

영어어문교육 12권 1호 2006년 봄

EFL Context and Learners' Affective factors in Korean Secondary Education

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Park, Hae-Soon. (2006). EFL context and learners' affective factors in Korean secondary education. *English Language & Literature Teaching*, 12(1), 55-75.

This paper attempts to discuss the complex nature of social contexts regarding English language education in Korean middle school and to demonstrate the affective factors that should be considered to find appropriate approaches within the context. To do this, a questionnaire survey was conducted among 85 middle school students regarding learners' motivation, and attitudes toward EFL learning. Additionally, teachers in secondary school were asked about the general circumstances of English language education. Findings indicate that in spite of the participants' high instrumental motivation, they rather show a negative attitude toward English learning. This paper intends to raise practitioners' attention to the fact that the effect of learners' affective variables on EFL learning seems distinctive depending on the host country's EFL contexts.

[learning context/affective factors, 교육상황/정서적 요소]

I. INTRODUCTION

The classroom seems to be a place where social and cultural aspects of the society are reflected. It is, in particular so if the classrooms consist of learners with a homogeneous linguistic, cultural and ethnic background. Under the

circumstances, when teachers teaching English as a foreign language impose methodologies and technologies developed in countries whose social and educational contexts are different from those in the host country, the outcomes can be quite unpredictable. Therefore, in order to find an appropriate approach and provide an optimal learning context, careful investigation into the environment of the host country's English education is inevitable. In these respects, the main purposes of this study are to demonstrate the complex nature of the diverse social contexts of English language education in Korean secondary school¹⁾, explore affective variables that affect FL learning and investigate some problematic matters that should be dealt with in an urgent manner.

The need to review present Korean FL learning derives from the following reason. There seems to be a huge discrepancy between what is expected to be and what is actually taking place in the classroom (see Telephone Survey and footnote 11 in Chapter III). That is, it is recommended to carry out a balanced lesson focusing on productive and receptive skills evenly²⁾. However, EFL learning in Korean secondary school³⁾, focuses on improving reading skills and grammatical knowledge in order to meet entrance exam requirements for higher education. As Holliday (1994) indicates, the literature tries to illustrate what and how to do in the classroom, but hardly mentions about the need to know the

1) Korean education can largely be classified into three kinds: elementary, secondary and higher education. Koreans begin their elementary education at the age of 7, lasting until they are 12. Secondary education is again divided into two; middle school (beginning at the age of 13 lasting until 15 years of age) and high school (from 16 to 18 years of age). Secondary education mentioned in this research refers to middle school education.

2) For further information about Korean EFL education refer to Lee & Lee (2005).

3) English is a compulsory subject in secondary school, where a long standing traditional concept about the relationship between teachers and students exists more firmly than in any other educational institution. Therefore, traditional English Language Teaching (ELT) methodologies are still being widely used. On the top of this, English language teachers have wider social preoccupations and responsibilities, which can overrule their choice of methodologies. One of the important roles teachers are expected to carry out is to meet students' demands for higher education. As Korean English teaching is exam-oriented, students tend to be more interested in acquiring knowledge about the language to pass examinations rather than in practising the language in real use. In addition, as the students study English in an environment where they have little opportunity to converse with native speakers, no direct demands for students to acquire the skills for spoken English exist.

social and educational contexts of the host countries. Thus, if the distinctive circumstances of Korean EFL education have not been taken into account, many teaching suggestions are likely to be empty propositions.

Recently, there has been a sudden and big movement in Korea which encourages or somewhat forces people to have a good command of English in order to meet the challenges posed by a global society⁴⁾. Although there is not much direct opportunity for Korean students to contact with western culture, English as a language has already taken a vital position in the field of academics and economics of Korean society. In fact, new social demands for students to equip themselves with communicative competence force some changes in Korean English language teaching. As a result, the flood of new methodologies and technologies has already started to rush in from English speaking countries, along with an English education boom in Korea⁵⁾. When such a boom is connected with political, economic and social advantages, no one can be completely out of the influence of English learning movement. When such a movement is too sudden, it seems hard to look critically beforehand into the by-products the movement may bring in. Moreover, the random influx of other countries' culture along with the language may aggravate situations. To make matters worse, given the circumstance that learners with a good command of English are provided preference in various aspects, if schools fail to meet the need of learners, EFL education is bound to take on adverse

4) Refer to 2006 entry exams guidelines of Ewha women's and Yonsei universities. Criteria of the selection of students of the Division of International Studies of the two universities are a written English composition and an English interview without referring to achievement of any other subjects taught at high school. Moreover, Korean exam syndicate for selecting judicial officials announced that candidates whose TOEIC scores are over 700 (TOEFL: 197) are eligible to apply for the exam from 2004.

5) According to a survey carried out by the Korean National Academy Association in 2005, out of 27650 elementary and secondary school students attending 467 schools nationwide, 55,8% of the middle school students respond that they attend extra English courses offered by private institutes, apart from English lessons at school. Furthermore, in order to meet people's demands for learning English in a real situation, Gyeonggi provincial government established English learning camps in two towns, Ansan and Pajoo, where 500 and 200 learners can be accommodated respectively. The English camps have been so successful that the provincial government has recently announced that a new camp called an English Village will be set up in Yangpyung by 2008, which can house 200 learners.

aspects. Holliday remarks that if degrees of change is too large “crisis leads to the closing of ranks among both teachers and students... Change can only be effective if crisis is avoided through deep understanding of the classroom culture” (1994, p. 27). In this respect, by illustrating EFL contexts in Korean secondary school and learners’ affective factors which teachers can deal with immediately, this paper suggests what practitioners should consider in order to bring practical changes into the classroom.

II. LITERATURE REVIEW

It has been suggested that EFL (English as a Foreign Language) teachers should take into account not only educational system and the learners, but also the constraints of the learning situation (Hutchinson & Alan, 1984; Hotho-Jackson, 1995). Hutchinson and Alan (1984) make it very clear that “Education is, by its very nature, a compromise between the individual and society...this implies taking into account the needs and expectations of all the parties involved in the learning process” (p. 108). Pennycook (1994) warns of the tendency that some applied linguists promote inappropriate teaching approaches without taking account of diverse learning contexts and he emphasizes the importance of acknowledging the fact that “different ways of teaching and learning are embedded in social, political, philosophical and cultural differences” (1994, p. 159). Thus, in order to find appropriate English language teaching methodologies it is necessary to look at “how pervasive values, ideologies and structures in the wider society (macro context) constrain what takes place at the micro level” (Holliday, 1994, p. 67). That is, factors within higher educational institutions and society have a direct effect on what goes on in the classroom. For effective language teaching, not only deep understanding and acceptance of the host country’s culture (Morgan, 1993) but also learners’ motivational orientations that are believed to be firmly grounded in learners’ sociocultural environment (Cook, 1991) should be considered. McGroarty (1996) also adds that a matter that should not be neglected is the importance of understanding students’ prior linguistic experience and social context surrounding formal language instruction. Therefore, attempts to bring sudden

changes to FL classrooms without sufficient consideration on the factors above, might cause confusion and high anxiety among learners in an EFL context. Krashen (1983) argues that well-motivated students with a positive attitude towards themselves will obtain more input than those without it. Therefore, one of the teachers' pedagogical goals should be creating an environment in which low anxiety is promoted among students. As a result, learners' FL learning motivation could be maintained high.

According to research into the role of attitudes and motivation in second language learning, attitudes and motivation have great effects on second language achievement, or vice versa (Gardner, 1985). Gardner and Lambert (1972) say that "The learner's motivation for language study would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language" (p. 132). In this respect, finding students' general motivation types and influential affective variables seems to be of paramount importance in promoting effective L2 learning⁶⁾.

Among various definitions of motivation that have been suggested, three perspectives are worth noting; 1. behavioristic, 2. cognitive terms, 3. constructivist view. Brown explains that motivation from a behavioristic term, "is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior" (Brown, 2000, p. 160). In cognitive terms, motivation depends on the individual's decisions, underlying needs and drives that are considered to be the strong force behind one's decisions. According to a constructivist view of motivation,

Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context. (Brown, 2000, p. 161)

In short, although individual learners' motivational orientations appear to be diverse, they are to a considerable extent under the influence of social and educational contexts surrounding learners' EFL learning. Above all, the

6) In this paper, no distinction is made between FL (foreign language) and L2 (second language).

classification of motivation into two basic types-integrative and instrumental-done by Gardner and Lambert in 1972 seems to have drawn the most attention. Integrative motivation refers to motives that learners learn English to interact with speakers of the target language and eventually to identify with the target culture and people. Instrumental motivation reflects whether the student is learning the language as a means for attaining instrumental goals: to pass an examination, to get a certain kind of job, or to read technical material. There is also an interesting study about the relationship between intrinsic and extrinsic motivation and students learning performance. Intrinsic motivation refers to learning the target language due to its inherent interest and enjoyment (Ryan & Deci, 2000), and intrinsically motivated students involve in activities with their own free will (Deci, Vallerand, Pellitier & Ryan., 1991, p. 328). On the contrary, extrinsic motivation for learning is

a state where the reasons for the learning effort have nothing to do with the content of the learning material. A good learning performance serves merely as a means for achieving some desired end result. (Alderson, 1984, p. 88)

Alderson (1984) indicates that students with extrinsic motivation show a high anxiety level and the anxiety that is created by extrinsic motivation has "disruptive effects on thinking, problem-solving and other cognitive activities" (ibid. p.88). Therefore, reducing students' anxiety is what teachers should do in the first place (ibid. p. 89).

Anxiety related to foreign language learning has been reported to be fairly common in foreign language classrooms (Samimy & Tabuse, 1992; Kim, 2002) and anxiety about the language learning is one of the major obstacles most learners have to overcome. Extremely anxious language learners are unlikely to play an active role in their language learning (Oxford, 1990). Horwitz, E. K., Horwitz, M. B., and Cope (1986) argue that there are three components of foreign language anxiety, communication apprehension, fear of negative social evaluation, and test anxiety apprehension over academic evaluation (p. 127). In particular, in a foreign language learning context like Korea where the command of English is one of influential barometers measuring one's future success, foreign language learners are likely to show high anxiety with psychological

elements such as fear of negative social evaluation, unfair treatment from others, and fear of failure. Therefore, to make the most of learners' FL learning on the basis of matters mentioned above, the importance of creating optimal conditions that can generate learners' motivation without causing much anxiety should be emphasized. Dornyei points out that human behavior is so complex and FL learning situations are so varied worldwide that there is no universally applicable motivational strategy (2001). Therefore, ethnographical attitudes toward the study of affective factors will be a right step forward eliciting learners' optimal learning behavior.

III. RESEARCH DESIGN

1. Subjects

A questionnaire survey⁷⁾ was conducted among Korean students from two different schools. One is a girls' school, and the other is a co-educational school.⁸⁾ All subjects are in the second grade in middle schools, located in Gang-Won province in Korea. Students at both schools belong to a class with mixed ability, and each class consists of 41 and 44 students respectively. The subjects' classes were selected randomly by the teachers of the schools and their English proficiency level varies from beginning to low intermediate.⁹⁾

2. Method and Procedure for Gathering Data

The subjects were required to indicate on a 5 point Likert-type scale their answers to mixed forms of questions and to answer a few open questions.¹⁰⁾

7) Refer to Appendix

8) This happened by chance because a teacher who helped me had transferred to the coeducational school just before I conducted the questionnaires. Therefore there was no particular consideration in the selection of particular schools.

9) Students' English levels are determined based on evaluation by students' school English teacher.

10) The reason I set up a few different answer styles is to prevent widely known

The questionnaire was distributed for students' demographic information and affective factors of EFL learning. And an interview and a telephone survey were also conducted for triangulation of findings. As for the interview, six students were selected among the students who had filled up the questionnaire¹¹⁾. Main topics for the interview were very similar to the questions in the questionnaire. Much later, a telephone survey was conducted among teachers working in middle school in Seoul and Gang-Won province. Main questions focused on were as follows; Which skills are paid the most attention to? Why? If there are some difficulties carrying out four skills, what would be the main reasons for? What would be main obstacles to Korean students' target language improvement?

3. Data Analysis

The survey questionnaire comprises 18 questions that are largely composed of three categories. Questions 1 through 9, 14, 15, and 16 consist of questions about learners' demographic information and previous and present EFL learning experience. Questions 10, 12, and 17 concern with motivational intensity while question 11 focuses on learners' motivational types. Questions 13 and 18 ask learners' attitudes toward EFL learning and their belief in the effect of attitudes toward EFL learning on EFL achievement. Questions for data collection are composed by the writer under the following argument that affective variables applicable are different from context to context (Crooks & Schmidt, 1991; Dornyei, 1998).

problems from occurring: if one's questions fall into one of the following categories, that is, if the questions (1)do not require an absolute correct answer, (2)are not directly related to the students' studies that are affecting the students' mark, they tend to pick some answers which sound moderate.

11) According to the subjects' teacher, students with English scores 75-85 are the majority. The subjects who attended the interview belong to this score group.

4. The Result and Discussion of the Interview and the Telephone Survey

1) Interview

Through the interview, participants seemed to dislike talking about their English performance at school, which attests their sensitivity of the effect of L2 performance at school. It seems clear that a high need to achieve and competitive learning environment without one's intrinsic desire for learning rather cause adverse side-effects. An interviewee's response may represent their general attitudes towards L2 learning. "I don't think about whether learning English is interesting or not. I just study because I have to do it. There is no option for me at all." Therefore, it can be inferred that instrumental motivation with extrinsic motives put students under constant pressure and the pressure is highly likely to cause anxiety among students about L2 achievement, and furthermore such anxiety leads to negative attitudes towards L2 learning.

2) Telephone survey

The results of the telephone survey with 10 English teachers are as follows: Despite guidelines provided by the KME¹²⁾ teachers spend most of the time on improving learners' reading comprehension skills and grammar in order to meet university entry exam requirements in the long run. Even though text books consist of activities for four skills (reading, speaking, listening and writing), practical circumstances such as lack of time, a large class, little opportunity for students to engage in a real conversation using the target language, and mismatch between skills recommended to teach by the KME and the KICE and those that are regarded as important for university entry exams make it

12) According to the guidelines issued by the Korean Ministry of Education(1997) and Korean Institute of Curriculum & Evaluation(1998), the aims of the 7th English education curriculum are largely that teachers should help learners carry out a simple communication with foreigners by developing learners' listening, speaking, reading, and writing skills. Teachers are supposed to emphasize the significance of promoting Korean culture and furthermore its dissemination to other countries by adopting foreign cultures in an active manner. Above all, the importance of paying attention to individual differences is emphasized.

impossible to carry out a balanced lesson.

Furthermore teachers admit that they seldom use any authentic materials such as newspapers, magazines or leaflets easily found in English speaking environment in the classroom. Main additional materials except the textbook, are textbook accompanying materials provided by publishers that are authorized by KEM or various exercise books made by Korean private book publishers. Main reasons for not making use of such materials given by the teachers are time insufficiency for utilizing other materials than the recommended books provided and an enormous discrepancy in learners' L2 ability in a class.

IV. RESULT AND DISCUSSION

According to the questionnaire, most of the Korean students in middle school have rarely had cultural contact with major English speaking countries. With reference to English books the students study with, textbooks provided by Korean Education Ministry are main reference books at school. Apart from them, the second most widely used English books are exercise books written or restructured by Korean writers whose main focus is on helping students develop reading and grammar skills which are the main skills for tests at school. Very few students have ever read or studied with materials from the countries where English is used as a mother tongue. Therefore this can be interpreted to mean that students are hardly exposed to authentic materials.

One of the important findings of this research is that the participants' preference for a certain subject does have effect on their school achievement. 82% of the participants admit that their attitudes toward English learning directly affect test scores while only 2% of the participants say their attitudes have no effect at all. This point is well illustrated by Figure 1. This not only implies that students believe that attitudes to a subject have a close relation with achievement of the subject but also confirms an argument that attitudes towards L2 learning 'help to determine achievement in the foreign language' (Gardner, Lalonde, & Moorcroft, 1985, p.208).

FIGURE 1
The Effect of Attitudes toward a Subject on Its Achievement



As far as participants' main learning orientations are concerned, instrumental orientations are dominant. As we can see in Figure 2, students' main reason to learn English is to meet the demands for their higher education, which will lead them to a better job in the future.

FIGURE 2
Reasons to Learn English

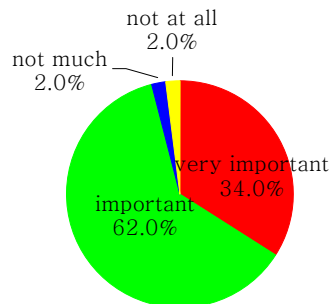


However, some students even think that a good command of English provides not only a better chance of getting a good job and a good education but also better treatment in society. An astonishing fact is that some students show psychological reactions to learning English. Their reaction can be

interpreted in a way that a good command of English is no longer a simple means of obtaining higher education or obtaining a better job. It rather functions as an important measurement for one's possibility of future success and a guarantee for future social privilege, which leads to differentiated treatment about learners from people around. Such a fact implies that students are immensely under pressure of success or failure in terms of their English achievement. In addition, according to Canadian studies (Gardner & Lambert, 1972) students who are learning L2 in an environment where the opportunity of meeting native speakers of the target language is very rare are mainly instrumentally motivated. This seems to be true in Korea. Thus, students are mostly instrumentally oriented with extrinsic motivational disposition.

In order to find the intensity of students' motivation, students' attitudes towards English achievement at school and good English ability were investigated. 81% of the participants respond that they are concerned with their English scores at school. They also think that a good command of English is vital to them (see Figure 3).

FIGURE 3
Students' Attitudes about Good English Ability



To sum up, they have a very strong motivation to continue their English language learning. Some might argue whether students' attitudes to good

English ability and concerns about their English marks at school can be appropriate constructs to measure the intensity of students' motivation. However, it will be worthwhile to quote what MacIntyre and Gardner said "...motivation refers to a combination of the learner's attitudes, aspirations and effort with respect to learning the language... the reliability and validity for these various measures have been supported by much of the research..." (1993, p. 159). Moreover, it should also be considered that affective variables applicable in one context could be different from those adopted in other contexts (Crookes & Schmidt, 1991). That means, a try to find students' motivation types and intensity by using more relevant variables to the given social and educational context should be justified. Chapelle and Roberts (1986) argues that the 'motivational intensity scale of the Attitude/Motivation Test Battery' (Gardner, 1985) seems to be inadequate for some students, due to insufficient attention to different language learning contexts surrounding students (Crookes & Schmidt, 1991). Therefore, considering Korean social and educational context, students' attitudes toward the target language community and culture seem less relevant than their concern about the target language score and performance at school as measures of motivation intensity. Given the facts that a large number of students show a positive attitude towards a good English ability, concern about their marks at school, and spend a certain amount of time everyday on learning English, students are said to be highly motivated.

Nonetheless, as Table 1 indicates, the general tendency is that students with negative attitudes towards English language learning outnumber students with positive attitudes. Although the difference between the number of students with negative attitudes and that of students with positive attitudes is not by far great, it does not seem to be a common phenomenon for students with high motivation to have negative attitudes to their learning. It appears that students are quite aware of the importance of having positive attitudes. Therefore, they seem somewhat reluctant to give negative opinions about the subject. The view that positive attitudes toward a subject have a significant effect on the achievement of the subject is a widely accepted social concept and seems to be influenced by social desirability. And as the result of this investigation, most of the students seem to be under high influence of such a social concept. When students are well aware of the significance of having positive attitudes, it will

not be easy for them to admit straightforwardly that they do not have the desired attitudes toward a subject, the mastery of whose skills is regarded as crucial in one's future success. Therefore, considering students' firm belief that positive attitudes to a subject have an absolute effect on its achievement, even such a moderate response should be interpreted that students do have negative attitudes towards their L2 learning.

TABLE 1
Students' Attitudes to Learning English

	number	%
easy and interesting	17	20%
easy but boring	18	22%
hard but interesting	7	8%
not interesting but try to have positive attitudes about English learning	21	25%
hard and boring	12	14%
no idea	8	10%
Total number	83	

Gardner (1985) claims that attitudes and motivation in L2 learning work together and affect achievement in the second language learning, which might mean that highly motivated students show positive attitudes towards the target language learning in general. However, according to this finding, although students are highly motivated, they show different attitudes from what they are believed to have. This means, although motivation and attitudes may work closely on L2 achievement in general, they do not always interact positively in L2 education. Whether this conclusion is strictly confined only to the interaction between instrumental motivation and attitudes is not clear. However, it can be speculated that although intensity caused by instrumental motivation might be so great that L2 education in Korea somewhat succeeded in motivating students, it also puts students under high pressure. When one's performance is directly connected with possibility of one's future success, no one can be free from stress and anxiety concerning the consequences of one's performance. The lack

of inner desire to learn and the absence of practical reasons to learn the target language for real use may lead to students' rather passive attitudes toward language learning.

Hotho-Jackson (1995) emphasizes the seriousness of L2 learning drop-out rates, and the need for innovative L2 learning methods which can meet learners' needs and expectation. However, considering situations of EFL education in Korean middle school, equipping learners with optimal attitudes toward FL learning is not simple. The lack of relatedness of the target language for real use and disagreement about the effect of integrative motivation on L2 success make the effective aspects of fostering integrative motivation among Korean middle school students questionable. In this respect, desirability of intrinsic motivation for language learning suggested (Alderson, 1984; Brown, 1994, 2000; Dornyei, 1998; Deci et al., 1991; Ryan & Deci, 2000) might substantiate problematic aspects of extrinsic motivation for language learning. As intrinsic motivation focuses on "innate need for competence, autonomy, and relatedness"(Ryan & Deci, 2000, p. 57)" and its positive effect on L2 learning in various contexts is widely recognized, intrinsic motivation enables instrumentally motivated learners to overcome anxiety and to continue their learning by converting learners' passive attitudes to more self-directed attitudes.

V. CONCLUSION

The significance of this research is that it is an experimental attempt to pay sufficient attention to students' real needs and to enable teachers and practitioners to adapt and re-create classroom teaching to fit their own situations. When members of one culture learn the language of the other, intercultural differences play a significant role (Dornyei, 1998). Therefore, without considering Korean social and educational factors, any educational methodologies must be questioned.

Korean students in the secondary education show a firm belief that attitudes to a certain subject have a great effect on the achievement of the subject. And such belief could cause students some kinds of anxiety when they do not have positive attitudes towards their L2 learning. Therefore, foreign language learners

are highly likely to show anxiety about the subsequent consequences of poor performance of the target language, such as negative self-image and social evaluation, unfair treatment from others, and the likelihood of failure. Furthermore, the finding regarding the relation between motivation and attitude tells us that high motivation does not necessarily lead to positive attitudes toward the target language learning in some contexts. Thus, the above findings highlight that affective variables involved in L2 learning in one context can be different from those in other contexts, and attention teachers have to pay among affective factors should also be different accordingly.

Eysenck (1979, cited in MacIntyre, 1995) suggests that “anxious individuals will compensate for increased cognitive demands by increased effort” (p. 92) and absolute study time. Therefore, L2 achievement in Korean learning environment might have depended on the amount of effort and time spent on. In this regard, one of teachers’ pedagogical goals is finding strategies to control students’ anxiety for effective L2 learning.

Some of the studies of language learning motivation tend to suggest a limited explanation. That is, in Korean foreign language learning context it seems pointless to classify learners into two well-known motivation types: integrative and instrumental. Social and educational contexts of foreign language learning somewhat determine learners’ overall motivation type. Therefore, research based on ethnographical characteristics is inevitable and findings resulted from such research will only meet pedagogical and practical demands. As a pedagogical suggestion, promoting intrinsic motivation among learners has been proposed. This is because, considering the circumstances of Korean EFL learning, fostering self-determined attitudes toward learning among learners seems to be a most practical and effective solution.

The size and geographical constraints of samples in the research may question the generalizability of the findings. However, considering the fact that schools should follow guidelines and curriculum suggested by Korean Education Ministry(KEM), to meet national standard, there is no room for an individual school to develop its own syllabus quite different from that suggested by the KEM.

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APPENDIX

- 1) Age _____ 2) grade _____ 3) male or female _____
- 4) Do you watch TV programmes spoken in English? _____
If your answer is 'yes', go to the question 5, if 'no', go to the number 6
- 5) How often: _____ a week _____ a month _____ a year
- 6) Do you listen to songs sung in English? _____
If your answer is 'yes',
1. always 2. almost always 3. sometimes 4. very special occasion
- 7) Have you ever been to English speaking countries before? ___how long___?
- 8) How long have you been learning English? _____
- 9) Apart from school textbooks given to you, if you have ever used other books for your English study, what kinds of books have you used for your English study?
1. English language story books
2. exercise books written by Korean writers
3. exercise books written by the target language speakers
4. English newspapers. or magazines
5. anything else _____
- 10) How important is it for you to have a good command of English? _____,
1. very important 2. important 3. not much 4. not at all 5. no concern

If your answers to the question 10 are '1' or '2', go to the question 11. Otherwise go on to the question 12.

11) Why is a good command of English so important to you?

1. to get into a higher education
2. to get a better job in the future
3. to have a fair treatment by people (because people often assess someone's intelligence by his/her command of English)
4. to make friends with students from English speaking countries
5. live in English speaking countries
6. specify if you have other reasons _____

12) Are you concerned with your English grade at school?

1. very much
2. reasonably
3. so-so
4. not much
5. not at all

13) Does the fact that whether you like a certain subject or not affect your school performance?

1. a great amount
2. a lot
3. a reasonable amount
4. a little
5. not at all

14) Which skills do you usually learn? (You may choose more than one)

1. speaking
2. writing
3. reading
4. grammatical knowledge
5. listening

15) Which skills are most important to you? (you may choose more than one)

1. speaking
2. writing
3. reading
4. grammar
5. listening

16) Why do you think the skill/skills you have chosen is more important?

Can you please write your opinions? _____

17) Time you spend for your English study a day?(except lessons at school)

1. 7-5 hours
2. 4-3 hours
3. 2-1 hour
4. less than 1 hour
5. not at all

18) How do you feel about learning English?

1. easy and interesting
2. easy but boring
3. hard but interesting
4. hard and boring
5. no idea

예시 언어 (Examples in): English

적용 가능 언어(Applicable Languages): English

적용 가능 수준(Applicable Levels): Secondary

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Received in Jan. 2006
Reviewed by Feb. 2006
Revised version received in Mar. 2006