

For example, SP1-11 believed she would use business English someday as she was satisfied with the class content.

In particular, the ESP courses were beneficial, including Trade English or Secretary English.

Excerpt 159

SP2-17: **I really enjoyed learning Trade English because I'm thinking of working in that industry. I got to understand more and more as I studied with in-class activities.**

Excerpt 160

SP1-23: I could use so much from what I learned in the Secretary English course when I'm serving foreign customers. I don't really have to speak in English, you know, but I deliberately talk to them in English. They really liked it! ((laugh)) **I wanted to talk to foreigners in English so bad, like on the subway, while I was taking this course.** ((laugh))

Some could understand the links between their potential for work and the content they learned by taking the ESP courses. Especially SP1-23, who was very eager to speak, practice, and use English as she realized she could really use what she learned at her part-time work. Again, when it came to what they learned, they knew the expected value. Also, SP1-18 could link her possible future career to one of her ESP courses.

Excerpt 161

SP1-18: I'm interested in working in tourism, so I had this presentation assignment for my Tourism English course. Giving a presentation about a country I chose. I think that's when I put most effort. Because it was the course about the field that I'm interested in. It was way more interesting. English and tourism information-wise. So, I could look into more about tourism in a more detailed manner.

SP1-18 successfully found a connection between her current L2 learning content from the Tourism English course and the amount of effort she could put into it, probably because it was the English used in the field she was interested in.

However, some SPs mentioned that what they learned was almost identical.

Excerpt 162

SP1-6: I think we cover pretty much the same thing over again. I took Secretary English last semester and I'm taking Business Conversation this semester. I'm learning practically the same thing. **It's repetitive. I know it's helpful to go over things again and again, but I want to learn more things. I'm a bit gutted because of that.**

Excerpt 163

SP1-29: The names of the courses are different, but they're quite similar. I don't think my proficiency really gets better. We only write [and practice writing] emails.

Considering it was their second semester, both SP1-6 and SP1-29 described what they learned as repetitive or similar. Moreover, SP1-29 worried that her L2 proficiency would not improve due to similar content, while SP1-6 wanted to learn more than that as she strived to regard it as helpful in reviewing. Parallel to what SP1-6 had in mind, the number of courses and the amount of class content in their business English curriculum was a little bit too much to some point. SP2-13 summarized it well.

Excerpt 164

SP2-13: I'm done taking the required elective courses last semester, so I only need to take the major core courses. So technically, I'm learning English five days a week. And it's all about the content that is useful in getting a job. Like writing emails or writing documents in English. ... **It's quite insufficient that we only learn things that are related to employment. It's all about getting a job. Not much to choose from even in major core content, though.**

SP2-13 pointed out that almost all the L2 learning content offered was meant

to help the students with employment. However, her argument should be noted about her words in the last part—that there was not much to choose from. In other words, she could have been more satisfied with the curriculum if there was a wider selection of courses, even if they were still job-related. Some questionnaire responses indicated the same concept.

SP1-29: There are not many courses to choose from. They are also similar in content, so I don't think I'm getting any better in my English ability.

SP4-j: We need more business English courses.

Also, as most classes were developed based on NCS, one student said about it.

Excerpt 165

SP1-13: I heard that those NCS courses might be needed to get into some companies, maybe state-owned companies, but I don't find them quite helpful.

Given the nature of business English, SP1-13 somewhat doubted the framework of her courses. In this sense, SP1-5 even made a recommendation.

Excerpt 166

SP1-5: Well, there's not much really to get from textbooks because we can't change the course itself. I think it would be better to choose a textbook that can be more useful.

To SP1-5, it was her way of compromise. It might be assumed that she could relate herself to the learning content with better textbooks.

Nevertheless, more content was provided to the students to prepare

themselves for their future in terms of difficulty.

Excerpt 167

SP1-12: It's a lot more difficult than last year. It's not the content that got more difficult, it's about the depth. **I mean, more in-depth content than last year.**

Excerpt 168

SP1-8: I'm taking fewer courses than last year, but the content of the courses I'm taking this semester are completely different. I remember taking Trade English last year with less difficult content, but now it's REAL trade English, with more in-depth content. And other courses are also a bit more work-related.

The content became more difficult or more in-depth, according to SP1-12 and SP1-8. It was not indicated that they could not manage or handle the changes in difficulty or depth. Rather, they considered it more relevant to the English used for and at work. Similarly, a student talked about her work where she needed to speak with her colleagues in English.

Excerpt 169

SP3-2: I think I can use more expressions at work when I need to talk to native speakers of English compared to last year.

SP3-2 became more confident in using English at work, possibly because the content was more work-related and complicated in a positive way to really help her. Also, a TP supported this.

Excerpt 170

TP2-2: ... If, for example, I talk about my Business English with the fourth years, I can be more specific because it's a smaller class. **And they are kind of more motivated towards an area they want to work in.** Content-based courses where they are looking at how this will improve their chances in working and getting a job. But for the

first years, they've just come out of high school.

As a more holistic view of the class content from the teacher's side, TP2-2 compared how older and younger students handled what was given to them in class.

As one of the most responses in the questionnaire, students expressed their needs in more speaking classes than writing. They were more expressed than in the interviews, and it seemed that they wanted to work more on their speaking abilities. Most relevantly,

SP1-10: I hope there are more speaking opportunities in different courses where we can practice our speaking. **No more writing.**

Overall, the SPs indeed admitted using English in business or work-related contexts in the future whether they liked it in general or not at the time of utterance.

4.3.3.3. Who Students Learned with in Class

It was necessary to understand that there was a huge difference between proficiency levels among the enrolled students, probably afforded by whether they had studied abroad or not or had gone to *hagwons* or not. Take SP2-15 for high English proficiency and SP2-22 for low English proficiency.

Excerpt 171

SP2-15: Sometimes I have things that I don't know or understand either. I want to ask someone near me, but I don't really have any

friends to ask. So, it's pretty hard to get help quite often. It's not always possible to ask professors; it doesn't always work that way. **I don't have any close friends who know more than I do. If I miss a class, I don't have anyone to ask.** Like, 'What did we learn last week?'

Excerpt 172

SP2-22: **My close friend studied abroad and has been helping me a lot.** And my English got much better thanks to her. I got a lot of help. She takes good care of me in terms of learning. She tells me everything I don't know.

It was interesting to capture that SP2-15 tried her best not to skip any classes because she did not have any friends to answer her questions or let her know what she missed. In contrast, SP2-22 appreciated her close friend who studied abroad, whose proficiency was high in her view, for helping her out whenever she came up with what she did not know. Given that there was a clear distinction between how much the students were proficient in English, it could also be translated that they would not want to expose how good or not good they were at English by not participating in class.

Excerpt 173

SP1-14: My peers in class in general don't really participate much. It makes me not participate as well.

Excerpt 174

SP2-11: I understand that it's college, but there were only 15 of us in one class when I was in high school. So, we could just raise our hands in the middle of class when we had any questions. But there are a lot of people in one class. And college isn't like that, you know, the class atmosphere. So, I just stay still and usually forget everything I want to ask during the break because I get so excited about this break in between classes. ((laugh)) There's quite a lot that I miss or just let pass by. Questions I want to ask.

Both SP1-14 and SP2-11 were intimidated to some extent in terms of class participation. SP2-11 even shared with the researcher about a popular idea of class dynamics in college where she could not ask questions somewhat freely.

Or it could also indicate that they did not have good attitudes in class in general.

Excerpt 175

SP1-6: Those who don't participate at all or bring textbooks to class. They keep going in and out. **Makes me feel uncomfortable.**

Excerpt 176

SP1-7: When they sneak out of the class after the attendance check. And sleep in class. **It's hard to ignore even though I try to work hard.**

Excerpt 177

SP1-23: **Everyone's on their phone the entire class hours in some classes. It was very embarrassing once when my friend and I were the only ones who actually took the class.**

Some of their peers' attitudes towards class were not ideal from the excerpts, which negatively affected the SPs. Moreover, given that SP1-23 talked about an incident where only two students made eye contact with their professor, these students could be somewhat generalizable irrespective of their English proficiency or GPA.

Excerpt 178

SP2-20: You usually get to know how the professors teach you and what they do in class after you spend some time with them. So, I snuck out a couple of times. I just went straight home. I didn't really have any other places to go. It could've been better if I had hung out

with friends, but I just took a rest at home.

Such behavior, which SP1-7 in Excerpt 176 talked about, was confessed by one SP whose GPA and perceived English proficiency were both high. SP2-20 in Excerpt 178 did not take some of her classes seriously. TP2-2 later supported it.

Excerpt 179

TP2-2: ... People are really aware of where they are sitting and who they are around. So, the people really don't like to be working in group work with the people that they are not friendly with. **You know, class dynamics are really important. So, you have to be careful with who you partner up with.**

Teachers also considered how the class dynamics worked among their students, such as when having a group task.

From SP2-15 in Excerpt 171 and SP2-11 in Excerpt 174, it was already commented that they could not always or easily ask their professors. SP1-16 also mentioned something similar while explaining her tutor-tutee session with the researcher.

Excerpt 180

SP1-16: I started this tutoring because [this] professor contacted me during the break. I just happened to do this. I think it's really good. ... **It's embarrassing to ask the professor in class, but I can ask my peers who I do the tutoring with quite easily. And they're really good at explaining things to me considering my level.** So, what I learned in this tutoring was very useful to me.

A professor organized a tutoring group within the school context and helped

students, including SP1-16, with her L2 learning. As a tutee, she seemed rather comfortable with her peers than in a class with more people considering her self-perceived low proficiency. Interestingly, a student-tutor felt almost the same way.

Excerpt 181

SP1-24: I like doing things together. We've been doing this tutoring together, and it doesn't get loosened up. ... I'm the tutor and there're some tutees. We just study together.

In this sense, it was conceivable that collaborative L2 learning was feasible for college students. As SP1-16 was a tutee and SP1-24 a tutor, it seems that the benefits of learning an L2 together in a supportive way were available for both of them.

Thus, when accepting their hardworking peers as collaborative and accompanying competitors, some students were determined to learn L2 even harder and more.

Excerpt 182

SP3-1: I've got more competitive than before because my peers in class now are really hardworking. And we push each other as we learn together. It's all about this good competitiveness. In turn, I also get to enjoy classes more.

SP3-1 said that she and her peers in class pushed each other when learning English in the classroom, and it was similar to what SP2-6 talked about in Excerpt 183 as she was anxious about certain aspects.

Excerpt 183

SP2-6: What I was concerned about at first was that it could've been standardized downward because the class content is quite easy. But my friends are very hardworking and get quite good grades. And I can work hard and be more worried about it in a good way thanks to them.

She brought up GPA to link her idea of the junior college context, which she had thought was of low standard, with productive competitiveness. When their L2 learning became more empathetic, the following excerpts show how they interact in class or most of their L2 learning in school.

Excerpt 184

SP1-29: I study and hang out with my friends here. When I'm a bit exhausted, when we study together or have something difficult to understand, **we can ask questions and help each other.**

Excerpt 185

SP2-8: We can share what I know and what my friends know when things are difficult to understand. **We talk to each other and figure things out together.**

Excerpt 186

SP2-3: **If I miss something in class, my friends support me. If there are things we don't understand, we get together to figure them out and study to let each other understand.**

Excerpt 187

SP1-19: We help each other and do all the group projects together. We could also talk to each other to relieve the stress when we rest. **If it weren't for them, I would've been exhausted and already hit rock bottom.**

It was indicated from the excerpts that the SPs were exhausted in their college L2 learning context while the learning content was difficult. To

explain their learning process further, SP1-19 even described that she nearly had a breaking point. In this regard, they stayed together to work things out, as SP2-3 illustrated that they supported each other and even studied for each other as well. In this respect, SP1-4 also highlighted even more of this.

Excerpt 188

SP1-4: My friends came back to school after spending a gap year. I've got my girls with me in class, and we decided to work hard together. And we really talk a lot in our speaking class. So, I feel like I'm taking a real speaking class. **I can feel the dynamics.**

In her second interview, SP1-4 could finally study with her peers back from their gap year. As she and her peers put effort into their speaking class, she thought she was having fun and could sense the positive class dynamics.

Moreover, about GPA given to the students as a way of grade on a curve or relative evaluation, junior and senior students appreciated productive competitiveness more than fewer chances of getting better GPA. For example,

Excerpt 189

SP4-1: There are only eight people. We get to have everyone in class give a presentation. And there's this great advantage, especially in speaking classes, that everyone can really talk. **Then, it got to the point where I can see others' improvement as well. And I can afford more opportunities for class participation. We're doing what could have been group assignments individually now, so more opportunities for improvement.**

EK: Does that mean you also get feedback individually?

SP4-1: **OF COURSE. That's another great advantage.**

It was noticeable that SP4-1 commented positively on her and her

classmates' L2 improvement as a process that could be shared and visible.

Given that there were a number of students in freshman and sophomore classes in contrast to junior and senior ones, there were some different perspectives on the opportunities and feedback from other students.

Excerpt 190

SP2-8: It seems quite impossible because it's a school, but I think there might be some problems in having speaking classes where we can't really talk. **We could get more chances if there are fewer people in class.**

EK: How many are there in your class at the moment?

SP2-8: About 40? Thirty-something.

Excerpt 191

SP1-9: I felt that the class is quite big. When I'm in this writing class, the professor can't really take a really closer look at what we write one by one. And there's still more than half of my class who would wait for feedback. **It takes too much time.**

Excerpt 192

TP1-2: **It should be smaller for more interaction between professors and students. And between students. But it's quite big for language courses in this school.**

On average, there were thirty-something or more students in one class, which was also perceived as a problem by TP1-2. For this reason, the size of L2 classes was a common issue for both teachers and students. Due to insufficient feedback and interaction in class, SP2-8 and SP1-9 considered the number of students in one class inefficient or not helpful. They couldn't be given more chances of speaking or feedback in their writing. Moreover,

Excerpt 193

TP2-2: Class size has a massive importance because I'm taking really

big classes. My courses are conversation class, so that is very important. 10 to 15 students or 50 students. It's a huge difference to my lesson planning.

Excerpt 194

TP1-1: ... **It's impossible to have them practice numerously and give them feedback.** ... The reason I count on virtual reality the most is because it's all about speaking, but there's no place where they can speak. You can practice whenever you want with this technology. But I still can't really let them practice much. I feel bad that they're taking classes in a similar pattern, but these physical limitations. I also know these myself.

As the class size was the most common issue, TP2-2 attributed it to how (s)he planned the classes. Then, TP1-1 reflected on the teaching so far up to the interview about how (s)he could not give sufficient feedback to the students. In frustration, (s)he had the expectations of using technology to help the students with their English learning. There were some limitations to facilitating more speaking practice and its feedback.

However, somewhat not ideally, competitions remained rather intense even if there were fewer students than there had been at first. It was primarily about their grades on courses, most of which were resulted from a relative curve evaluation.

Excerpt 195

SP2-20: I'm taking most courses with twenty-something students in my class because quite a lot of people decided to take a year off. **So, it's really hard to get a good grade.**

Excerpt 196

SP2-7: My class was like 40 people at first. Then, it got to 20 this semester. There have been quite a lot of fluctuations, and I don't

really feel like studying.

EK: Because they are taking a year off?

SP2-7: Exactly. ... I got a quite good GPA last semester without working hard. I hung out with my friends a lot, but I messed up on the exams this semester. ... I was just thinking I would get this much of a GPA by estimating the workload and not working hard enough. And I was a bit arrogant.

SP2-20 and SP2-7 indicated some changes to the class size because some students decided to leave school for a year. In turn, it seemed like it was yet another excuse for some students to talk about its impact on their GPA, which was the outcome, not the process which SP4-1 in Excerpt 189 talked about.

4.3.3.4. L2 Motivation of Existing or Sustained L2 Learning

Interestingly, there were quite a lot of responses that were less related to their current L2 learning. Otherwise, some students considered that they maintained at least moderately continued interest and motivation in learning English. TP2-2 also pointed out that,

Excerpt 197

TP2-2: ... There are students who truly want to be here. And they obviously have motivation before coming to this school. That they are interested in English, and you can pick them out from week one. **Eye contact, yes. Attentive, yes. Listening, yes. Doing the exercises, doing the work, yes. Homework done, yes.** They are on the ball and tend to be really good students. ... Those who are really motivated and interested in English come and ask me for extra work. Or extra information after class. Or ask to meet with me in my office about certain things. You can tell they're into English in general. **They want to practice.**

In this respect, TP2-2 ticked off all possible elements to explain some continued L2 motivation up to the students' college days. As these were started at some point in their life before college, they were the impetus for continuing to learn English as JCEMSs. In this manner, SP1-12 made the most straightforward comment.

Excerpt 198

SP1-12: I've enjoyed studying English as much as I think it's fun. **You know there's a big difference between like and fun, but I enjoy studying English.** It's fun, so I think I like it a lot. Very a lot.

As SP1-12 regarded her overall L2 learning as fun and enjoyment, her learning English was something she enjoyed and found pleasure in itself until the interview.

To be more specific, some SPs delightfully talked about how much they liked learning English through English-mediated multimedia.

Excerpt 199

SP1-4: I think I've watched a lot of movies or YouTube videos made by English speakers. Like the way people in those videos talk to their viewers, I started to understand what they want to talk about at some point without the subtitles. And it wasn't like I'm studying with these videos anymore. **It's fun thinking that I'm in the video.** Then, I got to like English more and more from that.

Excerpt 200

SP2-1: I prefer English speaking. I've enjoyed watching TV series or movies in English a lot. And a lot of people say things about studying English by watching those. **So, I wanted to learn the expressions they really use.** I want to understand what they say like English is my mother tongue.

SP1-4 could see the fun aspects and become more skillful in listening to English as she mirrored herself in the videos, while SP2-1 wished to be proficient in English as the people in the videos. Moreover, there was SP1-7 who could utilize what she learned from English-mediated videos.

Excerpt 201

SP1-7: I usually study English by watching a lot of YouTube or TED. And it's really nice when you revisit what you learned in class. I find it very useful. That's when I enjoy studying English. [I study] a couple of hours? Almost every day.

SP1-7 was even able to connect what she learned from the multimedia to what she learned in class. However, it was quite intriguing that it was not vice versa; meaning, it was not from class-learned materials to understand out-of-class materials to her. In contrast, SP1-11 maintained that she could relate to what she learned more back-to-back.

Excerpt 202

SP1-11: I've really liked studying English. And I'm quite good at listening, but not quite good at speaking. So, it's very challenging and motivating at the same time as I've been taking speaking classes here. There are several peers in my class who are very fluent, so I get motivated after every class. There're a lot of videos on YouTube that help you study English. So, I watch them frequently in my spare time. And there's a huge difference between the colloquial and literary style. So, I make notes and practice a lot myself for fluency. Shadowing. But I didn't do this shadowing on a daily basis because I wasn't sure of its legitimacy. Anyway, I've been using YouTube the most.

SP1-11 sustained her L2 motivation for speaking later enhanced because she compared two aspects: her listening and speaking skills, and herself and her

peers in a speaking class. It was confirmed that she could understand more about how communication worked with the aid of online videos as well as the effort she put into it. SP1-2 also used YouTube videos to learn English, primarily for speaking proficiency.

Excerpt 203

SP1-2: I've enjoyed studying English, but I don't do it much. ... It's not like I'm good at grammar, but speaking is what I think is more important in learning English. I usually want to study basic grammar and things I need in speaking. And some slang and expressions, so I browse and subscribe to some YouTube channels.

As she was similar to SP2-1 in Excerpt 200 since both tried to speak more fluently by watching multimedia, she split up her L2 learning into different categories, for example, grammar and speaking.

As it was quite the trend among many others, students had the same idea of dividing English learning into other kinds. In this sense, English grammar was a massive one. To SP2-1, again, English grammar was almost like dread.

Excerpt 204

SP2-1: **Grammar is the worst.** There're so many things in grammar that we need to know even if it's just the basics. I can't put everything together in my head. I mean, I can do it, but I don't. It's just tough because everything's so complicated.

EK: Which part is the most complicated?

SP2-1: I don't know anything really. ((laugh)) **I don't know a thing.**

As SP2-1 considered grammar complicated and memorized, she distinguished her least favorite, grammar, from her favorite speaking input.

There were others as well who expressed exactly identical views.

Excerpt 205

SP2-7: What I enjoy the least would be about what I need to study theoretically. Grammar.

Excerpt 206

SP1-18: I think the [grammar] rule is strict. Plus, there's too much to memorize.

Even though SP2-7 commented on the open-ended item that she did not feel good for not learning academic English, grammar was a theory or a system she enjoyed learning the least. In turn, SP1-18 also felt too many things to memorize because the system was strict. Moreover, grammar seemed more than essential in English to the students.

Excerpt 207

SP2-11: When I studied grammar. I was so sure that I did well in class. I memorized everything, but my mind goes blank when I see it [in the exam].

Excerpt 208

SP1-15: **When I get something wrong, I get it wrong again in the next exam. It happens nonstop.**

Excerpt 209

SP1-25: When you keep making grammatical errors or mistakes. I still make grammatical errors in grammar. It makes me feel gutted.

Possibly due to memorization, SP2-11 said her mind went blank when she was about to demonstrate it in assignments or exams. At the same time, both SP1-15 and SP2-25 talked about a similar incident where they made errors over and over again. Some even mentioned certain emotions associated when

studying grammar.

Excerpt 210

SP4-1: Sometimes there are things you have no choice but to study. **Grammar is something you don't really use in your daily life, but you have to memorize.** Present perfect for this occasion or, 'We don't really use future perfect here.' **It's really painful and exhausting.**

SP4-1 dismissed grammar as the thing she had no choice but to study. For example, as tenses differed in nuance, she associated English grammar with pain and exhaustion. Furthermore, some students thought their speaking skills and proficiency were impeded by English grammar and even aroused anxiety.

Excerpt 211

SP2-16: I get stressed a lot when I write something or study for exams. And I have to think about grammar since I'm an English major. A foreigner would understand what I say even if my grammar is a bit poor. I know I need to use perfect grammar when I give a speech in a formal setting, but what I want is free communication with foreigners. **And it's okay that your grammar isn't perfect when speaking. However, it was extremely stressful when I needed to study for exams and write something with perfect grammar as an English major because I didn't learn grammar properly.**

Excerpt 212

SP2-14: I hate Korean grammar too, and you make more errors or mistakes when it's rather an easy grammar part. **So, I've had this feeling of what I'm gonna do if I make another error or mistake. It even keeps me from speaking at all.** ... I'm more frustrated rather than scared, I guess.

From frustrated to extremely stressed, both SP2-16 and SP2-14 were quite

hesitant to communicate in English because of the possible risks of making errors in using English grammar. SP2-16 constantly reminded herself of the fact that she was a college EMS. However, she believed that grammatical errors and mistakes were acceptable in speaking to separate grammar from other L2 learning elements by stating that she had not properly learned English grammar. Also, making these grammatical errors and mistakes could inhibit SP2-14 from speaking more freely. Moreover, grammar was well summarized in Excerpt 213.

Excerpt 213

TP1-3: It's about English as a subject in the national curriculum in Korea. **You had no choice but to take exams. And there should be this 'sorting out of students' who got it right and wrong in the exams. Maybe the teachers had to make exams with more mistakes. And this is where some impractical parts go into these exams with even more focus on the grammar.** Then, students would feel this particular disjunction between studying English grammar in difficult Korean terms and using English for speaking when they meet foreigners in the street. **Between classrooms and in the real world.**

EK: Do you mean there is disjunction between them?

TP1-3: I think so. They would be like, 'What I've learned so far is not useful at all,' or 'Why am I studying this grammar?'

TP1-3 was incredibly insightful regarding the students' curriculum and overall educational system in Korea as one of the EFL contexts in which the primary focus seemed to be English grammar. It was remarkable that (s)he brought up some of the identical statements and questions that appeared in the interviews with the SPs. SP2-13 further indicated English grammar as her

weakness.

Excerpt 214

SP2-13: My weakness is grammar. And some people say that grammar is acquired naturally. And it's not about grammar when it comes to being better at English. I even learned grammar in particular at an English *hagwon* when I was in middle school. After that, they say grammar is acquired naturally in high school and college. That grammar is not learned. So, everything I knew and believed got mixed up. **So, I'd decided to take an online course on grammar during the break.** But it's still difficult. You know Korean grammar is also difficult. ((sigh)) Learning grammar of a different language gives me a migraine.

EK: Did you take an online course after you became a college student?

SP2-13: ((nod)) It was offered by the library here. And it was of very good quality. ... I came here because I didn't have a dream, but it's also because this school offers an advanced course program. I checked, and there are not many junior colleges with these programs. ... I only need to do two more years. ((laugh))

SP2-13, however, did not settle for her difficulty in grammar to be just it.

Rather she turned it into an effort by leading herself in a self-directed learning way. Even though English grammar gave SP2-13 a migraine as she was confused because of the different methods she had been taught over the years until the college context, she was rather determined to take matters into her own hands. Instead of giving up, she was as attentive as to look for and take an online English grammar course offered by her current school as an L2 learner, not to mention that she was also attentive as to what other programs the school offered as a student. Hence, English grammar was deemed one of the huge issues students enjoyed the least in their English learning.

In this regard, given that Korea is one of the EFL contexts, it is worth pointing out that L2 learning might be a challenging and long journey even after they become EMSs in college. With what they had learned prior to tertiary education, they continued to learn English while there were some struggles.

Excerpt 215

SP2-9: **Learning English is endless. It's hard.**

Excerpt 216

SP2-2: I'm Korean and the English language system is quite different. ... You need to spend tons of hours studying English if you don't like doing it.

It was ceaseless for SP2-9 and SP2-2 to learn English. Moreover, SP2-2 seemed quite compelled to learn English until now. Further, there was also a salient link between the length of learning English and proficiency.

Excerpt 217

SP2-17: It's tough because I need to study consistently to improve my proficiency and make it last.

Excerpt 218

SP1-23: **I don't think there's a proper measurement to gauge. Like, 'Am I getting better?' Some improvement checks. Because you would study more when you know you're getting better at some point and feel good about it. ... Also, I think my proficiency fluctuates in a bad way if I don't study consistently.**

The students in the excerpts were quite different in that SP2-17 was more obliged to study English to get better, whereas SP1-23 would want to learn more if there was a proper measurement of her English improvement.

In this respect, it might be somewhat conceivable that there were different degrees of L2 learning since it was more visible in the second interview where freshmen advanced to sophomores.

Excerpt 219

SP1-10: If it was 100% last year, it's 95% this year. When I was a freshman, I studied harder because I'd never studied here before. But now it's, (4.0) I know what to do with it in a good way, but I got lazy cause I know my way around in a bad way. ((laugh))

Excerpt 220

SP1-1: (5.0) It's like I know now what I'm good at and not. ((laugh)) I tried everything so hard last year, I mean everything, but I spend more time doing things that I know for sure I'm good at this semester.

SP1-10 and SP1-1 started to work harder on their L2 learning more selectively because they now knew what to focus on since SP1-10 further described herself as lazy. Comparably, there was SP1-9 who exerted more.

Excerpt 221

SP1-9: Way more, compared to last year. ... **I try to do at least one thing every day.** Studying vocabulary or working on a page in the textbook. Vocabulary, for example, I have this routine of studying every night when I get home. Trying to study for a few more words. ... Also, there's this stereotype of English majors that most people tell you, 'You must be good at English.' And I don't know if it's just me, but I still care about what they think of me. ... **I now only think about myself to become what I would like to become; not what others would like me to.** I think I should study harder to become the level of or have the proficiency of being able to teach others. ... **It's not entirely about making a lot of money. I would like to work with English and spend more productive and useful time since I've spent time and put effort in learning English here as an English major.**

For SP1-9, her reflection about how others view her lasted from the first

interview up to the second; her friends she met before college in 2018 and how EMSs were seen in general in 2019. However, she was not swayed by what others labeled her. Instead, she personalized the meanings behind her being a JCEMS up to the point where she could teach others by studying English harder.

This study also examined how the students managed their effort in L2 learning as JCEMSs at three different points in time before and after the interviews. However, not many SPs indicated verbally in the interviews that they had changed over the semester regarding L2 motivation. The majority of the responses were *geunyang* (i.e., there is no specific reason). Instead, they only expressed more worries about their future, very much like their first interviews. There was one distinct amotivated (i.e., SP1-20 in Excerpts 116) and DMCs each. In this regard, some possible candidates experienced DMCs during their college days. Yet, their responses were somewhat insufficient in that, for example, they did not experience positive emotions.

Excerpt 222

SP1-2: I don't think I was pleased all along [because it was for preparing an assignment].

SP1-2 thought she put much effort, as in motivational surges. However, it was not a consistently amazing process to some extent because it was one of the credit-bearing assignments. Or it was because there were not any further plans after one achievement.

Excerpt 223

SP1-15: MY TOEIC SCORE. It wasn't much, but it got a bit higher. I did feel proud. Proud as in 'I studied really hard to get this score.'

EK: What did you plan after that?

SP1-15: After that? I have to get higher than 900.

EK: Any effort afterwards?

SP1-15: Nope. I didn't put in any effort.

EK: Do you mean it was just you feeling proud?

SP1-15: Exactly. I felt proud that this score deserves a pat on the back. Yeah, that was it.

EK: Okay, you felt proud. Any plans for you to get a higher score?

SP1-15: **Plans, no. It wasn't anything about plan or effort. It was just a higher score for the next time.**

SP1-15 explained her feeling proud of her TOEIC score, which was not extended further after the simple proof of her high score.

Nevertheless, there was only one case of full DMCs, if not most relevant. SP1-4's L2 motivational surges did not originate from an assignment or a test score.

Excerpt 224

EK: What aspects of studying English do you currently enjoy the most?

SP1-4: **I've got a dream.**

EK: What is it?

SP1-4: **I will work at Disney.**

EK: In the States?

SP1-4: Yes.

EK: Which division do you want to work for?

SP1-4: The story department, I mean, a writer. I know it comes from out-of-nowhere, but I want to work in video production. Story writer or video producer. ... It would be amazing just to clean the building. I would love to clean the building if I can work for them. ((laugh))

First of all, SP1-4 was so confident in herself that she connected her new

dream to what she enjoyed the most. By the use of ‘will’ in her speech, she underscored how much she would like to become part of her dream company.

See Excerpt 225.

Excerpt 225

EK: You just told me that you’ve liked Disney for a long time, but is there any event that provoked you to experience this motivational surge?

SP1-4: When I started looking for a *hagwon* that teaches how to make videos. I got really interested in this so-called CG all of a sudden. I love watching films, and it was when I didn’t want to do anything. But suddenly, I’d been thinking about this idea that people should do what they like to do. So, I looked for *hagwons*. And I saw an ad where a place had one person who got into Disney. So, I searched everything on YouTube and asked myself, ‘What should I do to get into Disney.’ Like portfolios. That’s when something clicked. It was around last December.

EK: Okay. Then, what effort did you make to study English?

SP1-4: **I just listened a lot. I listened a lot and even talked to myself in English like a lunatic. I didn’t care about what others think of me. I also practiced speaking alone a lot.**

With her answers to the DMCs-related questions (Table 32), she could elaborate on her experience most interestingly in Excerpts 226–229.

Table 32.

Statements	Degree
I think something special happened to me during this experience: It was an amazing time.	(5) Agree
I surprised myself with how much I was able to do.	(5) Agree
The people around me could see that I was experiencing something special.	(6) Strongly Agree
This experience helped me to achieve all I had wanted to and more.	(5) Agree

SP1-4’s responses to DMCs items

Excerpt 226

EK: Was it amazing?

SP1-4: Yes. Everything is based on English to spread my wings. To get into Disney comes after that. You already knew that I hated and loathed this competitiveness and competition in class. ((laugh)) ... There was this incident where my teacher pointed at my drawing and said, 'What is this dreadful drawing?' Then, she tore it into pieces in front of me. That's when I decided to stop drawing at all. ... I started to think again about working at Disney, studying English, and drawing altogether. **It gets more exciting as it was horrifying in the past.** So, I think that was quite amazing.

Excerpt 227

EK: Were you surprised by yourself with how much you were able to do?

SP1-4: I was very surprised with studying English. When I learn English in the past, English is this mountain that's really hard to climb. I know I need this much to climb it which is really difficult to overcome. But I was too terrified to climb to start with. I was terrified and had this attitude quite some time. **I didn't admit that I can't understand something. I just denied and resisted saying, 'No, I can understand everything.' But these days I feel like I'm past that stage and overcame it.**

Excerpt 228

EK: Did the people around you see you were experiencing something special?

SP1-4: My boyfriend did. He told me that I used be like, 'I should just get a job' since I didn't want to do anything, but I've kept telling him that I want something in my life. Or planning things or draw things. **He told me that he gets to see happier and more active sides of me.** ((laugh))

Excerpt 229

EK: Has this experience helped you to achieve all you had wanted to and more?

SP1-4: **I think I have improved my listening proficiency for sure during this experience. Listening. Also, reading and vocabulary in particular since I watch tons of films.**

EK: If working at Disney is your end goal, what other goals are on the way there?

SP1-4: I want to get a higher level in IELTS since I really need to be really good at English. For some other short-term goals, the first on the list would be taking the TOEIC. I'm taking it late May. I think I

need to get a higher score. I want to get an overall 7.0 in IELTS by early next year. I know I need to work harder.

What SP1-4 mainly talked about in the first interview was, in her own view, somewhat dysfunctional competition or comparison she had witnessed and experienced in college classrooms. It was more towards excessive comparison than healthy competition since she was seemingly very annoyed by one of her peers, who she thought was very fluent in English. Furthermore, she was furious with herself by expressing the words ‘frustrated’ and ‘unfair’ to talk about it more (i.e., Excerpt 22). Nevertheless, after she went to a Disney exhibition and watched many animated movies, which she had enjoyed since she was a little girl, it transformed her in a way that she could see more sustainable sides of herself in learning English. That is, she understood how her interlanguage might have worked instead of comparing herself to others in terms of English proficiency on the surface level by studying English harder to be better for her dream and herself.

Next, some interesting students could sustain their interest and motivation in English by using it at work. It could be possible to witness these students in a college context primarily because they can work with fewer restrictions as adults.

Excerpt 230

SP2-3: I wasn’t interested in English at all until elementary school. **I was even made fun of because I wasn’t good at English, so I loathed English.** But I started to find it interesting ever since I

listened to pop music. I studied by looking up the words in a dictionary. **And I really started working hard in middle school. I studied only English in high school, too.** ((laugh)) ... I like it when I can use the language once I learn it. ... I worked in Itaewon [an international district in Seoul] in the past. And I'm currently working at a local pub near my place where a lot of people from the U.S. Army come. So, it's really useful when I talk to them. ... I didn't go to any English *hagwons*. ... **The first moment in my life when I learned English was in middle school. It's when I memorized all the English alphabets.**

EK: Do you mean you work at a pub talking to customers in English without any private English education in the past?

SP2-3: Yeah. I mean, I can pick up the words at work by watching the TV series.

Slightly comparable to the first examples of learning English by watching multimedia (Excerpts 199–203), SP2-3 took this further to get a part-time job where English is generally, if not mostly, spoken. Hence, from a workplace, she worked and could learn very practical English to eventually have communicative competence or speaking skills that most students would like to have. She had been genuinely interested in English since she grew interested in English after loathed it for some time when younger. Similar to not having private English education, but with a different background, SP2-10 originally studied architecture.

Excerpt 231

SP2-10: I didn't know anything about English at all. I went to a four-year university to major in architecture, but it wasn't my thing. So, I quit, but the only thing I could work with back then was math. I kept thinking about what to do. I felt like I would quit again if I chose to major in math because I quit studying architecture [related to math]. So, I was like, 'Let's go with something I don't know a thing about because it's way more fun.' ((laugh)) ... I was on a

working holiday briefly [for eight months in Canada] while I was taking a gap year. ... **I started learning English after college. I studied only math and science.** I did poorly when I first got here. Really poorly. I was like that for about a year. **Since last semester, I felt I could do it to some extent because I worked a lot on my working holiday [as a barista and supervisor].**

Even though she did very well on other relevant subjects to study architecture in a four-year university, she realized it was too early to decide her college major because she did well in high school. As she contemplated her future, she was challenged to learn an entirely new subject. She did not receive any private English education since she only focused on math and science.

However, after some adversities, she could start her new semester in the junior college setting as an EMS more confidently with her working holiday experience in Canada. Thus, both SP2-3 and SP2-10 could experience and improve their general L2 competence and continue to study in school as adult learners by serving customers in English either in Korea or Canada.

In this respect, it is rather significant to expound how prevalent private education was among others. As they were the only two SPs without exposure to such education, most had some years before and after English was first introduced as a school subject in Grade 3 in elementary school. Strikingly, others asserted that they had some excessive ones.

Excerpt 232

SP1-27: My mom had me take far too many classes at *hagwons*, so I almost finished preparing for the CSAT English when I was in elementary school. I always got pretty good grades without studying

too much for it. I think I didn't find English repulsive or anything. ... I didn't have any time to hang out with my friends. **I slept like at midnight even though I was in elementary school.**

To start with, SP1-27 remembered studying English along with other subjects until midnight when she was still an elementary school student. As she had already finished studying English far too early from her excessive private English education, she naturally chose to major in English. Hence, it was probably due to accumulated L2 learning. SP2-20 and SP2-15 were similar in this way.

Excerpt 233

SP2-20: When I was deciding my major, I didn't have any subjects that I liked. I didn't study a second foreign language [L3]. So, I was just like, English is something I know. Maybe something I can keep up with. ... I was in a rural area in New York for a year. ... **I was first introduced to English when I was in kindergarten. I went to an English kindergarten.**

Excerpt 234

SP2-15: I have been interested only in English since middle school. So, I decided to study English anyway since then. Because I wasn't interested in anything besides English. ... **My mom made me learn English even before I turned two years old. I started learning English when I barely spoke Korean. I wasn't very good at English compared to other kids around my age. I had to sit behind my desk and hated English. I wasn't good at English until elementary school compared to others.** I hated English the most, so I didn't study English even though I went to English *hagwons*. But my uncle lived in America, so I went there a couple of times before I decided to go there as an exchange student. It was after I finished my first year in high school. **So, when I started visiting him in the first year of middle school, I started to like English more and more.**

Both SP2-20 and SP2-15 had some overseas experience in the States. It was

indicated that they also had private English education quite early on, as early as two years old. Luckily, SP2-15 grew interested in English as she became better, which was the central reason why she chose English to be her college major. However, SP2-20 stated that it was just a subject she could keep up with without much effort. Moreover, it even got more excessive.

Excerpt 235

SP2-24: My mom made me go to an English *hagwon* when I was in elementary school. But my mom and dad were so enthusiastic about education that they used corporal punishment when I studied English. **I was spanked when I studied English.**

Excerpt 236

SP1-2: **I'm probably the biggest victim of private education.** I got too much of it but didn't get any success out of it. ... I studied English just because everybody else did. My English grades were really bad until I was in my first year in high school. I didn't study English at all. I just went to English *hagwons*, but it wasn't like studying by myself. **It was rather someone spoon-feeding me English without even chewing at all.** That's why I didn't really know what passive voice was. I really didn't know how 'do' verbs work. ... I went to this very famous English *hagwon* in Korea where English was taught only to elementary school students by native speakers from Canada. It's where all the enthusiastic parents were. Then, I went to other English *hagwons* and had a lot of private tutors. **And all those home-study materials, you name it.**

From what was shared by SP2-24 and SP1-2, there were some extreme cases of private English education by their enthusiastic parents. However, they did not appear reluctant in any way to share how much they received with the researcher. SP1-2 even described herself as the biggest victim of private education without success in anything.

More intriguingly, while talking about private education, SP1-15 separated English for in-house exams and English for the CSAT as there was one distinction between English speaking and English grammar, among others.

Excerpt 237

SP1-15: I guess I was nine years old when I lived in Chicago for eight months. It was just an experience. I went to famous English *hagwons* since then. People say that your grades in school exams become more important in high school, but I didn't get much help from private education. So, I studied by myself memorizing books from the second year of high school. **But I didn't do well on school exams.** ... I also took online classes, but I eventually went to a famous English *hagwon* again in September for a month because I thought I needed more materials before taking the CSAT [in November].

EK: Why do you think you didn't do well on school exams?

SP1-15: **I mean, school exams were focused on memorization. And they were for those who memorized everything in the book. They were to give some students certain levels, but I'm not good at memorizing. So, I gave up on school exams.**

She believed that she did not do well on some English exams because she was not good at memorizing. In her response, it was indicated again that there was excessive private English education in Korea as well as competitive motivation.

In this regard, all in all, SP2-4 was a very interesting example as she had the most extended experience of studying abroad, a concrete reason for choosing to major in English in a junior college, and a good GPA.

Excerpt 238

SP2-4: I studied abroad before. I applied for the Department of Business English because I already learned how to speak formally,

but business English is completely new to me. So, I thought it would be some new English. ... From the fourth grade of elementary school up until I graduated from middle school. I'd lived in Vancouver. Then, San Jose and Seattle. ... **I still feel like I only know basic English, not like I'm really good at it. I'm not an expert with that proficiency. Not like that, never.** ((laugh)) ... I enjoy learning these expressive words. I once believed English was less expressive than Korean. I thought there weren't any words to describe, for example, yellow or blue. I didn't know that there are words for different shades of similar colors in English like in Korean. **But I learned that there are those words in English from professors here, so I enjoy learning more from that. I can learn how to express myself with new words.**

Unlike other students who studied overseas and decided to major in English just because it was a familiar or interesting L2, SP2-4 could verbalize the reason behind why she chose to study business English in a junior college. She could even name her department correctly, as only a few did it. She seemed confident; however, she did not compare herself to others in terms of her possibly high proficiency. In this sense, the researcher found her very intriguing because she appreciated both her past and current L2 learning. She was the exact example of what a TP talked about.

Excerpt 239

TP1-1: Sometimes we teach something extra that's not in the textbook. When they encounter some new expressions they haven't heard before or can't even think of. **The joy of finding something new.**

Thus, while interviewing SP2-4, the researcher wrote in the field note:

Very humble and positive. No signs of arrogance or pride in English. Why? I would like to study her more. (5PM, Wednesday, 7 November

2018).

Hence, SP2-4 thought there was still more to learn instead of considering English as something that she could do with her already existing level of proficiency.

Speaking of pride in learning English, though, some students portrayed several incidents of their own.

Excerpt 240

SP1-26: When I can understand what foreigners say in the streets.

Excerpt 241

SP3-1: I can understand when I hear English. When someone talks to me, I understand every word. That's when I enjoy learning and using English the most. I probably understand 70 to 80% of what I hear.

When it comes to pride, SP1-26 and SP3-1 enjoyed themselves simply because they could understand what others said in English. In a similar vein, to extend the notion of pride, some students felt rewarded.

Excerpt 242

SP2-17: When I watch a movie and series or listen to pop music. I understand a lot of what they say in there sometimes. It's really **rewarding**.

Excerpt 243

SP1-27: When you watch a movie, the subtitles sometimes don't sync, so they are on the screen a bit later. I feel a little **rewarded** when I understand what they say without the subtitles. ((laugh)) When there are some YouTube videos you want to watch without any subtitles. Or when foreigners say something in those videos. I'm like 'I understand what they say.' ((laugh))

It was indicated that more students felt rewarded in using English outside the school context. In this sense, these incidents, including what SP2-17 and SP1-27 probably felt when they watched English-mediated audios and videos, were rather temporary. Also, SP4-3 said it more clearly.

Excerpt 244

SP4-3: It's more like I feel rewarded. **Proud more than enjoying.** It's when I watch a movie or news or meet a foreigner in the street or I'm in a different country. It's not 100% but, I'm content with myself for understanding English.

Excerpt 245

TP1-1: ... Because there's this **pride** you feel, and 'I've been better at foreign languages than other kids.'

Although TP1-1 also supported it to summarize pride and reward, as SP4-3 was content with herself, it was just a moment of feeling such emotions, not enjoying the current L2 learning in general.

However, some students took extra classes outside their current classroom setting to become more proficient in speaking English. It was slightly different from SP1-29 in Excerpt 69 as she was going to an English *hagwon* because she was under a lot of stress and felt she should be good at English as an EMS in college, only to have quit taking classes after a few months.

Excerpt 246

SP1-6: My speaking got better. It was really an issue to me. That I can't speak. So, I started studying extra for speaking outside of school. I got more **confidence** and got to understand what others say better. We have these role-playing activities in speaking class, and I

enjoy them more. I used to be like, ‘Do we really use these expressions?’ **But it’s more like I study for myself now. And it’s actually fun. I think it’s good.**

EK: Did you go to an English *hagwon*?

SP1-6: **I do this speaking tutoring that you pay and meet tutors online.**

Becoming more confident in speaking was definitely a change for SP1-6 because she felt that she improved her speaking proficiency. Ideally, she changed her attitudes towards the class in school after finding herself an appropriate extra speaking class. Through a way of self-directed L2 learning, she further considered her class in school more positive as she was able to apply what she learned. It was somewhat similar to the comment made by SP1-7 in Excerpt 201. Still, the change in SP1-6’s attitudes should be pointed out as remarkable. Furthermore, TP1-3 also backed up what was said by SP1-7 and SP1-6.

Excerpt 247

TP1-3: ... **When I see some students, it seems like they spend extra time to study on their own. You know, for themselves. And they try to make links between what they’ve learned in school and what they’ve already known or they’ve learned outside of school.**

Since it is regarded as meaningful that the students spare extra time to study on their own, TP1-3 highly valued those who make time for themselves and try to link what they learned in and out of classrooms.

Also, there was a comparative example. During her years as a junior and senior, all SP3-3 could care about was her employment after she

graduated. She became more preoccupied with the idea of getting a job.

However, it instead produced her L2 motivation.

Excerpt 248

SP3-3: Recently, I studied for and took TOEIC Speaking. Before then, I couldn't really talk to native professors quite fluently. But after taking it, I can talk to them more freely. I became **confident** in speaking in English. ... **I'm not sure, but I think I've become motivated after studying for TOEIC Speaking. I've got to talk to the native professors a lot in class now. A lot more than before. They told me that my level's gone way higher. I even got compliments on that. And they asked me about what I did to be more proficient.** ... I've got way more things to say in class. A wider vocabulary. So, I've been motivated because I know now that I can be better if I study harder. I would still be where I am right now if I stopped practicing speaking English. So, I won't stop. I'll keep talking to the native professors. ((laugh)) ... I no longer need to take another TOEIC or TOEIC Speaking, but metaphorically, I'm afraid to stay where I am right now. So, I talk to the native professors more in class and sometimes initiate a conversation. ((laugh)) **I do whatever I can to talk to English speakers as much as I can. And I usually review my TOEIC Speaking textbook at least once a week. Because I don't want to lose the expressions that I learned. ... It's a little bit weird because people usually start studying after they get motivated, but I've become motivated after I studied.**

EK: Do you mean it's after you took the test?

SP3-3: **Yes. When I took TOEIC Speaking was when I got motivated. Then, my speaking got better.** I got to talk to the native professors without any pressure. It was my biggest pressure when we had the first interview. That I can't say things out loud, but now I can say what I want. It's become my motivation. Since then, I can say more things. **I can even answer for other people now.** ((laugh)) **I can answer any questions without any pressure. It is my strongest motivation.**

To SP3-3, preparing for and taking an international standardized test (i.e., TOEIC Speaking) was an exceptionally strong motivator. However, it was not temporary or one-off. Instead, it was also very consistent in her journey

of learning English. That is, it seemed significant that her driving force for this test was not a one-time test for her L2 learning as she frequently revisited what she had studied herself. Furthermore, as she admitted in surprise, she was not motivated to learn the L2 because it was the other way around for SP3-3. With her L2 motivation at hand after taking the speaking test, she talked to her native professors in classes, who found her improvement in speaking surprisingly. She further maintained in Excerpt 249.

Excerpt 249

SP3-3: **I can speak English with confidence.**

EK: How do you feel about it?

SP3-3: I'm really proud of myself. ((laugh))

EK: Do you plan on doing something more?

SP3-3: **I'll study and work harder since I got better in speaking. I have this confidence that I will nail the English interviews when I apply for any jobs. More immediate environment would be in class where I see myself participate more.**

Although there still remained her pressure for employment, SP3-3 accentuated her L2 speaking improvement more in that she became more confident not only in classes but also in her future job interviews.

Even so, there were some contrasting remarks from the professors as well.

Excerpt 250

TP1-2: **Well, would they enjoy anything if it became studying? ...**
Or would it be a specific course that made them interested by chance or experience their improvement?

Excerpt 251

TP1-1: I just realized that I haven't really thought about it. As I recall

some moments where my students would enjoy learning English, **I don't really think they would enjoy learning in general**. But there are some moments where I catch them enjoying and feeling rewarded. When they take class, do assignments, and participate in class to get praised for their performances. Also, when they feel accomplished in their own performances during many different class activities.

When it comes to how TP1-2 illustrated the students, (s)he validated the experiences SP1-6 and SP3-3 had, while TP1-1 limited some possible incidents only in the classroom. However, one thing worth being argued in these two excerpts was how they understood their students. That is, it radiated some sense of disconnection or confusion since the TPs could not really be in their students' shoes, whereas most SPs were quite judgmental as well as excited when demonstrating which aspects they would enjoy the most and least in learning English. Although it did not seem as less communication or miscommunication between teachers and students had occurred, it was about the students' in-class behaviors and achievements for some professors and the application and practical uses in the real world for most students.

4.3.4. Summary of Qualitative Findings

There were major themes and subthemes investigated qualitatively from the open-ended question and interviews (see Table 33).

4.4. Conclusion

This chapter reported on the findings of this study by analyzing the data both quantitatively and qualitatively.

Firstly, the scale reliability test approved the robustness of the existing scales in this study. As EFA results supported it, there were some trends in how the students consider their L2 learning from the extracted factors. As those factors were originally the question items from five scales, multiple correlations were also run to explain the responses further. The correlation analyses included between three individual variables and scales items, between three individual variables, and between scales items.

Secondly, the qualitative analysis gained great leverage in explaining the L2 motivation of the students of this study, as well as that of their teachers' insights since several pertinent themes emerged. In this regard, it was considered that they might adequately counterbalance the quantitative findings with more elaborated answers and responses from the students and professors. The recurring themes are summarized in Table 33.

Thus, both strands of quantitative and qualitative findings of the present study will be integrated into the next chapter to be discussed with existing literature addressing similar and relevant concepts and represented with some new insights gained in this study.

Table 33.

Theme	Supporting Concepts	Subtheme	Supporting Concepts	
Pressure for future	employment	Uncertain future for EMSs	instrumentality; weak IL2S	
			a gap year	
	graduation	Academic elitism upon junior college students	Koreanized English; qualifications	
			already-good English users; competitive motivation	
	OL2S of JCEMSs	OL2S of JCEMSs	<i>hakbul</i> ; college degree; advanced course/transfer	
			failure; humiliation/jealousy	
			family—parent(s)/sister(s)	
			friends	
			society; instrumentality; qualifications; TOEIC	
			EMS's responsibilities; <i>hagwon</i>	
Experienced IP	essential	IP of individual needs	travel	
			communication	
			accessibility to information	
	useful	IP of IL2S	worker	
			teacher	
Current L2 learning of JCEMSs	purpose of learning; exams and GPA; college days	Professors' teaching styles	flipped learning	
			participation	
	personalized L2 learning feedback	Class content	Peers in class	Business English; ESP
				proficiency; class dynamics; competitiveness
		L2 Motivation of existing or sustained L2 learning	L2 Motivation of existing or sustained L2 learning	class size; feedback/interaction
				IE; English-mediated multimedia; speaking/grammar; endless L2 learning; private education
				DMCs
				work experience

Themes and subthemes of qualitative data

CHAPTER 5. DISCUSSION

5.1. Introduction

Given that the L2 motivation of JCEMSs has been under-researched, some studies on that of four-year university students indicated that there were conflicting needs. Some examples were personal and realistic, for example, speaking ability versus test scores in TOEIC (e.g., Kim, S., 2015; Yoo & Shin, 2016). The following sections will cover what could be obtained from the data of this study. They will also discuss the significant findings by incorporating them and comparing them with previous studies.

The overall scale reliability indicated the robustness of existing scales in this study as it has been in other studies (e.g., Cho, M., 2016; Kim, T.-Y., 2012a, 2015b; Kwon, 2017; You & Dörnyei, 2016; You et al., 2016). However, statistical results were not congruent with qualitative data to some extent. That is, there might be a difference between the values of statistical data and the consistencies of narratives regarding the validity of scales even with a sufficient sample size. Thus, it would indicate that some disagreements existed among the participants when considering their L2 learning and motivation in this study, or that a scale revision is needed.

Nevertheless, JCEMSs were distinctive for covering various aspects of Korean adult learners of English. In this sense, more recurring themes could be explained within the lenses of the scales used in this study. The

IL2S, OL2S, L2LE, IE, and IP scales will be incorporated to discuss significant points, such as learning English and its goals, with L2 motivation.

5.2. Learning English in Korea, Goals, and L2 Motivation

Regarding the goals of learning English among JCEMSs in this study, English seemed more than an L2 in the findings. It was assumed that JCEMSs would indicate more interest in learning English before and after college entrance because they decided to study it as adult students. As was the case of Cho, M. (2016), college students might personalize their OL2S to IL2S; in turn, facilitative L2 learning and concrete IL2S could lead to L2 motivation. Hence, the students in this study were also considered mature, conscious, and had internalized their specific goals. The propensity in this manner could be explained through the future self-guides—ideal and ought-to L2 self (Taguchi et al., 2009).

Given that English education could connote test-oriented pedagogy and competitive motivation, this study found out that the presence of pressure for one's future was immense in this regard (Kim et al., 2018; Song & Kim, 2017). In other words, the pressure they had during college preparation and entrance did not cease but altered substantially instead. The post-college preparation may come even earlier to JCSs compared to four-year university students because not all SPs had four years to study or prepare. Although

some schools, including the research context, offer equivalent programs for a bachelor's degree, most SPs seemed more prone to contemplate their future. It was mostly about graduation and ultimately employment. It was found that this pondering over their future primarily started as early as at the start of their freshman year. Hence, it could be why all four school years in this study found their reality daunting as it quickly approached (Cho, H. J., 2012).

In this manner, future-orientedness was considered quite uncertain in that the SPs continued to learn English without solid plans. It was recognized by the chances of taking a gap year to avoid the reality or the difficulty of promoting IL2S to imagine themselves using English (Kang & Kim, 2017; Yoo & Shin 2016). There were doubts about their abilities and IL2S due to the uncertain future for EMSs. Ironically, the SPs indicated the lack of appropriate time, opportunities, methods, and perhaps support to think thoroughly about what to do in the future even after they became an EMS despite the high mean scores of all IL2S items (Kim, T.-Y., 2012b, 2015c).

Nevertheless, strong or vivid IL2S would not be detected unless there were follow-up interviews because the word 'imagine' may not depict more than an instance of imagining oneself using English. Also, there could be completely different results if the items became lengthy with other concepts such as vision or mental imagery. Thus, this study corroborated more reasons to conduct follow-up interviews to discover to what extent IL2S might be

demonstrated and elaborated by the SPs (Kim, S., 2015; Kim, T.-Y., 2015c; Yoo & Shin, 2016). For example, IE was usually a criterion measure associated with IL2S (e.g., Dörnyei & Chan, 2013; Moskovsky et al., 2016). However, it did not correlate with any of the IL2S items in this study. It might be understood that the SPs had different ideas of IL2S rather than the wrong ones. That is, one's future could indicate an indefinite future that is not future-oriented in that the SPs might score high in the questionnaire but not have strong IL2S in the interviews. Instead, they reached considerably high scores because the question might express merely a temporary experience with which the SPs could easily associate. Likewise, some SPs would like to become professional, considering IL2S was an entirely new concept. In this respect, IL2S about one's work-related future should be regarded as for its significance in that they could illustrate what they would do and where they would be quite vividly (Yashima, 2009).

The SPs had a certain endpoint in college and an uncertain future after college, not to mention there was no room for discrepancies between now and the future (cf. Higgins, 1987). Hence, it was a novel and complicated procedure for most SPs to promote IL2S even though temporary imagination was somewhat possible. However, there were more possibilities of IL2S with a higher GPA in the questionnaire results; it was not the case in the interviews where only a few could imagine themselves using English. It

might be because a higher GPA does not always mean higher L2 proficiency or motivation (cf. Choi & Kim, 2013; Moskovsky et al., 2016).

Nevertheless, few students who indicated comparatively strong IL2S engaged in their L2 learning in a self-motivated way (Hessel, 2015). The focus of learning the L2 was not on their GPA or test scores (Kym, 2012). Instead, it was for their personalized IL2S, such as a teacher having a class in English, regardless of their L2 proficiency or GPA in school (e.g., SP2-5 and SP2-11). Still, their IL2S seemed more tangible in that they were different in showing positive attitudes or managing adversities in learning English (Yun et al., 2018). Thus, the vividness of IL2S might depend on how specific of plans they had and how motivated they were to study English. Also, it is indicative of producing concrete IL2S by linking it to consistent L2 learning and motivation along with positiveness and interest. In turn, “enabling mastery experiences and providing learners with a sense of progress through suitable levels of challenge and realistically attainable sub-goals may effectively strengthen learner self-motivation by addressing both, their present and future self-conceptions” (Hessel, 2015, p. 112). Hence, some SPs had “the capacity to deal with ongoing challenges and demands that present themselves during L2 learning by regulating attention, emotion, and behavior positively and adaptively” (Yun et al., 2018, p. 820).

Also, an uncertain future could be attributed to and aggravated by the

status of English as one of the qualifications (Cho & Kim, 2020; Falout et al., 2009; Kormos & Csizér, 2008; Sakai & Kikuchi, 2009). Although SPs were exposed to Koreanized English and obsessed with test scores, they had a hard time anchoring their goals to more concrete and personal ones because too many people are already good at it, if not proficient. Moreover, the findings did not necessarily call for multilingualism (cf. Henry, 2009, 2010; Henry & Cliffordson, 2013). Instead, it was another form of qualification that L2 is required, and L3 may be preferred. In other words, competitive motivation was still present in this study in that there was little room for both IL2S and DMCs. Thus, rather than focused on achievement or accomplishment, the SPs were entrapped in learning English to produce weaker IL2S and intense OL2S (cf. Yoo & Shin (2016).

By contrast, OL2S items scored low mean scores in general, including the lowest one as well (i.e., *I have to study English, because, if I do not study it, I think my parents will be disappointed with me, #2*). As OL2S indicated aspects of expectations, disappointment, or respect from others, the exclusion of OL2S3 in EFA could probably be because of the perceived distance of others. The students understood that ‘people surrounding me’ (OL2S1) and ‘my parents’ (OL2S2) were closer to or more relevant to them than ‘other people’ (OL2S3). It was deemed SPs would have to translate the meaning behind each question again during the administration even though all the

questions were correctly translated in Korean.

Moreover, a couple of unloaded items in the EFA might indicate word connotations that did not quite resonate with the SPs while administering the questionnaire. It may also imply that the translations of the sentences such as ‘respect’ and ‘atmosphere’ signified different conceptual links than intended. The new factor groups were indicative of how the SPs understood the meaning of sentences and subsumed similar ones into the same factor categories afterward (Dörnyei, 2007, 2010a). Or the participants could probably be convinced that there could have been more desirable answers when comparing the results of OL2S to those of IL2S (Cheng & Dörnyei, 2007). Consequently, the SPs could have more honest responses if the questions explicitly included external influences, such as society (Kim, T.-Y., 2015c; You & Dörnyei, 2016).

Interestingly, some conceptual links could imply why there were relatively fewer correlations in this study. Although both negative relationships of SPs’ school year with OL2S3 and IE were ostensibly weak or even negligible, it could be preliminary to suppose that their school year may have changed how they viewed themselves. It might have affected the priorities in their L2 learning. Still, relatively weaker relationships were found among the scale items with one’s school year. These correlations could be significant with different *p* values; it was confirmed that both showed

some common concept of the ‘new start in college’ despite their comparatively weaker relationships. Also, OL2S2 was negatively correlated to show that the lower the GPA, the more likely an SP had to study English to avoid their parents’ disappointment. Similarly, OL2S3 would mean the higher the GPA, the less important it was for them to study English to gain others’ respect because of a knowledge of English.

Provided that the higher the GPA was, the more IE exerted, it might have shown some suppressed or latent competitive motivation underlined in the domain of effort. More explicitly, from one’s test scores to grades, GPA as a broader concept of this sort would encompass other variables and hold more weight within the Korean educational setting somehow. Hence, GPA was correlated with, and might still influence, other individual variables regarding the SPs’ past and present (i.e., the type of high school they went to and their current school year) L2 learning. Thus, those strong correlations between the scale items were attributed mainly to how the question items were formed. Likewise, according to the results, the linguistic components described as specific or shared connotations across items seemed integral in this analysis (cf. MacIntyre et al., 2009).

One of the most dominant concepts in this study is the validation of *hakbul*. Given that it is widely known that scores and levels of CSAT would decide one’s life in general, people are classified by the university’s name

and prestige (Kim, T.-Y., 2015a, 2017). The general public would brand high school graduates as a success or failure based on the name of their tertiary education. In sum, the SPs were unsuccessful examples in a poor tertiary school in Korea, where there are already many good users or proficient speakers of English. The most extreme case would be an SP who was embarrassed to say where she was going to school (e.g., SP1-15) and even denied their learning context (e.g., TP2-1) (Kim, S. E., 2008). To account for this stratification, *hakbul*, some SPs started college with an inferiority complex even though junior college curricula have valid purposes (Park et al., 2012). Also, this kind of school was not their first choice; in turn, the SPs and their parents started to realize that they had to hold a bachelor's degree in their current school or transfer to a 'better' school. It seems mainly for personal satisfaction based on academic stratification.

In this sense, it was why there were some SPs who were taking classes at their current junior college and preparing exams for future schools simultaneously in order to take advantage of the current school to save time. It was also the case that the SPs compared themselves with four-year university students without any prompts but with the understanding or presence of others. Similar to Kim, K. J. (2016) and Hyun and Kim (2013), it might portray a form of suppressed competitive motivation considering 'others' too much and deciding on the social norms in one's life from the

findings of this study. Then, it goes hand in hand with the Korean trend where it is significant to have specific answers about the future even though we may not know much, especially in our twenties as the SPs in this study. Thus, there is room for competitive motivation in general and more in terms of English.

Most SPs featured at least one OL2S, which also implied that they did not want to admit to being influenced by others to learn English, as seen from the disparities between quantitative and qualitative data. Unlike Kormos and Csizér (2008) or Rajab et al. (2012), OL2S seemed the most relevant concept to understand the L2 motivation observed in this study. More OL2S instances were concerned with their parents (Taguchi et al., 2009). It was linked with support and responsibility because most of the SPs still lived with and were financially supported by their parents, even after becoming college students. Also, OL2S constructed by parental influences seemed inevitable but not entirely positive or negative even though the SPs were adult L2 learners.

More externally, the societal influence shaping OL2S should be considered as well (cf. Magid, 2009; You & Dörnyei, 2016). It was already enormous, and it was also why the SPs were very well aware of the social pressure that it was paraphrased to denote TOEIC, college degree, transfer, *hakbul*, or failure, humiliation, and jealousy (e.g., Kim, T.-Y., 2011). In this regard, it is not optional that Korean college students, not only EMSs, have to

gain high scores in such English exams for their future irrespective of college major, interest, or job description (Hyun & Kim, 2013; Kim, T.-Y., 2015a; Yoo & Shin, 2016). On top of that, some SPs and TPs in this study were concerned with EMSs' responsibilities to keep up with others' expectations and avoid embarrassment. In this regard, the pride mentioned among the participants, which was relatively instant and not long-lasting, could be another form of competitive motivation rather than accomplishment. Later, this pride could be translated to the SPs' duties, which later became an example of OL2S to some of them.

Again, going to a college or university might top other things in life after they graduate from high school. In this respect, nearly none of the SPs from the excerpts expounded some commonsensical ideal purposes of staying in education, for example, enjoyment in (L2) learning or growth in knowledge or growing interest to study further in their current or another school. It was almost a confirmation of "whether it is possible to separate intrinsic and extrinsic aspects of instrumentality" (Kormos & Csizér, 2008, p. 332). In other words, the purpose of holding a bachelor's degree or attending an 'okay' four-year university, if not prestigious, was based on the deep-seated social phenomenon of Korea. Thus, the attainment of a university degree, not a two-year junior college degree, might burden and heighten the students' pressure as well. There were multifaceted needs primarily from

their surroundings as they continued to take English classes in their current junior college. Overall, more complex needs were reinforced with OL2S as they were JCEMSs, not just JCSs or adult EMSs.

On the brighter side of OL2S, some SPs had internalized their OL2S into IL2S (Kim, T.-Y., 2012a). Likewise, it was influenced by their sisters or Korean or Asian celebrities. They both have in common that they could speak more than Korean. Their sisters were the SPs' inspirations as well as companions. More interestingly, famous figures were 'others' with whom the SPs did not personally interact and who did not tell them what to do whatsoever (cf. Muir et al., 2021). As they were more likely to be conducive to IL2S, the SPs got motivated to study English by being with them or watching them. Thus, if they are free of others' negative or unconstructive words, there could be all the more chances of promoting more concrete IL2S with the aid of their wannabes. Also, these role models hold more significance because they are Korean or Asian females who seem more relatable to the SP. It is also in line with the positive presence of others who are already good at English, whereas the SPs only felt somewhat lost wearing EMSs' hats when seeing just other proficient English users.

Therefore, they doubted themselves for making a wrong choice by deciding to major in English in the first place, or even compared themselves with their already-proficient peers in class or native speakers of English. It

was maintained among the SPs that L2 learning in Korea was completely for taking tests and gaining high scores, which was somewhat between O2LS and extrinsic motivation. As a result, it was much more challenging for them to have speaking proficiency as they realized the need for test scores even more as college students (Kim, T.-Y., 2012b). These may be specific to the Korean context, where all the others are competitors. In this case, English is the outcome as well as the medium (Kim, T.-Y., 2006; Kim et al., 2018).

5.3. Learning English in Junior College, Directions, and L2 Motivation

Strictly speaking, what seemed relevant to some features of SPs' current L2LE was not entirely those in the present or past, or L2 aptitude or interest. Instead, more specific factors would be interdependent to construct how they saw their L2 learning more comprehensively as JCEMSs. Also, they thought about their L2 learning rather dichotomously, such as speaking versus grammar or L2 learning in general versus in school. In other words, it was more about needs in negotiation as there were conflicts between desires for communicative competence and necessities of test scores (Kim, S., 2013, 2015; Yoo & Shin, 2016). Since there were fewer class hours and subjects to cover in school, on top of more freedom in the college context, it could also be assumed that it did not feel natural or fair to work hard in their new college environment after intense college preparation.

However, the statistics did not further indicate when, where, why, or how the SPs would put effort into their L2 learning at hand. For example, most items did not hint more than merely ‘time’ or ‘concentration’ in IE, as there should be other forms of exertion. Also, the question items regarding L2 classrooms limited the possibilities of the current L2 learning environment. At the same time, the ones regarding L2 learning in general were too broad to capture some deep-seated influences such as society. Thus, graphs of motivation in different times (Song & Kim, 2017) or a temporal marker in sentences might increase the validity of the items in the IE scale, especially for its more situated features (Dörnyei, 2019b; Dörnyei & Ottó, 1998; Dörnyei & Ryan, 2015).

Moreover, IE could be combined with L2LE in the EFA results. More IE items in Factor 2 featured IE mainly in an English class in school, which still confined one’s L2 learning in instructed classroom settings (cf. Yun et al., 2018). More situated to the current L2 learning, more items from the L2LE scale were classified as Factor 4 with the items from the IE scale. It was yet another unexpected result because elements of L2LE were not evident in the statements. However, it was regarded that there should be more prompts in questions regarding L2LE, such as (de)motivating factors in one’s learning (Choi & Kim, 2013). It is possibly because the mean scores for the responses to L2LE items may indicate that the SPs were not completely

satisfied with their current L2 learning environment (Kim, S., 2015). Unlike Lamb (2004b), the SPs rather evaluated it probably because they or their parents pay for education. Nonetheless, most L2LE items were positively correlated with GPA. The SPs with higher GPA would enjoy learning English in general, although it does not specify when, where, why, or how. It might be associated with only very few who would value or know how to value their own L2 learning process and achievement (e.g., SP2-4). Also, these items could overlook the responses of some amotivated participants who could not find meaning in their L2 learning (Dörnyei & Ushioda, 2011; Noels et al., 2000).

Then, it is regarded as vital to examine what was available to and situated with them in their L2 learning context. The SPs sustained past L2 learning to continue current L2 learning and appreciated L2 learning outside the classroom more. It can be attributed to the repetition of L2 learning without specific goals. For example, it was one class after another, and then there were exams to take. Moreover, as they were college students who needed to manage their lives as adults or had an exhausting preparation for college entrance, they did not have a reason to focus on their L2 learning once they became college students (Kim, S. E., 2008). Thus, L2 learning in college as EMSs might indicate a meaningless process, although there were chances of divergence (cf. Lamb, 2004a). For example, a huge meaningful

shift was found in SP1-4 from having the over-competitive motivation to internalized motivation DMCs alike. However, it should be of note that it was possible because she persisted in her L2 learning in the first place.

Also, most SPs did not find the words from the elders constructive. Even though the TPs were wholehearted in and out of class, the SPs could not relate themselves. In this regard, the current L2 learning environment as the meaningful one also hinged on the relevance and personalization the students found and applied themselves to exert more to study English (Kim, T.-Y., 2011; Kim & Seo, 2012). Thus, it could be interpreted that there is more room for remotivation in classroom L2 learning for JCEMSs based on the findings since demotivating factors could be motivating ones (Kim, T.-Y. & Kim, M., 2017; Kim, T.-Y. & Lee, Y.-J., 2013). The SPs clearly indicated their realities, hopes, and strategies regarding L2 learning, and TPs called for changes and personalization for their students.

Such relevant instances can be summarized as an ideal L2 classroom for the SPs in their junior college context. It differed from Falout et al. (2009) and Sakai and Kikuchi (2009) because the professors' and their teaching styles were one of the most significant factors in deciding L2 motivation and demotivation. The SPs had already had their own version of the college-level teaching method in mind. In this respect, they accentuated the balance of participation between students and teachers (Kim, K. J., 2016; Kim, T.-Y. &

Lee, Y.-J., 2013). Again, participation was one of the critical issues for both teachers and students in this study. It was highlighted as the changes in classes were necessary, from a one-way lecture or full of student-led presentations to interactive English learning class without forced interaction or participation for a better GPA.

From what was offered in the interviews, the SPs did not really reveal who taught the class in terms of Korean or non-Korean professors, unless translation was required to include both of their L1 and L2 or specified to be led by a Korean professor (i.e., SP2-8 in Excerpt 141). Rather, it was more of a combination of interactions among the things laid out for both teachers and students as students generally identified their professors with their teaching styles. Since the ‘exam hell’ was captured in the Japanese context, similar to this context, they might share the hope for “a more socially motivating and humane environment rich in meaningful interaction, with a variety of learning methods and courses at appropriate levels” (Falout et al., 2009, p. 412). Thus, certain degrees of conditions should be met in class, from class content and class participation to teachers’ preparations and students’ appreciation for class, which could lead to overall in-class anxiety if facilitated reversely (cf. Gkonou, 2013, 2016).

In sum, the SPs were very keen on analyzing how their teachers conveyed learning content in class as they came to class almost every day

during each semester. However, it was noteworthy that they were attentive regardless of how much effort they put into the class and how high or low their level of proficiency was. Also, most students had already learned English in elementary and secondary schools before college. In other words, it was rather conventional that the students' references were largely derived from their L2 learning in the past. Thus, a lot of them had already had in mind what college classes would be like. Then, these expectations anchored them to think a particular teaching style was either positive or negative. That is, too much autonomy or independence in class given to the students without proper guidance from the teachers seemed rather pointless, although it was the confirmation of the essential role of the teacher (Kim, T.-Y. & Lee, Y.-J., 2013).

As many SPs stayed in education to illustrate learned helplessness, its accompanying competitiveness was also present in the college context to suggest there were still few chances of realizing the reason for learning English (Kim, T.-Y. & Lee, H.-S., 2014). Since more courses were credit-bearing, there were different approaches to treating those they spent time with in class. Given that the professors' teaching styles were almost synonymous with professors themselves, the students' peers in class were synonymous with either an obstacle or assistance. It might be attributed to the fact that they were the SPs with whom they engaged in each class, since they

usually took most courses together for at least four semesters and up to eight semesters. In this manner, class dynamics depended on the students' efforts in general, which were also affected by their peers in the same class.

Moreover, the SPs were randomly grouped into three classes at first. Hence, one's level of English proficiency was not considered much in this context, and there were also stark differences between those with high and low proficiency regarding how much effort they needed to put in. The atmosphere in class is directly associated with class dynamics, whether it is a college in general or female-only. It could be why L2LE1 (i.e., *I like the atmosphere of my English classes, #6.*) did not get much support (cf. Clément et al., 1994). Because there were only female students in this context, both TPs and SPs also believed that they certainly affected each other, especially in-class participation and interaction. However, there is still room for promoting productive competitiveness, as shown in the tutor-tutee pair, which encouraged collaborative learning among students of different proficiency levels. Although there seemed more possibilities for construct changes if there were more tryouts in classrooms, more institutional support would be needed to have fewer students in most classes. Overall, it was not one's feeling of inferiority or superiority that affected the class dynamics. Rather, it was about how the students and their peers anchored the probable competitiveness towards more class participation and collaboration in their

L2 learning. Thus, it was a matter of generating class dynamics by productive competitiveness (Dörnyei, 2005; Park & Hiver, 2017).

Even though there were some instances of L2 motivational fluctuations, more cases showed elements from sustained L2 learning. As many SPs were tired of scores and exams, it might indicate cumulative L2 learning from early on up to a point in college without definite achievement or improvement except for test scores (Kim, T.-Y., 2012b). Hence, it mattered more as a whole package of L2 motivation including interest in English and sustained effort in learning the L2 (cf. Lamb, 2007). In this manner, the SPs could attach themselves to their L2 learning at hand more personally, not to mention more productively (Dörnyei & Ushioda, 2011). SP2-13 in Excerpt 214 and SP2-3 in Excerpt 230 would be some examples who had continued to study English in a self-directed manner (Lamb, 2004b). The former regarded English grammar as her weakness but looked for ways to learn it by herself, while the latter enjoyed using English at work and for leisure despite her past where she hated it. To reiterate, in order to compensate for several factors accumulated in their L2 learning over the years, the SPs carried on self-directed learning because they enjoyed learning and using English.

To be more specific, English grammar had been considered a problem for quite some time to have hindered one's learning due to its nature as an L2

in the Korean context. Many of the responses described English grammar as complex in multiple ways (Falout et al., 2009; Park, J., 2015; Sakai & Kikuchi, 2009). There was too much to put together in one's head since English is an L2 in Korea. In line with this, students also considered memorizing grammatical elements so natural for exams and even encountered disappointment over making errors and mistakes constantly. Some indicated L2 anxiety in speaking was impeded by poor grammar knowledge (cf. Gkonou, 2016; Gkonou et al., 2017; Kang & Kim, 2017). In other words, they began to control their L2 learning by differentiating what they enjoy and do not enjoy in it while still in school. For this reason, it was a time of continued English learning, and most SPs considered that they did not put effort after they became college students, not to mention there was only one case of DMCs in this study.

Moreover, it became moderately vivid IL2S when related to one's job, but it was teacher-related in the findings. Considering their post-college life, IL2S could be prepared in their current L2 learning context if provided with courses that also facilitate L2 and work- or job-relevant competencies (Hyun & Kim, 2013; Kym, 2017; Lee, Y.-R. & Kim, N.-J., 2013). The students would be more willing to gather and more receptive to additional information on what they would like to plan, do, and become than what they were told or even planted by others (e.g., SP2-24 in Excerpt 47). Hence, IL2S

related to IP categories was condensed to IL2S at work and IL2S as a teacher. Although it was moderate or not as strong as the IL2S as teachers, the IL2S at work is worth pointing out in that the SPs were capable of imagining themselves in the hopes of using English for work to a certain degree (Kim, S., 2015). In both cases, it is also significant to capture that most IL2S was more communicative as the SPs were talking to their colleagues or students in class (cf. Quinto & Castillo; 2016).

From the social contexts, rather than between individuals, the role of English was not neglectable. Thus, there were notable features of OL2S related to the SPs being JCEMSs, from their closest surroundings to distant wannabes. As multifaceted OL2S was present, it was subsequently detected that it varied according to the students regarding their individual needs and their L2 learning at hand. Similarly, TOEIC seemed more towards OL2S for its only values for scores, yet L2 learning could be more instructive if its usefulness were experienced. In this respect, inferiority or TOEIC exams can be the source of self-development and renewed motivation to enable them to enjoy their current L2 learning again, if not for the first time (e.g., SP1-4 and SP3-3) (Suzuki & Childs, 2016). Moreover, SP3-3 signified the role of test and its score that could be “a motivator, a demotivator, or a remotivation strategy, depending on how individual learners perceive it” (Kim, T.-Y. & Kim, M., 2017, p. 67) (cf. Kim, J., 2017). Instead, OL2S and even feared self

could be tailored to more individual needs. Again, it was more about how the SPs would assess the distance as in relevance or relatedness (Higgins, 1987; Hoyle & Sherrill, 2006).

When it comes to IP of individual needs, the most shared idea was going overseas (cf. Park, J., 2015). It was a form of experienced, not expected, IP where they actually spoke and used the L2 as an instrument to talk with people outside of Korea. Also, it could be expanded to more situations where they can communicate with others, both of whose levels of English proficiency may vary (Ushioda, 2009). In this case, English was a medium that the SPs could use to interact with others no matter how well they can deliver themselves using it regarding international posture (Yashima, 2002). Moreover, it was connotated with fun and even euphoria since their worldview can also expand by learning and using English. As they were comparatively younger generations of adult college students, they wanted more access to information. They already knew how to use English from online sources to explore their interest on platforms like Google, YouTube, and Twitter cleverly and personally (Kim, T.-Y., 2012a).

Finally, IP did not correlate with individual variables or within its question items. However, it could conversely mean that the notion of English as a tool for their future was too evident to the SPs as they were college students. Moreover, it could also show that they considered English practical

in and for their future regardless of any individual variables (Kim, T.-Y. & Kim, Y., 2019). Thus, it is probably why the mean scores for all the IP items were the greatest despite any correlations. Nevertheless, some SPs and even their teachers recognized the practicality of English outside their classrooms, which did not lead to L2 motivation. Instead, it remained more of interest in L2.

Since there are rich and accessible sources of learning English in Korea outlined by the SPs (Kim, T.-Y., 2015a), personalizing and making L2 learning more meaningful would be the key to better understanding and learning English as JCEMSs. This way, students could identify themselves as EMSs about self-improvement, not to mention personally relevant goals in learning English (Lee & Oyserman, 2009; Markus & Nurius, 1986; Pizzolato, 2006). Moreover, OL2S could be internalized and feared self offset to become a source of IL2S enhancement strategy in classrooms (Dörnyei & Ushioda, 2011; Markus & Nurius, 1986). Therefore, relevance and relatedness in L2 learning should be promoted to seek more opportunities in class that could help the JCEMSs personalize meaningful goals with plans and sustain both self-improvement and self-directed learning.

5.4. Implications

As universities and junior colleges have different purposes of

curricula to foster different students in tertiary education, it has not been the case in Korea. Also, the classification of schools has been the prominent stratification to judge one from another. Moreover, it is not embedded in law or policy that junior colleges are inferior to universities. Instead, more practical education, such as vocational studies, takes place in terms of the curriculum with different purposes. Although the focus should be on individuals and their potentials, it seems quite impossible to transform this deep-rooted *hakbul* any time soon (Jo & Lee, 2014; Park et al., 2012). There is a long way to go given that some incidents are still seen on screen, such as in the movie *Parasite*, or in reality, such as the twins' incident. Nonetheless, even if it is slow, societal changes must soon require that one's college degree is not everything.

There was a considerable difference between the SPs who had experienced using English they learned in school at work and doubted or even hated it for being practical. In this respect, the SPs' feared self and pride in using English could be incorporated. Thus, it is vital to bridge the gap between what students were provided with and workplace English (Kym, 2017). Even though they admitted that they would eventually use business English after graduating, they blindly wanted academic English, not English for academic purposes. It was mainly due to jealousy or an inferiority complex induced by four-year university students or curricula, given that

they could not specify what academic English was more than a list of course names. However, the class where they practiced writing emails needed to change by providing more ESP courses since its future use was confirmed by themselves in repeated insistence (Kim, H.-O., 2008). As these ESP courses enabled some SPs to study harder and prepare for and plan their future for work either in or out of Korea, the courses should exert more pedagogical benefits if the learners could choose appropriate ones for their career path as JCEMSs preparing for post-college plans.

Furthermore, ESP courses in a PBL setting could be ideal for fostering the students' competencies for work as well as English. Since the SPs wanted and TPs insisted on transforming the current L2 learning environment, ESP courses offered in the PBL method could guarantee their achievement both in L2 and possible jobs. Also, PBL could enhance student in-class participation, cooperation, autonomy, and goal-orientedness as this approach "is rooted intellectually in constructivist pedagogy and places an importance on experiential learning and interaction" (Park & Hiver, 2017, p. 51). In this respect, it could be a new direction for teaching and learning English in the junior college context as it seemed considerably important to boost L2 motivation and weaken competitive motivation in Korea, even in college classrooms. Still, it seems essential to create "a positive and motivating classroom by teachers and educational authorities" (Papi, 2010, p.

476).

Thus, the implications of this study for teaching English to JCEMSs in Korea to promote L2 motivation will be limited to the micro-level to a classroom of the research site. Also, they are for before any collective needs analysis takes place among junior colleges nationwide or JCEMSs in other institutes. Moreover, the students are human beings who are unique on their own with different backgrounds, life stories, and OL2S, as they maintain life in and out of the school context (Consoli, 2020). Due to their various individual differences, there was diligence, overconfidence, or unwillingness among the SPs to put effort into their current L2 learning environment. However, it was noticeable that some SPs tried to understand why and how they were driven to sustain L2 motivation.

In other words, it is regarded that there is more potential for those who personalized the meaning of learning English before college and maintained it until college. It was different from those who continued learning English up to now because they had excessive private education and were rewarded with some pride from it. Moreover, it should be considered what they need is to connect L2 learning to their availability and relevance since they tried to get more personal and individual with their L2 learning as adult college students. As Cho, M. (2016) argued, productive L2 motivation and learning outcomes might stem from a strong ideal L2 self and

encouraging L2 experiences.

Thus, the following implication centers on what can be guided and promoted more in their classrooms, mostly business English courses. To be more precise, it should be incorporated into a speaking course rather than writing based on the students' needs. Also, it was challenging for the students to find personal, not realistic, meanings in their L2 learning in this study. Moreover, the teachers also wanted to encourage their students to do so in personalized L2 learning. For example, MLAs have not been implicated in college-level classrooms much even though they were popular among the studies on younger students' L2 motivation (e.g., Kim, T.-Y., 2015b). Still, the core value of previous L2 motivation studies in Korea and this study was on highlighting the significance of learning English realized by the learners themselves. Back to the context of this study, learning business English and preparing for employment at the same time may seem more urgent. Thus, creating and reinforcing IL2S should be considered first and foremost alongside imagery and visualization (Al-Shehri, 2009; Dörnyei & Chan, 2013; You et al., 2016).

The aim should emphasize IL2S as this study centers on L2 motivation, and the findings indicated weak to no IL2S among the students. Rather, there was much more stress on OL2S than IL2S. It was constructed over time to show that its likelihood seemed very slim to be internalized as

IL2S. Thus, students could be introduced to class content that is incorporated with IL2S enhancement. In this respect, they would benefit from going through how IL2S is created, works, and reinforced, given that JCSs are transitioning adults, from secondary to tertiary school students (cf. Yang & Kim, 2011).

Therefore, it is considered feasible to facilitate their IL2S, as suggested by Magid and Chan (2012). According to this study, three recommendations were made on length and structure, plausible situations in scripted imagery, and plausible action plans. Since students maintain a packed schedule, as most of their classes, if not all, are credit-bearing and major-relevant, IL2S specific programs could be integrated into one of the ESP content courses rather than standalone. Because it is part of a course, the focus should be on the relevance between IL2S and English for workplaces.

The following recommendation is concerned with plausible situations in scripted imagery that could enable the students to personalize their L2 learning goals with negative situations and feared L2 self. In this sense, scripted imagery could be prepared as short videos ahead of classes or even a semester to include both positive and negative situations of ESP using instances. For example, positive situations could consist of reviewing and signing a contract in a trading company while speaking English professionally. In contrast, negative ones should include hesitations or

mistakes caused by using wrong or poor English in the same process. Thus, IL2S could be offset by the feared self, which counteracts and maximizes the desired self in the same domain. Moreover, the main speaker in the videos of both situations would be better if they were more relevant to the learners. For example, it would be better to be a Korean or broadly Asian woman, since the SPs of this study valued them for speaking English (Muir et al., 2021; Yashima, 2009).

However, the academic calendar of Korean colleges is normally comprised of 16 weeks, from March to June for spring or the first semester, and from September to December for fall or the second semester. The IL2S program could be concerned with introducing the conditions for future self-guides per class as a process. Then, students could track their L2 motivation during this weekly program in the ESP content course. Also, to make the learners participate and find personal meanings and goals in this IL2S program, plausible action plans are necessary. Magid and Chan (2012, p.123) noticed:

It takes a long period of continuous effort for L2 learners to succeed in mastering a L2. It is important for them to see their Ideal L2 Self both in the near future and distant future, and to develop plausible action plans accordingly. The researcher should use the language counselling sessions to help the participants to set realistic and specific goals along a long-term 'visionary pathway' towards learning English.

To some students, learning English could be exhausting or what they

do not want to do in college in the first place. Also, there might be those thinking the imagery features are entirely new or even awkward due to their lengthy learning of exam-oriented Koreanized English. In this manner, giving relevant, proper, and realistic advice that students need based on this program could cover all possible aspects. Students could maintain positive L2 learning in their current junior college context as EMSs with all in situ. At the same time, they take an ESP or business English course, which also provides an in-class program for IL2S enhancement.

In turn, they would have IL2S in action and contingency plans for possible OL2S, feared L2 self, and unexpected situations at work. Then, they could carry on with their productive college life to prepare for their future with less pressure and more tangible advice altogether all at once during a semester, even if they are provided with the nature of instructed and compulsory L2 learning in classrooms. Thus, students, teachers, and curriculum developers could work together to create more authentic ESP-anchored L2 learning for JCEMSs. In this way, they can be prepared to immediately use what they learn at the workplace, which coincides with the purpose of junior colleges (Kim, H.-O., 2008; Kim, S., 2013).

Considering the school governs and manages the system, the curriculum would be identical to all enrolled students. In this respect, students with self-perceived low proficiency should be aided before and

while learning occurs (cf. Lee, S.-H. & Kim, T.-Y., 2015). However, grouping them by levels of proficiency would discourage the students because it does not mean that they do not “reflect a lack of skills, resources, dedication, ability and/or commitment” (Safford & Costley, 2008, p. 149). In other words, although one’s freedom after college preparation and entrance should certainly be valued, the institution is advised to guide such students to reach a minimum threshold to understand the class content and enough to study by and for themselves.

Moreover, given that the SPs of this study identified professors’ teaching styles with professors, teacher training for promoting IL2S could be considered. As to how their words may affect their students (Kim, T.-Y. & Lee, Y.-J. 2013; Son & Kim, 2020), the teachers should also understand how to encourage and empower their students to have L2 motivation. In other words, the researcher was often overwhelmed by the degree of concerns and inferiority complex they had and occasionally astounded by immature arrogance towards their overall learning as JCEMSs during the interviews. In this manner, the third- or fourth-year students, who had possibly experienced using English at work, might guide the first- and second-year students. It might still be reasonable to have such sessions, for example, tutoring sessions mentioned by SP1-16 and SP1-24. Given that it is not an official class, they might show how things really work in a more relatable way since they are

students about the same age with slightly more authentic experiences.

Back to the teacher roles, it could mean that some emotions and attitudes would be seen in the classroom. Thus, teachers should also be prepared for the chances of encountering difficult (e.g., demotivated or amotivated) students. That is, “students’ behaviours and embarrassed or nervous reactions enable the teachers to position themselves as not only somewhat at fault but also as aware, responsive, and concerned about the repercussions of their actions on their students” (Gkonou & Miller, 2017, p. 9). Since the IL2S program required the teachers to give constructive feedback to the students, teachers hold the same significance as the students in productive college classrooms.

When it comes to experienced IP, it encompassed strategic uses of English in their own relevant way of L2 learning, even including when they briefly lose concentration during the study. To connect it back to L2 learning in classrooms, these qualities of using and learning English might be a good reference. According to a comment made by an SP’s parents, there is no future for junior college graduates. However, there is not one for EMSs in Korea nowadays either based on the interviews. Even though they continued to study English in a junior college, the purpose and even L2 motivation varied individually (Dörnyei, 2005). It might be of utmost importance to make L2 learning more personalized, future-oriented, and instructional

simultaneously in their school context (Hadfield & Dörnyei, 2013). Thus, L2 learning might promote the ideal L2 self better if “task-related possible selves are linked to the English using ideal self” (Yashima, 2009, p. 159).

To sum up, sufficient emphasis should be on the feedback and process check with interactions between students and teachers. The students might have had somewhat meaningless L2 learning before college, focusing only on the product, such as scores. Thus, it seems more meaningful to include them all in the course development process and classroom teaching.

5.5. Conclusion

This chapter discussed the main findings of this study. As the data were both quantitative and qualitative, from a questionnaire to an interview, both SPs and TPs offered their great insights to organize the core themes of this study.

The scales for the questionnaire indicated that the results were by how the students conceptually think and evaluate their L2 motivation and L2 learning in the junior college context as Korean JCEMSs. Their responses were inevitable to compare those in the interviews and offer questionnaire revisions.

The pressure for the future was universal even though it was detailed as an uncertain future for EMSs and academic elitism upon JCSs. In this

respect, it was then incorporated as OL2S of JCEMSs. As was the case for most SPs, experienced IP was highly appreciated for its possibilities. Then, it further improved to be IP of individual needs and IP of IL2S to confirm that some SPs had concrete goals and plans. Finally, pertinent to the junior college context as the learning environment for the SPs, current L2 learning of JCEMSs was scrutinized. Thus, an ideal and dissatisfying learning environment was suggested by the criteria of *how*, *what*, and *who* in class. Moreover, some students had held elements from sustained L2 learning, such as the leisurely aid of multimedia, in higher regard.

An outline and some recommendations for this specific junior context were offered as implications. Since there will be an overt presence of *hakbul* to the students, it was IL2S that needed the most support to encourage the learners to accomplish their goals. Also, if the students can have what they need, for example, L2 attainment and L2 motivation, from the school, they would meet their institutional goals to facilitate productive L2 learning for workplaces and foster qualified EMSs.

CHAPTER 6. CONCLUSION

6.1. Introduction

This study has attempted to investigate L2 motivation among JCEMSs in Korea. It has explored intended effort and instrumentality (promotion) along with ideal L2 self, ought-to L2 self, and L2 learning experience in the L2MSS framework. Two strands of data analysis enabled this research to understand its context, which has not been researched often as compared to four-year universities, by inquiring about the experiences of the students and their teachers.

It further indicated that the students in this context were comparatively unique as they needed to learn English for further studies or apply it for work. In this sense, they should consider learning English and getting a job more concurrently during school, mostly two years (i.e., four semesters), as a latent but specific fulfillment.

This chapter will summarize what could be obtained from this longitudinal mixed-methods case study. Also, it will deal with what should be complemented in further studies by acknowledging the limitations of this study.

6.2. Aims Achieved

This study could administer an online questionnaire and three

interviews over the span of a year as part of its longitudinal nature. By analyzing the data from the questionnaire of 189 initial participants and then from 95 interviews, it was possible to confirm what was congruent and not with other studies in and out of the Korean context.

As it was a mixed-methods case study as well, the researcher could understand what the students and their teachers had in mind besides what I prepared for data collection. Some concepts would not appear in other contexts. For instance, there was the learners' prolonged L2 journey in the junior college context while having an inferiority complex towards four-year university students and already proficient English speakers. At the same time, they expressed colossal concerns about L2 learning in school, in general, and life after college.

The findings of this study confirmed that the L2MSS, especially the OL2S, is robust even though the new DMCs were introduced more recently. It may still be too early to dismiss integrativeness at the arrival of L2MSS, yet this study showed its validity among JCEMSs. Also, the interviews indicated the dynamics of the JCEMSs' L2 motivation more noticeably with tailored questions and insights from their professors.

L2 motivation is considered dynamic and not stable, however, it was indicated that there should be proper conditions to be met for examining L2 motivation, which seemed underlying or unaware by the L2 learners

themselves. Although it did not capture all participants' fluctuations in L2 motivation in their college years during data collection, this study implemented a project in an institution to seek general and singular dispositions of JCEMSs.

Conclusively, this study could consider the individual, institutional, societal, national, and international outlook on learners' L2 learning journey by asking questions pertinent to their past, current, and future learning on top of their professors' insights.

6.3. Reviewing Research Questions

The research questions generated in this study were to be answered with the data gained quantitatively and qualitatively. They were refined and finalized, driven by the data available, not by the results of the analyses. Thus, RQs became more specific from broader at first (Gkonou & Miller, 2017).

6.3.1. Research Question 1

Is there a relationship among L2MSS constructs (i.e., ideal L2 self, ought-to L2 self, and L2 learning experience), motivational constructs (i.e., intended effort and instrumentality (promotion)), and the students' current school year, GPA, and the type of high school they went to?

The first RQ dealt with the quantitative data obtained from the questionnaire. Most findings could be compressed as superficial or perfunctory L2 learning influence rather than salient L2 motivation of JCEMSs. There were some dissimilarities between the concepts of IL2S and IP, both of which indicated higher mean scores in general because the SPs may have understood them differently. That is, IL2S could be an easy and straightforward personal activity of thinking unrealistically, almost like daydreaming. In contrast, the IP was about to happen to most of them quite soon as the feasible reality.

Moreover, this strand of data analysis holds more significance in that it should support the findings on the qualitative side to grasp their L2 motivation better. Also, some questions remained, whether it was the participants' opinions and interpretations of the questionnaire or the quality of it to some unexpected results, such as high mean scores with none of the correlations or factor loadings. This would indicate further research with different sample sizes or revised instruments.

Nonetheless, the findings suggested that the questionnaire would hold more significance if its items indicated more straightforward words regarding temporal reference or situated L2 learning environment. By doing so, the participants would exhibit more forthright responses to their L2 learning during administration.

6.3.2. Research Question 2

How do the students' L2MSS constructs (i.e., ideal L2 self, ought-to L2 self, and L2 learning experience) explain their L2 motivation?

All the SPs in the interviews displayed at least one OL2S. However, they were reluctant to acknowledge it, considering most of the OL2S was controlling negatively in their thoughts. The most significant influence was from their parents to a great extent, even after becoming adult college students. However, females such as sisters or influencers were internalized OL2S regardless of authentic in-person contacts. Since results overpowered processes in general, English was seen mainly for tests and GPA among the SPs. As such, TOEIC was a test and pressure, and later became a part of their OL2S.

Still, IL2S was instead a brand-new concept in that the SPs could tick off quickly in the questionnaire. It was striking that they could not figure out what it was about in the interviews. To address why they had weaker or no IL2S, they did not have time or opportunities to spare because they had to study English primarily for exams or fewer opportunities to actually use the L2. However, it was possible for those who had planned out simple or specific work- or job-related futures. In this study, more concrete cases of IL2S have been shared as IL2S: Teacher. Even though English might not be a special L2 in Korea anymore, it seemed necessary to have appropriate plans

for personalized English learning because the SPs hoped to learn it and the TPs wished to teach it better. To sum up, more potential was available since IL2S is a novel concept and could be implemented in class through activities and tasks.

Considering the SPs divided and subdivided their overall English learning in dichotomies (e.g., speaking versus grammar), classroom pedagogy could extend further to encompass more aspects for JCEMSs. Hence, more support should go to the third constituent of L2MSS because demotivating factors primarily consisted of the L2LE, including professors' teaching styles, class content, and their peers. As the SPs had difficulty finding their L2 learning context conducive, gradual changes should be made to the class by having all possible involvements, from students and teachers to curriculum and policy developers.

If all three components of the L2MSS model are considered in trinity for these students, proper courses could be created, improved, and facilitated, which will be valued by them eventually.

6.3.3. Research Question 3

How do the students' non-L2MSS constructs (i.e., intended effort and instrumentality (promotion)) explain their L2 motivation?

When it comes to non-L2MSS constructs, yet still relevant to L2

motivation, there were IE and IP. The participants seemed very much extrinsically motivated to learn English, such as for GPA and school transfer.

IE was rather pertinent to one's interest and continued L2 motivation. It did not indicate many links to their current L2 learning environment. Also, the level of their IE was somewhat dependent on their personality or attitudes, or how they perceive and value their L2 learning. It could be understood with non-L2 motivational aspects, such as managing life as an adult. In this way, some could not focus on their L2 learning because it was not their priority. Or pre-college exertion could give way for most of the new first-year students by giving them freedom of college life, or higher school-years lethargy, similar to senioritis.

Thus, IP was a reality check as well as personalization. They could continue to learn English in the junior college context mainly because English is essential in getting a job and useful someday anyway. It could be summarized that there was strong IP along with learned helplessness and competitive motivation as the general motivational trend among Korean JCEMSs. Thus, only a few students continued to study English as they understood their own plans and the meaning of learning English as college students. However, several students could still find pleasure in learning English on their own for their personalized IP. In this manner, it was also confirmed that they do not promote IP in their school context much, which

the TPs strived to focus on in their teaching.

All in all, IE and IP could be facilitated in school and class if the students learn to find them valuable and relevant to their L2 learning. Again, personalization in learning English is regarded as the key to enabling fruitful L2 learning by empowering the learners as the agents or owners of the process and progress.

6.3.4. Research Question 4

What are the general motivational trends in Korean JCEMSs' L2 motivation?

Finally, the last RQ might be understood with what has been covered across the previous three RQs. There was also deep-seated inferiority and *hakbul* embedded in society among the SPs. Due to the context of a junior college, not a four-year university, some of them, if not most, cared about how others perceived them based on the name of their school. However, a lot of students wished to overcome it by consistently learning L2 to achieve their goal of transferring to a university or getting a bachelor's degree. In this sense, some students were in school and *hagwon* simultaneously to prepare for transferring to a university. Inferiority and *hakbul* seemed hostile to the students; however, they were also indispensable. Thus, it is more significant to promote L2 motivation in terms of individual competence, not by which

university they go to.

Moreover, it is regarded more than necessary to treat inferiority and *hakbul* more productively for JCEMSs. However, it was the most challenging concept because they had already solidified the absolute superiority of four-year universities and fear of not becoming one of their students. It was striking that they were not only humiliated by their school, but they were unreserved to express how bad it is to have become a JCS. It could be somewhat rude of them, considering there were students whose first choice of college was their junior college context.

Similarly, competitive motivation was prevalent despite some instances of collaboration or self-directed learning. The SPs encountered it in class with their peers and outside with more fluent speakers of English. In turn, they developed or aggravated pressure toward English instead of achievements or self-perceived improvement. Also, their goals were not entirely future-oriented, but one-off for instances such as a higher TOEIC score or GPA. In this vein, it could be the evidence why there was little room for IL2S and DMCs as not many had concrete plans for the future as JCEMSs. Rather, there was weak IL2S and strong OL2S in the end.

Therefore, it was imperative that JCEMSs learn English as well as how to be conscious of, set goals for, and internalize the meaning of learning it.

6.4. Limitations

The current study also bears some limitations, as all studies do. First of all, scale reliability, exploratory factor analysis, and correlation analyses were conducted to handle quantitative data due to the scarcity of information on JCEMSs. However, more advanced methods are still available to capture their L2 motivation, such as principal components analysis.

In terms of the different number of items in the questionnaire, they varied for a few reasons. First, there were statements and questions in Taguchi et al. (2009). The researcher chose only the statements for possible translation issues. Second, the items were mostly used in all three contexts in the original study with some more weight on the Japanese and Chinese contexts for being East Asian countries. It was also part of tailoring the scales to this study to cover its participants (i.e., JCEMSs) and Korea-specific features (e.g., competitive motivation and *hakbul*).

Also, instrumental orientation was considered only for promotion. The inclusion of its counterpart, prevention, could be considered as well. For instance, this study ruled out instrumentality (prevention), given that the participants were mature enough to find personalized meanings in their current L2 learning. Although their interview responses were not anchored to studying English to avoid bad outcomes; still, more candidness could have been available with the inclusion of prevention, as was the case for IL2S and

OL2S.

Moreover, it was tricky to define L2 proficiency. Thus, GPA was only considered, although it did not indicate low or high L2 proficiency. However, not all participants took CSAT or TOEIC or remembered the score, not to mention its quality at the time of data collection. Thus, GPA was only measurable and universal in this study even though it was not a proper score or decisive to measure (cf. Kym, 2012).

Regarding qualitative data, there could also be interviews with school administrators, if conditions were afforded, on how to improve overall L2 learning in the junior college setting. Also, it would be another way of understanding the learners better if they were asked to keep L2 learning journals as an extension of student interviews (e.g., Gkonou, 2013).

Furthermore, there were only female student participants due to selecting a suitable research site for this case study. Thus, more aspects will be covered and compared if it covers both male and female students of English in a junior college context. If more investigations are guaranteed in the future, it might be possible to explore the L2 motivation of EMSs across different junior colleges in various regions nationwide.

Also, there were a relatively small number of students with lower GPAs and few third- and final-year students in both the pilot and main study. More importantly, only three in each junior and senior year could participate

in the first interviews in November 2018 due to schedule conflict. Moreover, due to avoidance of any contact from the school or any interested party after graduation, not after the interviews, it was somewhat impossible to ask for possible L2 motivational changes in their new surroundings.

Finally, a few students may have too much fondness or hostility towards the researcher as most knew I was a graduate of the same school by finding out themselves or being told by others, such as professors. It was needed to be mentioned here that, after the first interviews, several students would ask questions about how I coped with others-planted humiliation as a JCEMS. A few others asked about what they should do to succeed in transferring to four-year universities, although I had not transferred to another school. Or others even cried for not having a concrete dream or plan. However, I wondered if things were different if the students only treated me as the researcher of a project because I did not expect any of this kind of situation in advance (cf. Consoli & Aoyama, 2020; Lamb, 2018).

6.5. Future Research

As an extension of the limitations of this study, future research should recruit more participants to gain quantitative results. The robustness of the questionnaire in this study could be used to develop scales or questionnaires for JCEMSs. Also, more in-depth approaches could take place, such as class

observations.

The researcher wished to contact the participants who indicated concrete IL2S to discover if they continued learning English. If so, how their L2 motivation changed over time since this study or to what extent their IL2S changed may be questioned. Moreover, since most of the students in this study did not have solid IL2S, it would be beneficial if fewer variables were examined first, followed by administering a questionnaire composed of multiple variables.

Also, different qualitative methods are recommended because quantitative results could be further explorable from qualitative results. For example, a longitudinal study interviewing the participants several times to detect changes and even surges in L2 motivation would better picture the learner's process rather than the product.

Likewise, studies might attune to the participants' identities, emotions, and attitudes in learning English in general and in school as JCEMSs. This study mainly tackled L2 motivation-related variables, such as IL2S and OL2S, so other elements were presented only as codes and themes. It would be more holistic if the study also focused on those constructs (Consoli, 2020).

Finally, although it was a longitudinal case study, the researcher could not have much access to the participants besides interviews by appointment.

Thus, future researchers could be more knowledgeable of the students, or possible participants, the environment, and L2 motivation fluctuations if they teach them in class and interact with them more from time to time as researcher-teachers. Lesson plans could be developed among the researchers and professors as well as students. This way, all possible agents of learning and teaching L2 would take part in more practical teaching praxis.

6.6. Conclusion

In this chapter, four research questions of this study were revisited with the L2MSS framework. The findings guided this study to discover limitations and implications for further studies. Moreover, L2 motivation “encompasses the learner’s sense of purpose for language learning, entails meaningful action and effortful engagement towards that deliberate goal, and is shaped in the interaction of personal and social dimensions” (Hiver & Papi, 2019, p. 125).

However, the participants in this study might not have had a positive feeling towards, found meanings in, or exerted in their L2 learning after becoming JCEMSs due to multifaceted causes. In this respect, more than a lot of students had not experienced deliberating carefully about what they want to do in life during a chain of pressuring events, such as college entrance and employment. From misguided and misinterpreted to unsuccessful and even

failed L2 learners as JCEMSs, this study would like to remain valuable as the very first step to reach out to these students who had been neglected and even ignored by too many.

This study hopes to further studies to be attentive to JCEMSs as they are equally valuable learners of English in the Korean EFL context. The students in this context would become competent in using the English language both personally and professionally only if with sufficient research and implications. To enable this, fostering these students is invaluable in classrooms, given that “teachers positioned themselves as they positioned their students” (Gkonou & Miller, 2017, p. 7).

In terms of recurring themes, such as pressure for the future or the dominant concept known as *hakbul*, it is our role as teachers to inspire them in class since the students are sure of but not yet confident in using English for themselves someday. Thus, it is of utmost significance to encourage their continued or ignite nonexistent L2 motivation to empower them to accept that they did not fail themselves as JCEMSs.

To conclude, JCEMSs could promote their IL2S and internalize their OL2S while learning English as a college major if provided with the appropriate L2 learning experience in their school context, enabling them to personalize the meaning of their own L2 learning.

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APPENDICES

Appendix A. Online Questionnaire (English)

<https://forms.gle/FcGqF8dnXJodnPMn9>

The screenshot shows a Google Forms interface. At the top, the title of the form is "A mixed-methods study on L2 motivation of Korean junior college English" with a star icon. Below the title, there are navigation tabs for "질문" (Question) and "응답" (Answer). The main content area is titled "4 중 1 섹션" (Section 1 of 4) and contains the following text:

A mixed-methods study on L2 motivation of Korean junior college English major students

Hello, my name is Eunbi Kwon at the University of Essex.

The aim of this study is to explore foreign language (L2) motivation of Korean junior college English major students.

You are being invited to participate in this study since you have got many aspects and stories to think of you as Korean junior college English major students such as experience in the past, now, and future.

The study requires participants to complete an online questionnaire at one time. Optionally and voluntarily, participants may be asked if they could comment on their answers in greater depth in three interviews.

On the right side of the form, there is a vertical toolbar with icons for zooming in/out, copying, sharing, and other form controls.

A mixed-methods study on L2 motivation of Korean junior college English major students

Hello, my name is Eunbi Kwon at the University of Essex.

The aim of this study is to explore foreign language (L2) motivation of Korean junior college English major students.

You are being invited to participate in this study since you have got many aspects and stories to think of you as Korean junior college English major students such as experience in the past, now, and future.

The study requires participants to complete an online questionnaire at one time. Optionally and voluntarily, participants may be asked if they could comment on their answers in greater depth in three interviews.

Your participation in this study is strictly voluntary and refusal to participate will not result in any disadvantage in any way to you in the future.

Participants will not directly benefit from the study, but findings may possibly lead to producing an example and guidance to understand Korean junior college English major students' L2 motivation in future research.

A requirement of participating in the study is that the participant is at least 18 years old or over.

By participating in this study, the utmost care will be taken that no harm to your psychological well being, physical health values or dignity will be affected.

You have the right to withdraw from this study at anytime and your information destroyed, if you wish.

Your privacy will be respected at all times and all information collected will be anonymous and remain completely confidential. Any personal data will be coded using a number or pseudonym, so no data can be linked to your identity. All data will be treated as personal under the 1998 Data Protection Act, and will be stored securely. All data will be destroyed at the end of the project.

If you have a question about the ethical nature of this study, please contact the main researcher Eunbi Kwon (e.kwon@essex.ac.uk), or the research study supervisor Christina Gkonou (cgkono@essex.ac.uk).

Thank you again for taking part in this research study.

Please tick each box if you agree with each statement.

* 필수항목

1. Taking Part *

해당 사항에 모두 표시하세요.

- I have read and understood the participant information sheet.
- I have been given the opportunity to ask questions about the project.
- I agree to take part in the project. Taking part in the project will include completing a questionnaire and, if invited to do so, being interviewed and audio-recorded.
- I understand that my taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons for why I no longer want to take part.

2. Use of the information I provide for this project only *

해당 사항에 모두 표시하세요.

- I understand my personal details such as name and cellular phone number will not be revealed to people outside the project.
- I understand that my words may be quoted in publications, reports, web pages, and other research outputs.

Student Information

Your answers will be kept confidential.

3. Student ID *

4. Current school year *

한 개의 타원형만 표시합니다.

- Year 1
- Year 2
- Year 3
- Year 4

5. Age *

6. Type of high school you went to *

한 개의 타원형만 표시합니다.

- General
- Non-General
- General Equivalency Diploma

7. Last semester GPA *

한 개의 타원형만 표시합니다.

- 1.0
- 2.0
- 3.0
- 4.0



Please indicate the extent to which you agree by ticking the relevant answer for each statement below. There is no right or wrong answer and it will take approximately 15–20 minutes to complete.

8. 1. I think that I am doing my best to learn English. *

한 개의 타원형만 표시합니다.

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

9. 2. I have to study English, because, if I do not study it, I think my parents will be disappointed with me. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

10. 3. I can imagine myself living abroad and using English effectively. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

11. 4. I really enjoy learning English. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

12. 5. Studying English is important because with a high level of English proficiency I will be able to make a lot of money. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

13. 6. I like the atmosphere of my English classes (e.g., instructors, class materials). *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

14. 7. If my professor would give the class an optional assignment, I would certainly volunteer to do it. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

15. 8. Learning English is necessary because people surrounding me expect me to do so. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

16. 9. Whenever I think of my future career, I imagine myself using English. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

17. 10. I always look forward to English classes. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

18. 11. I would like to spend lots of time studying English. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

19. 12. Studying English is important to me because I think it will someday be useful in getting a good job. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

20. 13. Compared to my classmates, I think I study English relatively hard. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

21. 14. I can imagine a situation where I am speaking English with foreigners. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

22. 15. I find learning English really interesting. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

23. 16. I would like to concentrate on studying English more than any other topic. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

24. 17. Studying English is important to me because other people will respect me more if I have a knowledge of English. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

25. 18. The things I want to do in the future require me to use English. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

26. 19. Time passes faster while studying English. *

한 개의 타원형만 표시합니다.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

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27. 20. I can imagine myself speaking English with foreigners, international friends, or colleagues. *

한 개의 타원형만 표시합니다.

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

28. Please write any thoughts on being a junior college English major student. *

Follow-up Interviews

In addition, you might be contacted if you agree to the column asking for follow-up interviews.

29. Would you like to participate in follow-up interviews? *

한 개의 타원형만 표시합니다.

- Yes
- No

30. If you agree to the previous question, please write your name.

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31. If you agree to the previous question, please write your cell phone number.

이 콘텐츠는 Google이 만들거나 승인하지 않았습니다.

Google 설문지

Appendix B. Online Questionnaire (Korean)

<https://forms.gle/aK9QLNuRkQ15SdZr7>

(M) 전문대학 영어 전공자의 영어학습동기 연구

질문 응답 190

4 중 1 섹션

전문대학 영어 전공자의 영어학습동기 연구

안녕하세요, 저는 현재 University of Essex에서 박사과정으로 English Language Teaching을 전공하고 있는 권은비입니다.

본 연구는 전문대학생으로서 영어를 공부하는 데 있어 어떠한 영어 학습 동기가 작용하는지를 연구하기 위한 설문입니다. 여러분은 영어를 전공하는 전문대학생으로 영어를 학습하는 데 있어 과거, 현재, 미래의 경험을 비롯하여 많은 측면에 대해 생각할 수 있고 하고자 하는 이야기가 많을 것으로 예상하여 이 연구에 참여하도록 요청합니다.

본 연구에서는 여러분이 온라인 설문지를 작성해주시면 됩니다. 또한, 선택적이고 자발적으로 두 번의 인터뷰에 참여하여 더욱 심층적으로 답변할 기회도 주어집니다. 본 연구에 대한 여러분의 참여는 엄격히 자발적이며 참여를 거절해도 향후 어떠한 불이익도 발생하지 않습니다. 이 연구에 참여하기 위해서는 여러분은 만 18세 이상이어야 하며 이 연구에 참여함으로써 심리적 건강, 육체 건강상의 가치 또는 존엄성에 아무런 영향을 미치지 않도록 최대한 주의가 있습니다. 참여자 본인은 언제든지 이 연구를 중단할 수 있으며 원하는 경우 여러분의 정보를 삭제할 권리가 있습니다. 개인 정보는 항상 존중되며 수집된 모든 정보는 익명으로 처리되고 완전히 기밀로 유지됩니다. 모든 개인 정보는 숫자나 가명을 사용하여 코드화되므로 귀하의 신원에 정보를 대입할 수 없습니다. 모든 정보는 1998년 정보 보호법에 따라 개인 정보로 취급되며 안전하게 저장됩니다. 본 연구가 끝나면 모든 정보는 삭제됩니다.

전문대학 영어 전공자의 영어학습동기 연구

안녕하세요, 저는 현재 University of Essex에서 박사과정으로 English Language Teaching을 전공하고 있는 권은비입니다.

본 연구는 전문대학생으로서 영어를 공부하는 데 있어 어떠한 영어 학습 동기가 작용하는지를 연구하기 위한 설문입니다. 여러분은 영어를 전공하는 전문대학생으로 영어를 학습하는 데 있어 과거, 현재, 미래의 경험을 비롯하여 많은 측면에 대해 생각할 수 있고 하고자 하는 이야기가 많을 것으로 예상하여 이 연구에 참여하도록 요청합니다.

본 연구에서는 여러분이 온라인 설문지를 작성해주시면 됩니다. 또한, 선택적이고 자발적으로 두 번의 인터뷰에 참여하여 더욱 심층적으로 답변할 기회도 주어집니다. 본 연구에 대한 여러분의 참여는 엄격히 자발적이며 참여를 거절해도 향후 어떠한 불이익도 발생하지 않습니다. 이 연구에 참여하기 위해서는 여러분은 만 18세 이상이어야 하며 이 연구에 참여함으로써 심리적 건강, 육체 건강상의 가치 또는 존엄성에 아무런 영향을 미치지 않도록 최대한 주의를 기울일 것입니다. 참여자 본인은 언제든지 이 연구를 중단할 수 있으며 원하는 경우 여러분의 정보를 삭제할 권리가 있습니다. 개인 정보는 항상 존중되며 수집된 모든 정보는 익명으로 처리되고 완전히 기밀로 유지됩니다. 모든 개인 정보는 숫자나 가명을 사용하여 코드화되므로 귀하의 신원에 정보를 대입할 수 없습니다. 모든 정보는 1998년 정보 보호법에 따라 개인 정보로 취급되며 안전하게 저장됩니다. 본 연구가 끝나면 모든 정보는 삭제됩니다.

참가자들은 이 연구에서 직접적인 혜택을 얻지는 않지만, 연구 결과는 한국 전문대학 영어 전공 학생들에 관한 향후 연구에서 영어 학습 동기를 이해할 수 있는 예시와 방향을 제시할 수 있습니다.

본 연구에 대해 궁금한 점이 있다면 연구자 권은비 (e.kwon@essex.ac.uk) 또는 연구책임자 Christina Gkonou (cgkono@essex.ac.uk)에게 문의하시길 바랍니다.

아래 문장에 동의하는 경우 각 상자에 표시해주시면 됩니다. 귀중한 시간을 내어 본 설문조사에 참여해 주셔서 다시 한번 감사드립니다.

* 필수항목

1. 연구 참여에 관하여 본인은 *

해당 사항에 모두 표시하세요.

- 참여자 정보 설명문을 읽고 이해했습니다.
- 본 연구에 대해 질문할 수 있음을 이해했습니다.
- 본 연구에 참여하기로 동의하며 설문지 작성과 선택한 경우에는 인터뷰 및 음성녹음이 포함됨을 이해했습니다.
- 본인의 참여가 자발적이라는 것과 언제라도 연구를 중단할 수 있고 더 참여하기를 원하지 않는 이유를 말할 필요가 없음을 이해했습니다.

2021. 7. 29.

전문대학 영어 전공자의 영어학습동기 연구

2. 본 연구에 대해 정보를 제공하기는 하지만 *

해당 사항에 모두 표시하세요.

이름, 휴대전화 번호 등 개인 정보는 프로젝트 외부의 사람들에게 공개되지 않음을 이해했습니다.

본인의 응답이 출판물, 보고서, 웹 페이지, 기타 연구 결과물에 인용될 수 있음을 이해했습니다.

참여자 정보 (여러분의 응답은 기밀로 유지됩니다.)

3. 학번 (예: 218080000) *

4. 현재 재학 학년 *

한 개의 타원형만 표시합니다.

1학년

2학년

3학년

4학년

5. 한국 나이 *

6. 졸업 고등학교 *

한 개의 타원형만 표시합니다.

일반계 고등학교

전문계 고등학교

검정고시

기타: _____

7. 지난 학기 평균 학점 *

한 개의 타원형만 표시합니다.

- 1.0점대
 2.0점대
 3.0점대
 4.0점대

아래 각 문장에 대해 얼마나 동의하는지 표시해 주십시오. 설문지를 작성하는 데는 약 10분이 소요되며 질문에 옳거나 틀린 답변은 없으므로 정직하고 성실하게 답변해주시길 부탁드립니다.

8. 1. 나는 영어를 공부하기 위해 최선을 다한다고 생각한다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

9. 2. 내가 만약 영어를 공부하지 않는다면 부모님이 내게 실망하시기 때문에 나는 영어 공부를 해야만 한다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

10. 3. 나는 해외에 살며 영어로 효율적인 의사소통하는 내 모습을 상상할 수 있다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

11. 4. 나는 영어 공부를 즐긴다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

12. 5. 내가 능숙하게 영어를 사용한다면 돈을 많이 벌 수 있기에 나에게 영어 공부는 중요하다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

2021. 7. 29.

전문대학 영어 전공자의 영어학습동기 연구

13. 6. 나는 영어 수업 분위기를 좋아한다 (교수님, 수업자료, 강의시설 등 포함). *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

14. 7. 만약 교수님이 선택적 과제를 주신다면 나는 분명히 자진해서 할 것이다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

15. 8. 내 주위 사람들이 내가 영어를 공부하는 것을 기대하기 때문에 영어 공부는 필수다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

16. 9. 미래의 내 직업을 생각할 때마다 나는 영어를 사용하는 내 모습을 상상한다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

17. 10. 나는 항상 영어 수업을 기대한다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

18. 11. 나는 영어를 공부하는 데 많은 시간을 쓰고 싶다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

2021. 7. 29.

전문대학 영어 전공자의 영어학습동기 연구

19. 12. 내가 취업할 때 유용하다고 생각하기 때문에 나에게 영어 공부는 중요하다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

20. 13. 동기들과 비교했을 때 나는 상대적으로 열심히 영어를 공부한다고 생각한다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

21. 14. 나는 내가 외국인과 영어로 대화하는 상황을 상상할 수 있다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

22. 15. 나는 영어 공부가 재미있다고 생각한다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

23. 16. 나는 다른 분야보다 영어를 공부하는 데 집중하고 싶다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

24. 17. 만약 나에게 영어에 대한 지식이 있다면 다른 사람들이 나를 존중하기 때문에 영어 공부는 중요하다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

2021. 7. 29.

전문대학 영어 전공자의 영어학습동기 연구

25. 18. 미래에 내가 하고 싶은 것을 하기 위해서는 영어 사용이 필수적이다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

26. 19. 영어 공부할 때는 시간이 더 빨리 간다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

27. 20. 나는 외국인, 외국인 친구, 또는 외국인 동료와 영어로 대화하는 내 모습을 상상할 수 있다. *

한 개의 타원형만 표시합니다.

- 매우 그렇다
 그렇다
 약간 그렇다
 약간 그렇지 않다
 그렇지 않다
 전혀 그렇지 않다

2021. 7. 29.

전문대학 영어 전공자의 영어학습동기 연구

28. 전문대학 영어 전공자로서 느끼는 점이나 더 하고 싶은 말이 있다면 자유롭게 적어주세요. *

중간고사 이후 여러분이 원하는 날짜와 시간에 교내에서 1:1 심층 인터뷰가 진행될 예정입니다.

29. 심층 인터뷰에 참여하시겠습니까? *

한 개의 타원형만 표시합니다.

- 예
 아니오

30. 심층 인터뷰 참여를 원한다면 이름을 남겨주세요.

31. 심층 인터뷰 참여를 원한다면 휴대전화 번호를 남겨주세요.

이 콘텐츠는 Google이 만들거나 승인하지 않았습니다.

Google 설문지

Appendix C. Student Interview Guide (November 2018)

Opening Question

How's life in college as it's your second (or final) semester?

L2 Learning Experience

1. Why did you choose to major in English?
- 2a. How much do you like studying English as a junior college English major?
- 2b. How much are you currently satisfied with your English learning in school?
- 3a. What aspects of studying English do you enjoy the most?
- 3b. What aspects of studying English do you enjoy the least?
4. Could you (briefly) explain about your English learning before college?
- 5a. Which elements do you think affect positively your current English learning the most?
- 5b. Which elements do you think affect negatively your current English learning the most?

Professors	Class hour	School and classroom facilities
Professors' teaching styles	Class content	Peers in class
Class size (number of students)	Textbooks; class materials	Other(s) (please specify)
	affect positively	affect negatively
1		
2		
3		

Intended Effort

1. Do you think you have been working hard as a junior college student of English major?

Please circle how you have been working hard as a junior college student of English major. (6 being the highest)					
1	2	3	4	5	6

- 2a. Could you give me an example where you worked hard in college?
- 2b. Could you give me an example where you worked less hard in college?
3. Why did you work hard and less hard?

Ideal L2 Self

- 1a. What do you plan to do after you graduate from college?
- 1b. Where do you see yourself in five years as a junior college English major?
2. How much do you believe you could become what you want to?
3. How vividly can you imagine yourself as someone you'd like to become?

Ought-to L2 Self

- 1a. Who or what mainly affects your learning English as a junior college English major?
- 1b. (Do you know) why?
- 2a. To what extent is it different from what you think of yourself?
- 2b. How do you feel about it?

Instrumentality (Promotion)

- 1a. Could you explain how essential English is for you in detail?
- 1b. Could you explain how useful English is for you in detail?

Closing Questions

1. Is there any question you would like to ask me?
- 2b. Next time we meet in May next year, we will be talking about your current English learning experience where you feel excited and at the same time exert unusual efforts.
- 2a. Next time we talk in May next year, we will be talking about what you do at the time after you graduate.

Appendix D. Student Interview Guide (May 2019)

Opening Questions

- 1a. How have you been?
- 1b. How's life in college as it's your second (or third or final) year?

L2 Learning Experience

1. How much are you currently satisfied with your English learning in school?
- 2a. What aspects of studying English do you currently enjoy the most?
- 2b. What aspects of studying English do you currently enjoy the least?
- 3a. Which elements do you think affect positively your current English learning the most?
- 3b. Which elements do you think affect negatively your current English learning the most?

Intended Effort (and DMCs)

1. In terms of effort, how would you describe the degree of your effort compared to the last semester?
- 2a. Have you experienced any motivational surge since you entered college or in the past six months?
- 2b. If you have, please read and answer the statements in the table below.

Statements	Degree
I think something special happened to me during this experience: It was an amazing time. ()	(6) Strongly Agree (5) Agree
I surprised myself with how much I was able to do. ()	(4) Somewhat Agree (3) Somewhat
The people around me could see that I was experiencing something special. ()	Disagree (2) Disagree
This experience helped me to achieve all I had wanted to and more. ()	(1) Strongly Disagree

- 2c. What was it about?
- 2d. What or which event triggered you to exert much effort?
- 2e. How long did it last?

Ideal L2 Self

1. Do you still have the ideal L2 self you mentioned six months ago, or have the selves changed over a semester?

Ought-to L2 Self

1. Do you still have the ought-to L2 self you mentioned six months ago, or have the selves changed over a semester?

Instrumentality (Promotion)

1. Do you still think English is essential and useful as you did in the first interview?

Closing Questions

1a. What do you think is the most prominent change you've noticed from the previous semester?

1b. How do you feel about it?

2. Is there any question you would like to ask me?

Appendix E. Teacher Interview Guide (June 2019)

Opening Questions

1. How are you?
- 2a. Which courses do you teach this semester?

L2 Learning Experience

1. Why do you think your students choose to major in English?
- 2a. What aspects of studying English do you think your students enjoy the most (in general and/or in school)?
- 2b. What aspects of studying English do you think your students enjoy the least (in general and/or in school)?
- 3a. Which elements do you think affect positively your students' current English learning the most (in general and/or in school)?
- 3b. Which elements do you think affect negatively your students' current English learning the most (in general and/or in school)?

Professors	Class hour	School and classroom facilities
Professors' teaching styles	Class content	Peers in class
Class size (number of students)	Textbooks; class materials	Other(s) (please specify)
	affect positively	affect negatively
1		
2		
3		

Intended Effort

- 1a. Could you give me an example of one or more student who worked hard?
- 1b. What do you think their drive to learn was?
- 1c. In what way was she different from other students?
- 1d. Which emotion of hers do you think was dominant?
- 2a. Could you give me an example of one or more students who didn't work hard?
- 2b. How was she?
- 2c. Which emotion of hers do you think was dominant?
- 2d. Do you think they were less or not motivated?
- 2e. If so, have you tried to enhance motivation in your class?
- 2f. Then, what strategies did you use?
3. What do you feel when you encounter motivated and less motivated students in you class?

Ideal L2 Self

1. As an educator, what do you think your students plan to do after they graduate from college?
- 2a. As an educator, what do you want your students to become after they graduate from college?
- 2b. What do you do to encourage them to become what they want to do?

Ought-to L2 Self

- 1a. As an educator, who or what do you think primarily affects how your students think of becoming what they want in terms of using and/or speaking English?
- 1b. Have you mentioned 'others' such as professors, their parents, or society that your students should speak English?

Instrumentality (Promotion)

- 1a. Could you explain how essential English is in Korea?
- 1b. Could you explain how useful English is in Korea?

Closing Questions

1. Would you like to add some comments on what you talked about?
2. Are there any questions?

Appendix F. Interview Schedules

The first student interviews took place in November until early December in 2018. Please note that the interview venues include Classrooms (C) 1–4 and Library Group Study Rooms (L).

Date	SP#	Time	Venue	Time Spent
Monday, 5 November	2-19	1PM	C1	30m 19s
	4-1	5PM	C2	29m 53s
	2-22	6PM	C2	22m 19s
Tuesday, 6 November	2-6	12PM	L	21m 57s
	2-13	1PM	L	37m 20s
	2-11	3PM	C3	21m 57s
Wednesday, 7 November	2-18	10AM	L	30m 23s
	2-24	2PM	C2	37m 08s
	2-4	5PM	C2	43m 13s
Thursday, 8 November	2-17	12PM	C4	28m 24s
	2-23	1PM	C4	26m 21s
	2-9	2PM	C4	25m 04s
	2-21	4PM	C4	22m 46s
	2-15	5PM	C3	20m 52s
Monday, 12 November	1-11	12PM	L	23m 56s
	1-12	5PM	C3	28m 58s
Tuesday, 13 November	1-20	1PM	L	23m 07s
	1-13	2PM	L	26m 25s
	1-6	4PM	C3	27m 27s
	1-14	5PM	C3	24m 38s
	1-21	6PM	C3	24m 41s
Wednesday, 14 November	1-8	10AM	L	33m 45s
	1-25	11AM	L	46m 20s
Thursday, 15 November	1-29	10AM	C4	25m 15s
	1-23	11AM	C4	39m 42s
	1-1	12PM	C4	32m 56s
	1-15	1PM	C4	25m 50s
	1-22	5PM	C3	27m 47s
Friday, 16 November	1-16	3PM	C3	36m 23s
	1-2	4PM	C3	45m 16s
	1-3	5PM	C3	29m 24s
	4-2	6PM	C3	42m 57s

Monday, 19 November	2-20	12PM	L	34m 02s
	2-14	1PM	L	20m 47s
	3-3	4PM	C1	54m 47s
	2-3	5PM	C3	24m 45s
	2-7	6PM	C3	24m 24s
Tuesday, 20 November	2-8	12PM	L	30m 32s
	2-5	1PM	L	31m 10s
Wednesday, 21 November	2-10	10AM	L	21m 39s
	2-12	1PM	C3	36m 53s
Friday, 23 November	2-16	1PM	C3	27m 31s
	2-2	2PM	C3	20m 00s
Monday, 26 November	1-10	12PM	L	36m 13s
	1-27	1PM	L	31m 18s
	3-2	2PM	C1	43m 48s
Thursday, 29 November	3-1	5PM	C3	21m 24s
Friday, 30 November	1-17	1PM	C3	18m 03s
	1-9	2PM	C3	24m 50s
	1-5	3PM	C3	25m 11s
	1-7	4PM	C3	27m 39s
	4-3	6PM	C3	21m 10s
Wednesday, 5 December	1-19	10AM	L	22m 22s
	1-18	11AM	L	19m 35s
	2-1	2PM	C3	26m 28s
Thursday, 6 December	1-28	12PM	C4	31m 07s
	1-26	1PM	C4	13m 47s
	1-4	2PM	C4	20m 38s
	1-24	5PM	C3	15m 42s

The second student interviews took place in May until early June in 2019. Please note that the interview venues include Classrooms (C) 1, 3, and 5 and Library Group Study Rooms (L).

Date	SP#	Time	Venue	Time Spent
Tuesday, 7 May	1-3	1PM	L	19m 52s
	1-9	1:30PM	L	17m 13s
	1-11	2PM	L	13m 45s
	1-5	2:30PM	L	14m 48s
	1-14	3PM	L	13m 56s
Friday, 10 May	1-23	10:30AM	C1	14m 58s

	1-29	11AM	C1	14m 56s
	1-24	3:30PM	C3	10m 57s
	1-4	4PM	C3	17m 42s
	1-8	4:30PM	C3	10m 22s
	1-2	5PM	C3	17m 34s
	1-13	5:30PM	C3	11m 05s
Tuesday, 14 May	1-26	1:30PM	L	11m 04s
	1-18	2PM	L	9m 33s
	1-19	2:30PM	L	15m 18s
	2-5	3PM	C1	21m 29s
	2-13	3:30PM	C1	22m 35s
Friday, 17 May	1-6	3PM	C3	15m 54s
	1-21	4PM	C3	11m 03s
	1-1	5PM	C3	16m 59s
Tuesday, 21 May	1-27	1PM	L	24m 26s
	1-16	1:30PM	L	19m 38s
	1-20	2PM	L	9m 33s
	1-25	2:30PM	L	12m 06s
Tuesday, 28 May	1-12	1PM	C1	18m 27s
	1-10	1:30PM	C1	19m 46s
	1-17	2PM	C3	17m 13s
	3-2	3PM	C1	29m 47s
	3-3	3:30PM	C3	21m 55s
Thursday, 30 May	1-15	1:30PM	C1	17m 07s
Wednesday, 5 June	3-1	6PM	C5	8m 15s

The teacher interviews took place in June 2019. Please note that the interview venues include Classrooms (C) 1 and 5 and their offices (O).

Date	TP#	Time	Venue	Time Spent
Wednesday, 5 June	1-1	2PM	O	45m 58s
	2-2	5PM	C5	44m 32s
Monday, 17 June	2-1	1PM	O	37m 36s
	1-2	2PM	O	28m 39s
	1-3	3PM	C1	33m 05s

Appendix G. Participant Information Sheet

Researcher: Eunbi Kwon (e.kwon@essex.ac.uk)

Supervisor: Christina Gkonou (cgkono@essex.ac.uk)

Department of Language and Linguistics, University of Essex

- The aim of this study is to explore foreign language (L2) motivation of Korean junior college English major students.
- You are being invited to participate in this study since you have got many aspects and stories to think of you as Korean junior college English major students such as experience in the past, now, and future.
- The study requires participants to complete an online questionnaire at one time. Optionally and voluntarily, participants may be asked if they could comment on their answers in greater depth in three interviews.
- Your participation in this study is strictly voluntary and refusal to participate will not result in any disadvantage in any way to you in the future.
- Participants will not directly benefit from the study, but findings may possibly lead to producing an example and guidance to understand Korean junior college English major students' L2 motivation in future research.
- A requirement of participating in the study is that the participant is at least 18 years old or over.
- By participating in this study, the utmost care will be taken that no harm to your psychological well being, physical health values or dignity will be affected.
- You have the right to withdraw from this study at anytime and your information destroyed, if you wish.
- Your privacy will be respected at all times and all information collected will be anonymous and remain completely confidential. Any personal data will be coded using a number or pseudonym, so no

data can be linked to your identity. All data will be treated as personal under the 1998 Data Protection Act, and will be stored securely. All data will be destroyed at the end of the project.

- If you have a question about the ethical nature of this study, please contact the main researcher Eunbi Kwon (e.kwon@essex.ac.uk), or the research study supervisor Christina Gkonou (cgkono@essex.ac.uk).
- Thank you again for taking part in this research study.

Appendix H. Consent Form



University of Essex

Department of
Language & Linguistics



Participant Consent Form

Project Title: A mixed-methods research of Korean junior college English major students' L2 motivation (Revised as 'A mixed-methods study on L2 motivation of Korean junior college English major students' on 15 June 2021)

<i>Please tick each box if you agree with each statement.</i>		
Taking Part		
I have read and understood the participant information sheet.	<input type="checkbox"/>	
I have been given the opportunity to ask questions about the project.	<input type="checkbox"/>	
I agree to take part in the project. Taking part in the project will include completing a questionnaire and, if invited to do so, being interviewed and audio-recorded.	<input type="checkbox"/>	
I understand that my taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons for why I no longer want to take part.	<input type="checkbox"/>	
Use of the information I provide for this project only		
I understand my personal details such as name and cellular phone number will not be revealed to people outside the project.	<input type="checkbox"/>	

I understand that my words may be quoted in publications, reports, web pages, and other research outputs.			<input type="checkbox"/>	
Name of participant	[printed]	Signature	Date	
Researcher	[printed]	Signature	Date	

Appendix I. List of Codes

IL2S	At work	
	Career	dream; goal
	Communication	
	Desire to live or work abroad	
	Native(-like) speaker	proficiency improvement
	NONE	
	Teacher	
	Vivid	vision
	WEAK	
OL2S	Academic elitism in Korea	<i>hakbul</i>
	Asian (Korean) native(-like) speaker of English	
	Boyfriend	
	Desire for recognition	
	English major's responsibility	
	Father	
	Friend(s)	
	Global citizen	
	Mother	
	Negative comments	
	OL2S	versus IL2S
	Parents	
	Peer(s) in school	
	Professor(s)	
	Professor(s) (Native)	
	Sister(s)	
	Society	
Teacher(s)		
L2LE	Achievement (Positive)	GPA TOEIC scores proficiency improvement
	Achievement (Negative)	GPA TOEIC scores not good enough yet plateau proficiency improvement
	Class content (Positive)	Business; ESP grammar interesting

	speaking
Class content (Negative)	Business; ESP difficult easy Grammar in-class tasks not academic not difficult enough not interesting overlapping; repetitive speaking to study for TOEIC
Class hour (Negative)	assigned hours early morning or evening class
Class size (Positive)	
Class size (Negative)	fluctuation too many
College context (Positive)	ESP expectations long commute
College context (Negative)	2 short years of school ESP exam expectations long commute not college-like tuition
Curriculum (Positive)	English only in college
Curriculum (Negative)	English only in college not enough courses
Interest in English	multimedia
Korean context (Negative)	EFL context endless L2 learning making errors or mistakes no future for liberal arts major too many good speakers of English
Peers in class (Positive)	collaborative learning competitiveness

		different proficiency level hardworking more participation
	Peers in class (Negative)	different proficiency level less participation not hardworking
	Professors (Positive)	class preparation
	Professors (Negative)	too much talk too old (not young)
	Professors' teaching styles (Positive)	feedback Flipped Learning interaction well-delivered
	Professors' teaching styles (Negative)	forced interaction student participation only teacher participation only
	Textbooks and class materials (Negative)	easy expensive not useful out-of-date
IE	Course assignment and exam	GPA transfer to another school
	Employment	TOEIC
	Obstacle	exhaustion freedom L2LE mindset proficiency level
	Self-directed learning	employment proficiency improvement
IP	Access to information and trends	Google Social media YouTube
	Anyway useful (in one's life)	
	At work	full-time part-time working holiday
	Career	dream or goal
	Desire to live or work abroad	
	Employment	qualification transfer to another school

		TOEIC
	Communication	making new friends understanding English
	IP	essential versus useful
	Lingua Franca	
	Travel	
Attitude	A big fish in a little pond	
	Arrogant	
	Attentive	strict with herself
	Blame herself	herself others
	No interest in college life	
	Positive	curious humble
Career path	Decided	Teacher Trade
	Exploring	working holiday visa
	Undecided	
L2 Learning in the past	Negative	
	Only liked English before college	
	Overseas experience before college	
	Positive	grade interest teacher(s)
	Private education	after national curriculum before national curriculum excessive none
	Secondary school	competitive vocational high school
Emotion	Inferior	
	Pressure	employment graduation
	Pride	
Reality	Daughters of Korea	
	What college means in Korea	college degree failure
Work	Experience	before college during college

Appendix J. Sample Student Interview (English)

Identification: SP1-29

Date: Thursday, 15 November 2018, 10AM

Time: 25:15

Place: C4

EK How's life in college as it's your second semester?

1-29 There are more things to study for than last semester.

EK How do you feel about that?

1-29 I'm exhausted. ((laugh))

EK Do you mean the content got difficult?

1-29 Yeah. And the amount to study for as well. I don't think it was this much last semester, but it's a lot this semester. And more things to memorize.

EK What about your school life in general?

1-29 I think it's okay.

EK Good. Why did you choose to major in English?

1-29 I just didn't know what I really wanted to do with my life back then, so I wanted to study English.

EK Do you know now?

1-29 I'm, I'm still thinking about it.

EK How much do you like studying English as a junior college English major?

1-29 (6.0) Like? I don't think I like it. It's just, I can use it sometime. So, I feel a bit rewarded whenever I can.

EK How much are you currently satisfied with your English learning in school?

1-29 The names of the courses are different, but they're quite similar. I don't think my proficiency really gets better. We only write emails. And everything is grammar. So, writing and grammar.

EK I see. What aspects of studying English do you enjoy the most?

1-29 That I get GPA as much as I studied for. I got a horrible grade for which I didn't study at all. It's so apparent. So, I think it's when I want to study.

EK Okay. What aspects of studying English do you enjoy the least?

1-29 Speaking?

EK What about it?

1-29 It's too difficult. I want to learn from the basics of speaking, but professors wanted us talk in class anyway. And I can't. And honestly there're not many chances in speaking class.

EK Why?

- 1-29 It's just them talk and we only answer their questions like that.
- EK Then, do you want to speak more in class if you're offered more chances?
- 1-29 I think so.
- EK Could you explain about your English learning before college?
- 1-29 I went to an English *hagwon* very briefly and I only studied with my textbooks. It's just you get a good grade when you memorized everything. And it's just that. I forgot everything the next day. And my grade was in the middle, I guess.
- EK I see. Which elements do you think affect positively and negatively your current English learning the most?
- 1-29 **(Peers in class)** I study and hang out with my friends here. When I'm a bit exhausted, when we study together or have something difficult to understand, we can ask questions and help each other. But others are like, they chat in class. And ditch classes after the attendance. I didn't really notice that because my friends and I were in the front row in classroom and taking the lecture for three hours. And the professor once told us that some would leave the class after an hour. It's just, unfair and upsetting. **(Professors' teaching styles)** There are some professors who lead the class in a good way and deliver the content well. And I really want to learn from them. But others read what's in the textbook. There are a lot of professors who want or make us answer their questions. That's what I find a bit difficult.
- EK Then, what's your ideal teaching style?
- 1-29 When you explain something, like who delivers the content well.
- EK Okay. Do you think you have been working hard as a junior college student of English major?
- 1-29 I think it's a 4.
- EK Could you give me an example where you worked hard in college?
- 1-29 I memorized almost everything in the textbook. I started studying like two or three weeks before the exam.
- EK Did you get a good grade?
- 1-29 Of course. I started studying like two or three weeks before the exam.
- EK Every day?
- 1-29 Yeah. It was a grammar class, and it was a very fast class. So, I did things in advance.
- EK Then, could you give me an example where you worked less hard?
- 1-29 It was a computer class. ((laugh))
- EK Okay. Then, why did you work hard for your grammar class?
- 1-29 It was because I'm confident in memorizing. It was just for me.
- EK Good. What do you plan to do after you graduate from college?
- 1-29 Preparing for a job.

- EK Which field?
1-29 That's what I'm concerned about the most now. I want to become a ground staff in the airport. And we're learning Trade English here. I don't know which one is for me.
- EK Where do you see yourself in five years as a junior college English major?
1-29 Working for a company.
- EK Do you want to have an office job?
1-29 Yes.
- EK How much do you believe you could become what you want to?
1-29 I don't really believe (in) myself. I think I can get some confidence if I prepare for things.
- EK Then, how vividly can you imagine yourself as someone you'd like to become?
1-29 That I excel in my work. So, I don't get too much stress from it.
- EK Do you think about it often?
1-29 No. But I do often when it comes to making mistakes as a newbie.
- EK I see. What do you need to do, then?
1-29 Not spending too much money? ((laugh)) I mean, not getting lazy. Getting some certificates or qualifications. And I want to live like that with a job I want to have.
- EK Are you using English when you imagine?
1-29 Not at all.
- EK You did in the questionnaire. That you can imagine yourself speaking English. But why not now?
1-29 Oh, that's when I want to work in the airport. It's not because I haven't decided anything yet. ((laugh))
- EK Okay. Who or what mainly affects your learning English as a junior college English major?
1-29 My family. Parents and relatives. I feel like I should be. I have to be good at English since I decided to major in English. I'm under a little stress.
- EK Do they tell you what they want explicitly?
1-29 That I should become better at speaking English.
- EK Do you think you can become better at speaking English?
1-29 I can't be sure. ((laugh)) So, I started taking speaking classes at an English *hagwon*. It's only been a month, so I don't think I've seen any progress.
- EK Good. Could you explain how essential English is for you in detail?
1-29 It's something that I want to invest my time in. I sometimes imagine myself speaking English in different countries. So, English is for that.
- EK Then, could you explain how useful English is for you in detail?

1-29 It's very useful.

EK I see. Is there any question you would like to ask me?

1-29 No.

EK Next time we meet in May next year, we will be talking about your current English learning experience where you feel excited and at the same time exert unusual efforts.

1-29 Okay. Thank you.

Appendix K. Sample Teacher Interview (English)

Identification: TP2-1

Date: Monday, 17 June 2019, 1PM

Time: 37:36

Place: Office

EK Thank you very much for saying yes to the interview. How are you?

TP2-1 Good.

EK Which courses do you teach this semester?

TP2-1 I'm teaching, Speech, for all second-year students. Intermediate Business and Conversation Practice. And Practical English for Textile Design.

EK So, second- and third-year students?

TP2-1 Second-, third-, and fourth-year students. And Textile department.

EK Good. Why do you think your students choose to major in English?

TP2-1 All of them? ((laugh)) Well, some of them don't know what to do. Others want to transfer to other universities. Others want jobs in trade and tourism.

EK What aspects of studying English do you think your students enjoy the most in general or in school?

TP2-1 (6.0) I guess they seem to enjoy being in the role-plays, strangely. They hate, they hate to hear about it, but they always seem to be quite involved in doing the role-plays.

EK What made you think so?

TP2-1 When I set them up, they start planning and discussing. They seem very animated and focused on completing the task. Whereas, if I give them questions, not many of them will, extend the activity at all.

EK In contrast, what aspects of studying English do you think your students enjoy the least in general or in school?

TP2-1 I think they hate doing anything that they're required to push themselves. A grammar question's okay because they can just do it. But anytime they have to, DISCUSSIONS! Free discussions or expanding on talking points. They're just not interested in doing that. Most of them.

EK Do you think it's because the proficiency is different?

TP2-1 It's because of their proficiency for some of them, but I think others are just not interested in being in school at all.

EK Okay. So, class size is important.

TP2-1 Yeah. Definitely.

EK Also all your answers are the same, but they are on the opposite.

TP2-1 Yeah. I mean, if you have a small class, it's good. You have a big

class, bad. It's same for the others.

EK Then, how does the class size affect you?

TP2-1 Class sizes are really important. In my sophomore, I have one class of forty and I have to, you know, just trust or put much of the responsibility on the students. And not really for, or they're not interested enough to cope with that, so they spend little time practicing. And with the third and fourth-year classes, I have smaller classes, so I can do more interesting activities as a whole group and get them involved way more often in discussion.

EK What about the class content?

TP2-1 Class content sort of, sets the term for the class. So, if you're having, content that engages everybody and is relevant, you know, captures their interest, classes go well. But if you have a topic or something, the task that they're not interested in, you know they're not motivated to start with, so it's not gonna help. There're some tasks in the book that I use, that I just cut up because they don't work.

EK How long do you spend preparing your class on average?

TP2-1 Well, when I, you know, when I first started it was a lot longer. But these days, let's say, 30 minutes per class? So just refreshing what I did last year and seeing if I could cut anything out. Also adopting that for the current class.

EK Got it. And peers in class?

TP2-1 Well, every class is different and it's definitely the people they interact with, whether they are interested in learning. The people they make friends with, are going to be also interested in dragged up by them, but if it's the opposite and you get a table and there's one or two students that obviously don't want to be there, and they drag the whole table down.

EK It's not like you assign seats, is it?

TP2-1 I thought about that, but I think it's just better to let them choose. If I tried to move people, and I do it sometimes, they act like children. Very strange. ((laugh))

EK Goo. Could you give me an example of one or more student who worked hard?

TP2-1 (9.0) I guess there is this student in my fourth-year class who didn't do freshman and sophomore here. She came from another school. And maybe because of that, she was a bit of an outsider, but she has very positive attitudes and tries really hard. And does way more work in her homework task than other students. And, to be honest, I'm not sure exactly what her drive was. Maybe she wanted to, you know, she didn't know most of the class, so she wanted to make an impression. Or because I knew the other students better. I'm not sure exactly what

- she wants to do, but she's a great student.
- EK Then, in what way was she different from other students?
- TP2-1 I guess, just the positivity? And some students also helped explain to other students. That's how I know of somebody's gonna be a really good student if they're helping the table. Yeah.
- EK Which emotion of theirs do you think was dominant?
- TP2-1 (5.0) It was not really emotion but concentration.
- EK You mean attitude rather than emotion?
- TP2-1 Yeah.
- EK I see. Could you give me an example of one or more student who didn't work hard?
- TP2-1 Okay. Got one that jumps to mind. It is back when I did a freshman class, and this student would come to class usually late. Constantly be on her phone, and one time, her phone, started playing a video sound in class. I told her to turn it off, but, ((laugh)) she swore at me. Not directly at me but in Korean. ((laugh))
- EK What did you do?
- TP2-1 I just laughed and talked to her later. It's just not gonna deal with that. It was the most extreme example I've had in my class, so I was a bit surprised. But I didn't, really take it angrily at all. She stopped coming halfway through.
- EK Did she graduate?
- TP2-1 No, she left.
- EK What was the class like after she swore at you?
- TP2-1 ((laugh)) They seemed pretty shocked, too.
- EK Which emotion of hers do you think was dominant?
- TP2-1 Boredom.
- EK What else?
- TP2-1 (4.0) Some negativity. (6.0) Also maybe, pride. She seemed very proud of herself and her appearance...
- EK Appearance?
- TP2-1 She didn't really seem to be interested in anything else.
- EK Okay. It's an additional question. Have you had any examples who didn't work hard but whose proficiency was high?
- TP2-1 Yeah! Definitely. I've got one at the moment.
- EK At the moment? What's she like?
- TP2-1 She's difficult. ((laugh)) And very frustrating to teach. I know her level's quite high because I've talked to her a few times, but she has a very negative attitude in class. I partly understand that's because it's too easy for her. But even after talking to her about it a few times, she still has a very negative attitude. She doesn't understand the classes, you know, too big to teach just to her.

- EK Could you explain a bit more about her negativity?
- TP2-1 She's... (6.0) sighing in class. And just randomly getting out of her seat to plug in her phone at the wall. She's in and out of the classroom often. She sits down in the back with her friends. All seem to have the same negative attitude. Also, her answers are like usually just one word.
- EK Are you and the rest of the students affected by those students?
- TP2-1 It's hard to work out sometimes. I tried to work out the class dynamics, but it's very complicating.
- EK Do you think they were less or not motivated?
- TP2-1 (5.0) This one's a bit peculiar. She's, she's definitely motivated to do the transfer exam and move on. I'm guessing she just chose this course because her English is high to start with and it's an easy way for her to move up. She knows she can just study and get through. And she's more worried about that exam.
- EK Have you tried to enhance motivation in your class?
- TP2-1 Yeah! Definitely.
- EK What strategies did you use?
- TP2-1 Sometimes I do some competitions. Especially in the third-year class, I have a competition running the whole semester to get the students to learn about economics and exchange rates. That seems to work quite well. And trying the ones that are not engaging, I try to find out exactly why they are not engaging and try to fix it somehow.
- EK Could you talk a little bit more about the competition in your third-year class?
- TP2-1 So, this for the Business class and I teach them about the exchange rates between the American dollar and Korean won because I feel it'll be important for the job later in trade and that kinda thing. So we talk about how it works and then we have a competition to guess the next week's rate in advance. The person who's the least out at the end gets the prize. It's also a good way to teach about world events because it's affected majorly by politics and stuff.
- EK I see. What do you feel when you encounter motivated and less motivated students in you class?
- TP2-1 If I encounter the motivated, it obviously makes me more motivated. And the opposite is true, too. They're not so motivated, and it's harder for me to teach and have energy to teach. It drains energy. It really does.
- EK Since you've been here long enough to understand the students, is it different every year or relatively similar to the previous years?
- TP2-1 Definitely the classes have changed. (3.0) They slowly became more interested in speaking freely? And the level was going up, slowly year

- by year, but this year I don't know what happened. N not as high as it has been recently.
- EK Compared to when I was in school, what's your view on the current students' attitude and motivation in general?
- TP2-1 (9.0) Let's say maybe back, when you were here, people generally didn't have a goal for after so much. They just didn't really know. These days, there's definitely more that want to work and straight after they finish. But that's it. Not much difference. Not much.
- EK Okay. As an educator, what do you think your students plan to do after they graduate from college?
- TP2-1 I think most of them will do some more education somewhere. Others will try and find work as quickly as possible.
- EK Do you know this because you've talked to them about it?
- TP2-1 Yeah.
- EK Do you talk to them often?
- TP2-1 I usually talk to them at the start of every class individually. So yeah. I teach them twice a year and it's how I get to know them in those talks. And then usually when they finish, I also talk and ask them what they're doing next year.
- EK I see. As an educator, what do you want your students to become after they graduate from college?
- TP2-1 I'd like them to get a job. Or further education. Something that will help society rather than just take money.
- EK Why did you mention society?
- TP2-1 Well, it's just because I feel they will be happier if they have a job that helps people rather than those just making money. It's just personal philosophy.
- EK What do you do to encourage them to become what they want to do?
- TP2-1 (8.0) I guess if I know what they want to do, I can teach to that and help them. And generally, in the older classes, some of them have very obvious goals, especially these days, we have some from airline and tourism departments. So, they have a very clear goal, and I can sort of teach towards that.
- EK It's like you encourage them more if you have more info about them?
- TP2-1 Precisely.
- EK As an educator, who or what do you think mostly affects the way your students think of becoming what they want in terms of using and/or speaking English?
- TP2-1 I think it's the people they meet outside the school. Or experience.
- EK Such as?
- TP2-1 Well, if they have a friend that comes from another country or family members. Or they've traveled and met people overseas. The people

that go away for a year, they take the leave of absence, and then they come back. Those, the change in motivation in those people, a lot of the time they traveled or just work here, I see them say, 'I don't want that kind of job,' or 'I want to go back to that country.' They're much more focused. Their experience outside the school. It definitely motivates them.

EK Have you noticed the difference among them after they came back?

TP2-1 Yeah. But for a couple of years, I've only taught the sophomore classes. Before I used to teach both, so these days, everybody's new. But before then, I would've taught them, and they are gone away for a year, and then I teach them when they come back. I could see the difference. These days, I can't.

EK Do you teach only sophomores by choice?

TP2-1 Yeah. We started doing that two years ago. It's just a lot easier for the other stays there and I stay here.

EK Have you mentioned 'others' such as professors, their parents, or society that your students should speak English?

TP2-1 Not really. No. I mean, I talk about the students, but no. I don't really say that. I still don't, it doesn't make sense, the question. No. No. No, I don't say that. No. No, I don't. I don't put any focus on other people. It's all my students. Themselves.

EK Can I ask you why?

TP2-1 I feel they should only learn for themselves.

EK Still, do you understand the impact others make on the students?

TP2-1 Yeah. I understand that. That's partly in Korean society and it's overwhelming. That pressure, so I avoid it.

EK You intentionally avoid it?

TP2-1 Yeah.

EK Could you explain how essential English is in Korea?

TP2-1 It's not essential at all.

EK Why?

TP2-1 Because you can speak Korean and live perfectly fine in Korea. The only reason to learn English if you want to live and stay in Korea, is to pass the TOEIC test to get a better, promotion or whatever. There are some jobs that use English, but there are not many.

EK You don't find it difficult living in Korea as a native speaker?

TP2-1 Not these days. Cause my Korean's okay. And my wife would help me.

EK Could you explain how useful English is in Korea?

TP2-1 Useful for me. ((laugh)) I can speak to most Koreans because they understand English to some extent if my Korean doesn't work well enough. For Korean people, they can definitely get a higher position

in their company. It opens up more work opportunities. Also, you know, it helps them to break out of the Hana Tour trip, the group tours that went terrible, you know what I mean.