

## **An Investigation on Male High School Students' Motivation and Achievement in English Learning**

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**Kim, Yoon-Kyoung, & Kim, Tae-Young. (2018). An investigation on male high school students' motivation and achievement in English learning. *English Teaching*, 73(1), 135-160.**

This study examined the characteristics of male high school English learners' motivation and the relations between their motivation and achievement in English learning. A total of 334 Grade 10 students in a boys' high school participated in this study by completing a questionnaire survey on second language (L2) learning motivation and taking an English achievement test. As a result of explanatory factor analysis, five factors were found as underlying constructs for male high school students' English learning motivation: The Ought-to L2 Self, The Ideal L2 Self, The Feared L2 Self, Instrumentality, and Intrinsic Motivation. In terms of the structural relationships between the learners' motivation and achievement in English learning, the ideal L2 self and intrinsic motivation exerted a direct impact on their motivated L2 behavior, and then English achievement mediated by the motivated L2 behavior. The other factors had an indirect influence on motivated L2 learning behavior, mediated by the ideal L2 self and intrinsic motivation. Based on the findings, we suggested motivational activities to realize the creation of the ideal L2 self among male high school English learners.

**Keywords:** English learning motivation, English achievement, male high school students, explanatory factor analysis, structural equation modeling

### **1. INTRODUCTION**

This study aims to investigate the main features of male high school students' English

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learning motivation in South Korea (hereafter Korea) as a preliminary approach to developing motivational activities for the learners. The recognition of the necessity for motivating male high school learners of English has derived from the previous studies on Korean high school students' second language (L2) learning motivation. In Kim and Kim's (2016) quasi-longitudinal observation of the changes in Korean high school students' English as a foreign language (EFL) learning motivation from 2002 to 2010, it was found that the overall influence of motivational and attitudinal factors on English achievement gradually decreased over the years. It may be the case that the roles of high school students' motivation in their learning consistently attenuate and they are likely to engage in L2 learning without paying much attention to why they learn the target language. Especially, high school students may focus on English learning exclusively for the purpose of obtaining higher scores on the College Scholastic Ability Test (CSAT). In this circumstance, it would become difficult to motivate high school students to pursue and sustain their own purposes or personal meanings related to their English learning from long-term, longitudinal perspectives.

Moreover, among high school students, male students have been reported to suffer from lower levels of motivation and higher chances of demotivation in EFL learning. For example, Kim and Kim (2011) investigated gender differences in EFL learning motivation including the ideal and ought-to L2 selves among secondary school students in Korea. As a component of Dörnyei's (2005, 2009) L2 Motivational Self System, the ideal L2 self refers to "the L2-specific facet of one's 'ideal self'" (Dörnyei, 2009, p. 29), representing positive future self-images that one would like to achieve as a consequence of successful L2 learning. The ought-to L2 self is defined as "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, p. 29). In Kim and Kim, it was found that female students possessed more vivid ideal L2 self and showed higher levels of intended efforts in L2 learning than male students, while no significant differences were found in their ought-to L2 selves. Also, vivid ideal L2 self was the strongest predictor for intended efforts in L2 learning of both male and female L2 learners. Accordingly, it was suggested to pay more particular attention to male students' development of the ideal L2 self so that their motivation can be enhanced, leading to more motivated behavior in their English learning.

Also, male high school students were found to be more susceptible to demotivation in their English learning. In Kim and Ma's (2013) research, significant gender differences were found in three of the nine factors affecting Grade 10 students' demotivation in English. The male participants showed stronger demotivation than their female counterparts by the three factors of classmates' attitude, teachers' personality and teaching style, and class environment. Also, K.-J. Kim (2012) investigated the structural relationship between demotivation and achievement in English learning in a boys' high

school and a girls' high school and compared the results from the two schools. It was revealed that the negative impact of lack of motivation and interest in learning English on English proficiency was greater for male students than their female counterparts.

Given this, it is worthwhile to draw more particular attention to male high school students' English learning in order to find out effective ways to help them develop and sustain higher levels of motivation and achieve more successful outcomes in their EFL learning. To this end, a boy's high school was recruited and a questionnaire survey on L2 motivation and an English achievement test were administered. The data obtained from the survey and test were explored to find out the characteristics of the male L2 learners' motivation and the relations between their motivation and achievement in English learning.

## **2. KOREAN HIGH SCHOOL STUDENTS' EFL MOTIVATION**

Since the majority of previous studies have focused on male and female high school EFL learners altogether except for a few studies (e.g., Kim & Kim, 2011; K.-J. Kim, 2012; Kim & Ma, 2013), this section reviews what aspects have been suggested as a characteristic of Korean high school students' English learning motivation. The previous studies on high school students applying existing learning motivation theories are reviewed, followed by those attempting to find out underlying constructs via exploratory factor analysis.

### **2.1. Previous Studies Based on Existing Learning Motivation Theories**

In terms of the studies based on existing learning motivation theories, first of all, integrativeness and instrumentality in Gardner's (1985) socio-educational model were one of the most researched constructs in relation to Korean high school students' EFL learning (e.g., Ahn, 2010; Chang & Hwang, 2004; Kang, 2012; C. Kim, 2010; Shim, Kim, & Park, 2012). In the majority of the studies, instrumentality was found to be stronger than integrativeness (Kang, 2012; C. Kim, 2010; K.-J. Kim, 2016; Shim et al., 2012). Intrinsic and extrinsic motivation in Self-determination theory (Deci & Ryan, 1985) were also one of the major focuses in understanding high school students' EFL learning motivation (e.g., Ahn, 2010; Chang & Hwang, 2004; Hong & Kim, 2013; Y. Kim, 2013; Lee & Kim, 2015; Pae, 2015). For example, in Pae (2015), high school students' intrinsic motivation was found to influence their achievement in English mediated by their confidence in learning English.

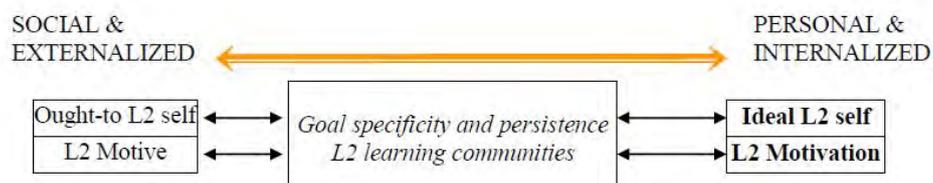
More recently, motivation studies for high school students have been conducted including or focusing on Dörnyei's (2005, 2009) L2 Motivational Self System (e.g., M.

Cho, 2016; Y.-G. Cho, 2012; Hong & Kim, 2013; Kim, 2015; Kim & Kim, 2012; Lee & Kim, 2015). Among the components in the framework (i.e., the ideal L2 self, the ought-to L2 self, and L2 learning experience), Kim and Kim (2012) found that the ideal L2 self played a more influential role in secondary school students' motivated behavior in English learning than did integrativeness and instrumentality. Moreover, the ideal L2 self and motivated behavior were found to have positive influences on Korean elementary and secondary school students' English proficiency (Kim, 2012). However, as for the research findings related to Korean students' ought-to L2 self, while it had a positive influence on motivated behavior among secondary school students in Kim and Kim, the majority of studies have revealed that it had a negative influence on either motivated behavior or English proficiency (e.g., Kim, 2012; Kim & Lee, 2014; Lee & Ahn, 2013; M. Cho, 2016). Most of these results suggest the possibility that the more intensely students are concerned about their obligations or the opinions of others in their English learning, the lower their English achievement becomes.

The contrasting research findings between the ideal L2 self and the ought-to L2 self imply that there may exist different levels of internalization of the reasons for and the necessity of L2 learning within the two self-concepts; learners who have developed vivid ideal L2 self are likely to have recognized their personal meanings of L2 learning and internalized the necessity of L2 learning for the personal and specific goals related to L2 learning and use. On the other hand, those with stronger ought-to L2 self may be aware of the expectations from others or social demands related to L2 learning, while personal meanings or goals are not fully internalized. Furthermore, if they find those expectations or demands burdensome, intense ought-to L2 self is more likely to take a negative role in their L2 learning.

**FIGURE 1**

**The Different Extent of Internalization of the Ideal and Ought-to L2 Selves (Kim, 2010a, p. 326)**



Similarly, Kim's (2010a) qualitative study on two Korean ESL learners in Canada has suggested the relatively less internalized propensity of the ought-to L2 self compared to the ideal L2 self. As schematized in Figure 1, it was suggested that the ought-to L2 self is a

social and externalized type of self-concept, while the ideal L2 self is more personal and internalized. This model has been established based on the analysis of the results showing that learners' ought-to L2 self can be transformed into the ideal L2 self when the learners internalize the need to learn English by imbuing and developing a personal meaning in the L2 learning. According to Niemiec and Ryan (2009), more internalized types of motivation can lead to more positive and successful learning outcomes in the long run. Given this, as one of the major foci of this study, we attempt to determine which motivating factors found in this study can be regarded as more internalized forms of motivation by exploring the relations of the factors with motivated L2 learning behavior and English achievement.

## 2.2. Previous Studies Exploring Factors of EFL Learning Motivation

A few studies have been conducted to find out underlying constructs in Korean high school students' English learning motivation (e.g., Hong, 2015a, 2015b; Hong & Hyun, 2015; Kim, 2006, 2010b; Kim & Kim, 2016; Lee, 1996). The first attempt to address the English learning motivation of high school students in the Korean context seems to have been made by Lee (1996). In his study, seven motivating factors were found: extrinsic, intrinsic, importance, pragmatic, communication, self-improvement, and xenophilic motivation.

More recently, Kim and Kim (2016) adopted a quasi-longitudinal perspective in order to explore changes in the factors for English learning motivation among Korean high school students from 2002 to 2010. The data collected in 2002 (Kim, 2006) and in 2006 (Kim, 2010b) in relevant previous studies were compared with the data newly collected in 2010. The same questionnaire was employed in the three research periods. Among the motivating factors extracted in each research period, competitive motivation was found to become increasingly influential in high school students' English learning. With stronger competitive motivation, students wish to become superior to their peers by acquiring higher English proficiency, believing that it can contribute to more successful lives than others in their future. It was argued that competitive motivation functions as a relatively unique construct among Korean students, which is attributable to the negative washback effect from the CSAT and the enthusiasm for a prestigious university degree in Korean society (Kim, 2010).

Similarly, Hong (2015a) and Hong and Hyun (2015) found a similar factor to competitive motivation among Korean high school students, which was named 'schooling' factor. The schooling factor indicated that students study English because they are divided into, and assigned to, either higher or lower levels of English classes according to their academic achievement in English. Also, it reflects students' perception of social emphasis on English and desires not to fall behind their peers. It was remarkable that this school

factor had a negative influence on English proficiency. In Hong's (2015a) study, among the extracted factors, two factors had a positive impact on English proficiency. One was 'students' disposition', referring to the students' predilection for English language and positive perceptions of the environments related to English learning. The other was 'futurity' factor, which showed students' personal desires to achieve their future dreams including college admissions and job employment/promotion.

Reflecting on the findings from the previous studies described above, it seems worthwhile to explore and extract specific factors functioning in learners' L2 learning if we wish to find out the characteristics of the learners' motivation. As aforementioned, the focus of this study is on male high school students' EFL learning motivation as previous studies have shown that male high school students may suffer more severely from lower levels of motivation and higher possibilities for demotivation in their English learning (e.g., Kim & Kim, 2011; K.-J. Kim, 2012; Y. Kim & Ma, 2013). Hence, the first step of this study is looking into what factors characterize the participating male high school learners of English.

Furthermore, it would be necessary to look into the relationships of the motivating factors with motivated L2 learning behavior and English achievement to examine what roles the factors play in the learners' English learning. Motivated L2 learning behavior was determined to mediate between L2 learning motivation and English achievement in Kim and Kim's (2014) study with Korean students of English. Therefore, in investigating the relations between male high school EFL learners' motivation and achievement in English learning, structural relationships are observed with motivated behavior as a mediating factor between EFL motivating factors and English achievement rather than separately looking into the influence of those factors either on motivated behavior or English achievement. For this purpose, research questions are postulated as follows:

- 1) What factors are functioning as underlying constructs for male high school students' English learning motivation?
- 2) What are the structural relationships between the learners' motivation and achievement in English learning?

### **3. METHODS**

#### **3.1. Participants**

The participants of this study were a total of 334 Grade 10 students in a boys' high school located in Gyeonggi Province, Korea. There were 10 classes of Grade 10 students in

the school with each class consisting of approximately 35 students. All the classes were mixed-level in terms of academic achievement and also English proficiency. The students were taking 50-minute English classes four days a week, and had started to learn English as a required subject from Grade 3 in elementary school. When asked about their experience of private education, 92.5% responded that they had taken private English lessons such as cram school, tutoring, and/or online English courses.

### 3.2. Data Collection

A questionnaire survey and an English achievement test were employed in this study. A questionnaire on L2 learning motivation, particularly focusing on high school students, was devised based on previous studies (e.g., Kim, 2006, 2010b; Kim & Kim, 2016). Questionnaire items were further developed in order to include L2 self-concepts such as the ideal L2 self, the ought-to L2 self, and the feared L2 self. The items measuring the ideal L2 self and the ought-to L2 self were drawn from Taguchi, Magid and Papi (2009). The items for the feared L2 self were developed by referring to Asker (2011) and Toivakka (2010). Also, the items for motivated L2 learning behavior were developed based on Al-Shehri (2009) and Taguchi et al. (2009) in order to measure how much effort L2 learners intend to put in their L2 learning and how much they are willing to learn the L2 (see Appendix). The final version of the questionnaire included 46 items for L2 learning motivation and five items for motivated behavior. All of the items on motivation and motivated behavior were measured by a five-point Likert scale, from *strongly disagree* (1) to *strongly agree* (5).

In order to obtain the information of the participating students' English achievement, an English test was developed based on a placement test. This placement test had been administered for high school freshmen in a metropolitan city before the beginning of their first semester of the 2014 school year. The participants in this study had not taken the exam before because their school was located in a different city. The test employed in this study consisted of 15 multiple-choice items, focusing on vocabulary, communicative function, grammar, and reading comprehension. The test scores were graded on a scale of 100 points and different points were allotted to each question item based on its level of difficulty: 8.25 points for four items, 7 points for four items, 6 points for four items, and 5 points for three items.

The survey and the test were administered in September 2016. The questionnaire was written in Korean, the participants' first language. It took approximately 10 minutes for the participants to complete the questionnaire and 20 minutes to complete the English test. Table 1 shows the results of the English achievement test with the number and percentage of the students included in each of the five ranges of test scores. Despite the fact that 334

students participated in the questionnaire survey, a total of 283 completed the test without insincere answers (e.g., answering with the same number to all of the questions in the test). The mean score of the test was 46.81 points and standard deviation was 21.56.

**TABLE 1**  
**Participants' English Test Results**

Range	<i>N</i> (%)
0 - 20.25	28 (10.0)
21 - 40.25	95 (33.5)
41 - 60	86 (30.5)
61 - 80	54 (19.0)
81 - 100	20 (7.0)
Total	283 (100)

### 3.3. Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) 23.0 software and the Analysis of Moment Structures (AMOS) 23.0. The alpha was set at .05. Using SPSS, exploratory factor analysis was performed to find out the internal structure of English learning motivation among Korean male high school students. By choosing oblique methods in the factor analysis for this study, maximum likelihood extraction and Oblimin rotation were employed based on the assumption that motivating factors are highly likely to be correlated to one another. Costello and Osborne (2005) advises using oblique methods when correlations are expected to exist among the factors. They contend that, in the social sciences, it is rare for any behaviors to be partitioned into neatly packaged units functioning independently of one another. Using AMOS, structural equation modeling (SEM) was implemented in order to find out structural relationships between the participating learners' English learning motivation, motivated behavior, and English achievement.

## 4. RESULTS

### 4.1. The Constructs of Male High School Students' English Learning Motivation

As a result of factor analyzing 46 questionnaire items on English learning motivation, a total of five factors were extracted explaining 58.14% of the variance. The first factor was labeled as the Ought-to L2 Self (Dörnyei, 2005, 2009).

**TABLE 2****Factor 1: The Ought-to L2 Self (14 items,  $\alpha = .938$ )**

Item #	Factor loading	Items
28	.901	I don't like to be considered a poorly educated person.
34	.891	If I am not good at English, I may lose face in front of others.
16	.790	If I don't have a knowledge of English, I'll be considered a weak student.
23	.740	I would feel ashamed if I got bad grades in English.
33	.706	I want to gain the approval from my teachers, family, and friends.
31	.671	Someone good at English can be acknowledged by others in our society.
13	.650	I can be acknowledged by others if I am good at English.
17	.628	Close friends of mine think it is important.
18	.602	If I do not study English, my parents will be disappointed with me.
14	.558	I don't want to fall behind my friends.
6	.524	People surrounding me expect me to do so.
30	.523	Most of the educated people are able to speak English.
19	.517	I want to have a head start over other people.
9	.457	I don't want to be an illiterate person.

As shown in Table 2, the items for this factor denote that male high school students' EFL learning is related to their consciousness of others. To be specific, learners with stronger ought-to L2 self focus on their obligations pertaining to English learning or negative outcomes in the case of not studying English, reflecting on others' perspectives. They learn English in order to be acknowledged or not to lose face by others. Also, this factor appears to reflect high school EFL learners' desire to prevail over, or not to fall behind, other people in their achievement in English, which is similar to the characteristics found in competitive motivation. Such items as 'I don't want to fall behind my friends' and 'I want to have a head start over other people' were the ones representing competitive motivation in the previous studies (Kim, 2006, 2010b; Kim & Kim, 2016).

**TABLE 3****Factor 2: The Ideal L2 Self (6 items,  $\alpha = .896$ )**

Item #	Factor loading	Items
40	.914	I imagine myself as someone who will be able to speak English fluently.
43	.821	I imagine some situations where I fluently speak English with foreigners.
39	.748	I can imagine myself speaking English as if I were a native English-speaking teacher.
35	.676	I can imagine myself speaking English with foreign friends or acquaintances.
36	.631	Whenever I think of my future career, I imagine myself using English.
44	.480	I can imagine myself studying in a university where all my courses are taught in English.

Table 3 shows the items of the second factor, the Ideal L2 Self (Dörnyei, 2005, 2009), which shows the importance of male high school EFL learners' possessing hopes and

aspirations that they desire to achieve by learning the target language. This factor reflects male high school students' cases that their English learning motivation can be initiated and strengthened by imagining positive and ideal images of using English. Those images also can be related to the learners' desired future jobs as exhibited in the fifth item in Table 3.

The third factor was named the Feared L2 Self. As shown in Table 4, the items indicate that, with the feared L2 self, English learning motivation can be initiated and strengthened by male high school learners' imagining embarrassing situations where their lack of English proficiency is exposed in front of others. L2 learners' concerns about those negative images have been reported in Asker (2011) and Toivakka (2010).

**TABLE 4**

**Factor 3: The Feared L2 Self (6 items,  $\alpha = .846$ )**

Item #	Factor loading	Items
45	.709	I imagine what it would be like to have difficulties in my future job because of lack of English proficiency.
46	.696	I imagine some embarrassing situations that could happen because of my poor English.
37	.694	I imagine myself having trouble in a university where all my courses are taught in English.
42	.646	I imagine myself living abroad but having difficulties in communicating in English with the locals.
41	.586	I imagine myself being in trouble because of lack of ability to speak English with foreign friends or acquaintances.
38	.526	I worry that my English will not be good enough.

The feared L2 self may seem similar to the ought-to L2 self in that the two factors involve learners' perceptions of the negative outcomes which may arise from unsuccessful L2 learning. However, the main difference between the two factors can be noticed by looking into the specific items composing each factor. The key expressions in the ought-to L2 self are 'be considered/acknowledged' and 'others/teachers/parents/friends' (see Table 2). The passive voice and the nouns expressing other people were mainly used, showing more explicitly that students are concerned with others' opinions and judgment in relation to their English learning. In the feared L2 self, such expressions as 'imagine myself' and 'difficulties/embarrassing/trouble' were mainly used (see Table 4), indicating that what matters is the images of L2 learners themselves in their imagination related to potential negative situations. Even if the presence of others is postulated in those situations, it is rather implicit compared to the ought-to L2 self.

Table 5 shows the items pertaining to the fourth factor, Instrumentality. Three items were excluded from this factor due to their factor loadings lower than .320, which has been suggested to be left out (Tabachnick & Fidell, 2012). The excluded items were Item 1,

'English is an international language,' Item 3, 'English will contribute to self-development,' and Item 22, 'It is important for further studies on the field I would like to explore in the future.' Instrumentality (Gardner, 1985) indicates that learning English is attributed to L2 learners' acknowledgment that English proficiency can be an instrument or a means for them to achieve what they want. The items representing male high school students' instrumentality in this study denotes that they consider higher levels of English proficiency to be helpful for their college admission, job employment, or job promotion in the future. Also, this factor reflects the learners' perceived importance of English emphasized in the society and the world.

**TABLE 5**  
**Factor 4: Instrumentality (14 items,  $\alpha = .917$ )**

Item #	Factor loading	Items
15	.761	Higher levels of English proficiency will be useful in getting a good job.
32	.749	It helps me to get an admission from the university that I want to go to.
26	.668	English proficiency is considered important in our society.
5	.642	English is important in every field.
4	.621	I want to survive in the future society.
29	.603	If I don't have a knowledge of English, it will be difficult for me to get a good job.
24	.593	If I don't have a knowledge of English, I think I cannot enter a university.
20	.582	English takes an important role all around the world.
27	.580	English proficiency is necessary for promotion at work when I grow up.
21	.569	With a high level of English proficiency, I will be able to make a lot of money.
11	.512	Learning English is becoming increasingly important.
25	.494	I do not want to fall behind at universities or work in the future.
10	.465	I want to succeed in life.
7	.422	I want to get good grades in the CSAT.

Table 6 presents the items for the last factor, Intrinsic Motivation (Deci & Ryan, 1985). The items in intrinsic motivation indicate that male high school students learn English because "it is inherently interesting or enjoyable" (Ryan & Deci, 2000, p. 55). This factor presents the learners' interests and enjoyment in learning English itself.

**TABLE 6**  
**Factor 5: Intrinsic Motivation (3 items,  $\alpha = .859$ )**

Item #	Factor loading	Items
2	.940	Studying English is exciting and interesting.
8	.887	I like English.
12	.591	I am very curious about English.

Table 7 presents the results from the descriptive analysis with the five motivating factors

and motivated behavior. The highest mean score was found in instrumentality, followed by the ought-to L2 self. Intrinsic motivation exhibited the lowest mean score. The level of motivated behavior was relatively low with the mean below the midpoint of 3.0.

**TABLE 7**

**Descriptive Statistics of the Variables**

Variables	Min.	Max	<i>M</i>	<i>SD</i>
Instrumentality	1.33	4.93	3.56	.67
The Ought-to L2 Self	1.00	5.00	2.93	.78
The Ideal L2 Self	1.00	5.00	2.89	.91
The Feared L2 Self	1.00	4.33	2.73	.80
Intrinsic Motivation	1.00	5.00	2.46	.90
Motivated Behavior	1.00	5.00	2.87	.78

#### 4.2. Structural Relationship Between Motivation and Achievement

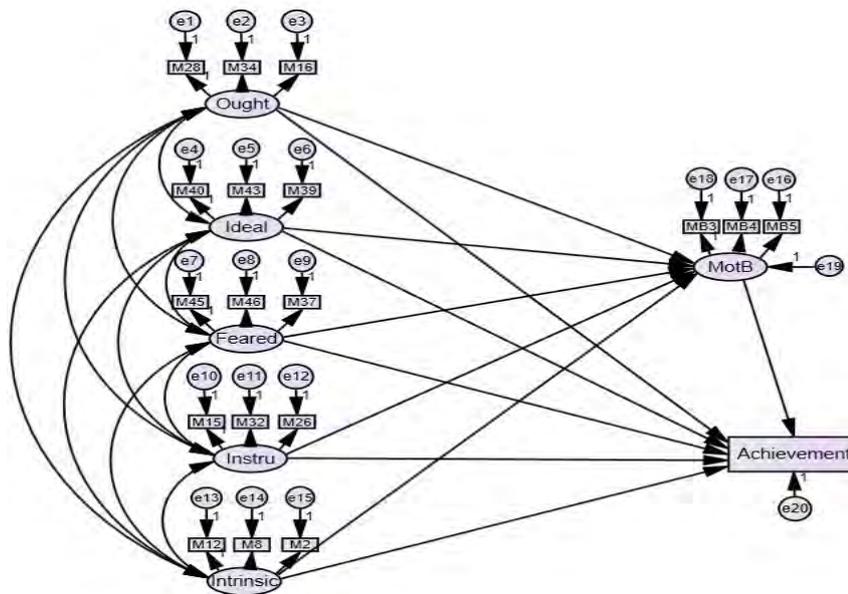
This section addresses the structural relationship between the participating learners' English learning motivation, motivated behavior, and English achievement. In this study, the number of questionnaire items for each of the motivating factors ranged from three to 16 (see Tables 2-6). However, with a larger number of indicators (i.e., questionnaire items or observed variables), a larger sample size is required so that the goodness-fit-index becomes insensitive to sample size (Sharma, Mukherjee, Kumar, & Dillon, 2005). Previous studies (Kim & Kim, 2014; Kouritzin, Piquemal, & Renaud, 2009) selected three items as observed variables for each latent variable to obtain a concise and balanced model. The selected observed variables were those possessing higher factor loadings and contributing to higher Cronbach's alpha. These criteria have also been adopted in this study.

Figure 2 presents the initial model for the current data. In order to develop the initial SEM, several steps were taken. First, five motivating factors were designated as exogenous variables and motivated behavior and English achievement were considered to be endogenous variables based on the result from previous studies on Korean EFL learners. The previous studies have focused one or two motivating factors and shown that the factors investigated in their studies have an influence on either motivated behavior or English achievement. (e.g., Kang, 2012; Kim, 2012; Kim & Kim, 2012; Kim & Kim, 2014; K.-J. Kim, 2016; Pae, 2015). For example, in K.-J. Kim (2016), a structural model was established where the ideal L2 self and the ought-to L2 self affected motivated L2 learning behavior. By including the variable of English achievement, Kim and Kim (2014) found that the ideal L2 self exhibited a significant impact both on motivated behavior and English proficiency. Similarly, in Pae (2015), intrinsic motivation exhibited a direct influence on English achievement. Therefore, for the initial model, it was assumed that the five

motivating factors extracted in this study had influences both on motivated behavior and English achievement.

In terms of motivated behavior and English achievement as endogenous variables, motivated behavior has been found to affect English achievement or proficiency (Kim & Kim, 2012; Kim & Kim, 2014). Accordingly, the direct impact of motivated behavior on English achievement was also hypothesized in the initial model. Finally, English achievement was used not as a latent variable but as an observed variable since it was confirmed, in the guideline by Schreiber, Nora, Stage, Barlow, and King (2006) for SEM in educational research, that achievement as outcome variable can be employed in the form of observed variable.

**FIGURE 2**  
The Initial Model for the Current Data



The initial model established based on the steps described above was tested to fail to show satisfactory results. First, it proved to have unsatisfactory goodness-of-fit statistics as shown in Table 8. Moreover, eight out of the 11 supposed paths were insignificant: three paths from the ought-to L2 self, the feared L2 self, or instrumentality to motivated behavior, and five paths from the five motivating factors to English proficiency. Therefore, subsequent model improvement processes were performed by referring to modification indices.

**TABLE 8****Estimates of Model-to-Data Fit of the Final Model**

	CMIN/DF	CFI	GFI	AGFI	SRMR	RMSEA
Criterion	≤ 3	≥ .9	≥ .9	≥ .9	≤ .08	≤ .06
Initial Model	2.016	.836	.887	.852	.083	.060
Final Model	2.084	.941	.900	.868	.062	.061

*Note.* CMIN/DF=ratio of chi-square to model degrees of freedom; GFI=goodness-of-fit index; AGFI=adjusted goodness-of-fit index; CFI=comparative fit index; RMSEA=root mean square error of approximation; SRMR=standardized RMR(root mean square residual)

Over the several rounds of the model improvement processes, it was found difficult to acquire a satisfactory SEM with all motivating factors kept as exogenous variables. The factors had been assumed to be the variables only exerting influences on motivated behavior and English achievement, correlated with one another, based on the results from regression analysis or structural modeling analysis in previous studies (e.g., Kang, 2012; Kim, 2012; Kim & Kim, 2012; Kim & Kim, 2014; K.-J. Kim, 2016; Pae, 2015). However, those studies investigated the impact of one or two motivating factors either on motivated behavior or English achievement. There have not been enough studies extensively examining the structural relationships among motivating factors, motivated behavior, and English achievement in the Korean context.

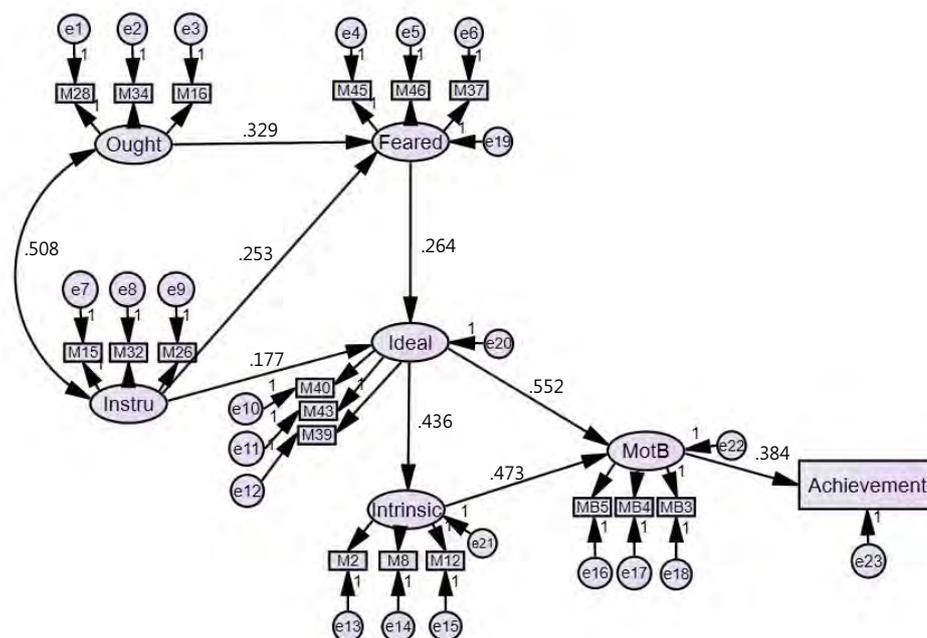
In Apple, Falout, and Hill's (2013) study on Japanese students, several constructs related to EFL motivation were included in SEM (e.g., probable L2 self, the ideal L2 self, the ought-to L2 self, integrative orientation, and interest in English culture). Their results exhibited that there existed causal relations between the constructs. In addition, Kim (2010a) suggested that the ought-to L2 self can be transformed into the ideal L2 self once L2 learners internalize the necessity of learning an L2 as their personal meanings. Given this, we found that it was necessary to identify relationships omitted in the initial model, especially causal relationships among the motivating factors.

As a result, the final model was proposed, proving to adequately fit the present data with statistically significant regression weights as well as satisfactory goodness-of-fit statistics as presented in Table 8. The AGFI did not reach the cut-off criterion of 0.9 for the best-fit model. However, due to the sensitivity of GFI and AGFI to degrees of freedom and sample size, they are likely to be a less reliable indicator of fit (Sharma et al., 2005). With the other indices showing a well-fitting or acceptable level, it can be determined that the model provides an adequate representation of the current data.

Figure 3 shows the final model. Among the five motivating factors, the ought-to L2 self and instrumentality were identified as exogenous variables, which function only as a predictor, not an outcome variable. In SEM, correlations need to be established between

exogenous variables, and only causal relationships can be established between endogenous variables, Therefore, the correlation was established between the ought-to L2 self and instrumentality, which proved to be statistically significant and relatively high with the coefficient over .50. This indicates that the students who are more concerned with their obligations and others' expectations related to EFL learning are more likely to find important instrumental values of learning English for their future (e.g., college admission, job employment, or job promotion), and vice versa.

**FIGURE 3**  
The Final Model for the Current Data



When it comes to causal relationships, the feared L2 self were influenced by the two exogenous variables, and the ideal L2 self was influenced by instrumentality and the feared L2 self. Intrinsic motivation did not have any direct relationships with the other motivating factors except for the ideal L2 self, which had a direct impact on it. The ideal L2 self and intrinsic motivation exerted a direct impact on motivated behavior. Motivated behavior had a direct effect on English achievement, mediating the motivating factors and English achievement.

Table 9 shows standardized estimates of direct, indirect, and total effects of each variable on another. All of the direct and indirect effects were statistically significant. First

of all, the ought-to L2 self and instrumentality had positive influences on the feared L2 self. This indicates that the higher levels of the ought-to L2 self and instrumentality the students possess, the stronger their feared L2 self becomes. The influence of the ought-to L2 self ( $\gamma = .329$ ) was stronger than that of instrumentality ( $\gamma = .253$ ).

In terms of the influence on the ideal L2 self, three motivating factors affected in an either direct or indirect way. The ought-to L2 self had an indirect influence ( $\gamma = .087$ ), mediated by the feared L2 self. Instrumentality showed both direct ( $\gamma = .177$ ) and indirect influences ( $\gamma = .067$ ) with the indirect effect intervened by the feared L2 self. The feared L2 self had a direct effect ( $\beta = .264$ ), showing the most substantial impact from among the three factors' total effects on the ideal L2 self.

**TABLE 9**

**Direct, Indirect, and Total Effects in the Model**

Path		Direct Effect	Indirect Effect	Total Effect
Ought-to L2 Self	→ Feared L2 Self	.329***	-	.329***
Instrumentality		.253**	-	.253**
Ought-to L2 Self	→ Ideal L2 Self	-	.087*	.087*
Instrumentality		.177*	.067*	.244*
Feared L2 Self		.264***	-	.264***
Ought-to L2 Self	→ Intrinsic Motivation	-	.038*	.038*
Instrumentality		-	.106*	.106*
Feared L2 Self		-	.115*	.115*
Ideal L2 Self		.436***	-	.436***
Ought-to L2 Self	→ Motivated Behavior	-	.066*	.066*
Instrumentality		-	.185*	.185*
Feared L2 Self		-	.200*	.200*
Ideal L2 Self		.552***	.206**	.758**
Intrinsic Motivation		.473***	-	.473***
Ought-to L2 Self	→ English Achievement	-	.025**	.025**
Instrumentality		-	.071*	.071*
Feared L2 Self		-	.077*	.077*
Ideal L2 Self		-	.291**	.291**
Intrinsic Motivation		-	.181***	.181***
Motivated Behavior		.384***	-	.384***

The only factor exhibiting a direct impact on intrinsic motivation was the ideal L2 self ( $\beta = .436$ ). As for the effects on motivated behavior, the ought-to L2 self, instrumentality, and the feared L2 self exerted indirect influences, mediated by another motivating factor in order to affect motivated behavior. The ideal L2 self had an indirect influence ( $\beta = .206$ ) as well as a direct one ( $\beta = .552$ ). Intrinsic motivation was a direct predictor ( $\beta = .473$ ). The ideal L2 self exhibited a higher direct impact on motivated behavior than intrinsic motivation, and its indirect impact on motivated behavior was mediated by intrinsic motivation.

The ultimate destination of SEM in the current study is English achievement. A direct impact was identified only from motivated behavior ( $\beta = .384$ ). However, the five motivating factors had indirect influences on achievement. Among the indirect effects, the highest coefficient was found in the ideal L2 self ( $\beta = .291$ ), followed by intrinsic motivation ( $\beta = .181$ ).

## 5. DISCUSSION

In the present study, as a result of exploratory factor analysis, five factors were found to be psychologically functioning in relation to male high school students' EFL learning: the Ought-to L2 Self, the Ideal L2 Self, the Feared L2 Self, Instrumentality, and Intrinsic Motivation (see Tables 2-6). For the purpose of a deeper understanding of the role of the factors in the learners' English learning, the five factors were organized in a structural equation model, incorporating two criterion measures of motivated L2 learning behavior and English achievement (see Figure 2).

Based on the previous studies on Korean EFL learners, in the initial structural model, five motivating factors were established as exogenous variables and motivated behavior and English achievement as endogenous variables. Put it differently, the five motivating factors were initially assumed to be correlated with one another, and causal relationships of each of the motivating factors were established only with motivated behavior and English proficiency. However, the initial model proved inappropriate for the current data.

In the subsequent model improvement processes, it became necessary to set causal relationships between the motivating factors due to the inadequate model-fit with all motivating factors kept as exogenous variables. Furthermore, research findings in previous studies (e.g., Apple at al., 2013; Kim, 2010a) have suggested that not all motivating factors function in the same psychological level and a motivating factor may influence another.

As a result, it was found that the motivating factors extracted in this study had causal relationships between themselves. The ought-to L2 self and instrumentality showed a direct impact on the feared L2 self. The ought-to L2 self had indirect impact on the ideal L2 self, mediated by the feared L2 self. Instrumentality had a direct impact on the ideal L2 self as well as an indirect one mediated by the feared L2 self, which had direct impact on the ideal L2 self. A direct impact on intrinsic motivation was found from the ideal L2 self. Given this, it can be argued that there are different types of motivating factors and they may not work in equal status.

Also, more importantly, the ideal L2 self and intrinsic motivation possessed a closer relation to motivated behavior and English achievement. They exhibited direct impacts on motivated behavior and indirect ones on English achievement, immediately mediated by

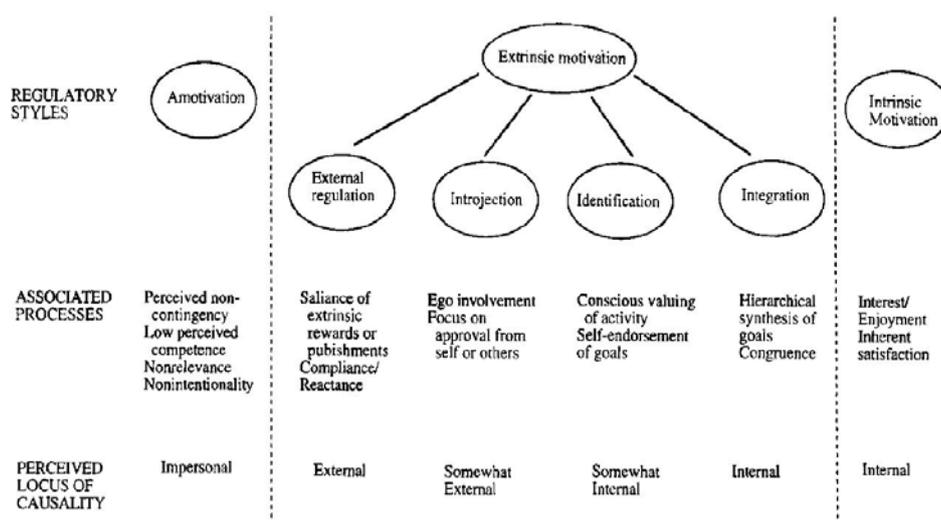
motivated behavior. On the other hand, the ought-to L2 self, instrumentality, and the feared L2 self needed to go through more channels in order to reach motivated behavior and English achievement. This suggests that learners who have developed stronger ought-to L2 self, instrumentality, feared L2 self may still need to develop the ideal L2 self and intrinsic motivation in order to exhibit higher levels of motivated behavior and accomplish more successful English achievement.

Reflecting on the findings described above, it seems that the motivating factors are not so much working in equal status. Instead, they function in a different level of internalization. More specifically, the ideal L2 self and intrinsic motivation are suggested to be more internalized forms of motivation among Korean male high school EFL learners. This assertion can be elaborated on by considering the specific characteristics of each factor found in this study in line with similar findings presented in previous studies.

First of all, in order to discuss different degrees of internalization of motivation and the relatively deeper extent of internalization in intrinsic motivation, we can refer to Deci and Ryan's (1985) Self-Determination Theory. In a broader sense, the constructs in self-determination theory involve amotivation, extrinsic motivation, and intrinsic motivation as shown in Figure 4. Amotivation refers to "the state of lacking an intention to act" (Ryan & Deci, 2000a, p. 61). Extrinsic motivation involves the desire to attain separable outcomes by performing an activity, while intrinsic motivation refers to pursuing inherent enjoyment for doing an activity.

**FIGURE 4**

**The Self-Determination Continuum Showing Types of Motivation (Ryan & Deci, 2000a, p. 61).**



As shown in Figure 4, intrinsically motivated behaviors have an internally perceived locus of causality, which means that “they are experienced as emanating from the self rather than from external sources, and are accompanied by feelings of curiosity and interest” (Niemiec & Ryan, 2009, p. 135). It is then clear that, far from learners' concerns on external contingencies and controls, intrinsic motivation is characterized by greater extent of internalization of the reasons for learning.

Except for intrinsic motivation, the other factors found in this study (i.e., the ought-to L2 self, instrumentality, the feared L2 self, and the ideal L2 self) possess the traits relevant to extrinsic motivation. It is because learners having those types of motivation assign an instrumental value or reason to the objectives of learning English. More importantly, extrinsic motivation can vary greatly in its relative autonomy or internalization of the purposes of learning, and the variations can be reviewed in considering different levels of internalization of the other four factors of this study.

Looking at the types of extrinsic motivation, at the far left of the types of extrinsic motivation in Figure 4, external regulation is the least self-determined, or internalized, form because it leads an individual to engage in an activity in order to obtain a reward or to avoid punishment. If the possibility of the reward or punishment has been removed, such motivated behavior is poorly maintained. Under introjected regulation, an activity is performed with the internal pressure to avoid shame or to feel worthy. Identified and integrated regulations are more internalized forms of extrinsic motivation. Identified regulation shows that an activity is accepted or owned as personally important. As the most self-determined form, integrated regulation emerges “when identified regulations are fully assimilated to the self” (Ryan & Deci, 2000b, p. 73), which indicates that the importance of an activity has been evaluated and become in accord with one's other values and needs.

Reflecting on the locus of causality of extrinsic motivation (i.e., where the value or reason has been put), instrumentality and the ought-to L2 self are considered more associated with external locus of causality in external or introjected regulations. First of all, in terms of instrumentality, Dörnyei, Csizér, and Németh (2006) contended that “depending on the extent of the internalisation of the extrinsic motives that make up instrumentality, the concept can be related either to the ‘ideal self’ or to the ought self” (p. 93). It was claimed that if instrumental motives become related to professional or career advances that one desires, the motives feed into the ideal L2 self. Instrumentality extracted in this study reflects high school EFL learners' perceived importance of English as a means of becoming successful in their lives by entering prestigious universities and getting a good job, and had direct influences on the ideal L2 self and the feared L2 self in SEM.

Given this, it is argued that, on one hand, if those wishes become more concrete when associated with the learners' desired future job, their instrumental motives can become more fully internalized into the ideal or feared L2 selves. To be specific, the process of

instrumental motives to become internalized into L2 learners' concrete future self-images can be related to either positive or negative ones. When they imagine positive situations where their desires relevant to L2 learning are realized, their ideal L2 self can be strengthened. When they imagine negative situations and the feared L2 self becomes consolidated, their aspirations to avoid such negative images can also be a motivator for their L2 learning.

On the other hand, if instrumentality remains at the lower levels of internalization, it seems more relevant to the ought-to L2 self as the two factors were correlated with each other (see Figure 3). This denotes that students' concerns with obligations and others' expectations related to their L2 learning (i.e., the ought-to L2 self) can be associated with their perceived importance of instrumental values of learning English for their future (e.g., college admission, job employment, or job promotion). Those concerns and perceptions are considered to be a less internalized form of motivation.

As for the ought-to L2 self in this study, it is related to learners' desire to be acknowledged or not to lose face in front of others. Also, they wish to prevail over, or not to fall behind, other people in their achievement in English (see Table 2). Relatively less internalized propensity of the ought-to L2 self was compared with the ideal L2 self in Kim (2010a). By analyzing the cases of two Korean ESL learners in Canada from longitudinal perspectives, he argued that the ought-to L2 self is a social and externalized type of self-concept, while the ideal L2 self is more personal and internalized (see Figure 1 in the second section), and the ought-to L2 self can be transformed into the ideal L2 self if the necessity of learning an L2 is fully internalized.

Similar evidence of the relationship between the degree of internalization and the ideal L2 self is found in Yashima (2009). In her study, the ideal L2 self was found not to be significantly related to external and introjected regulations, which are less self-determined, or internalized, form of extrinsic motivation. However, it was significantly and positively related to identified regulation, integrated regulation, and intrinsic motivation. This indicates that the ideal L2 self entails personal endorsement and a feeling of choice, taking a more internalized form; the ideal L2 self can be developed and strengthened when learners accept L2 learning as personally important and the importance of L2 learning has accorded with their other values and needs.

Given the features of the motivating factors revealed in this study, it can be determined that, in enhancing EFL learning motivation of male high school students, or at least the participating male students in this study, motivational activities can be more highly focused on the development of more internalized forms of L2 motivation, that is, the ideal L2 self and intrinsic motivation. Niemiec and Ryan (2009) reviewed previous studies revealing that extrinsic motivation with internal perceived locus of causality and intrinsic motivation are conducive to more positive learning outcomes. As such, from the results of this study,

it is argued that learners need to be encouraged to develop higher levels of the ideal L2 self and intrinsic motivation. This would be more beneficial for male high school English learners' more successful long-term process of L2 learning.

## 6. SUMMARY AND IMPLICATIONS

For a deeper understanding of the main features of male high school students' English learning motivation in Korea, this study explored motivating factors functioning in their English learning and structural relationships of the factors with motivated L2 learning behavior and English achievement. The research findings are summarized as follows. First, five factors were extracted: The Ought-to L2 Self, The Ideal L2 Self, The Feared L2 Self, Instrumentality and Intrinsic Motivation. Second, the structural model established showed that, from among the five motivating factors, the ideal L2 self and intrinsic motivation exerted a direct impact on motivated behavior, and then English achievement mediated by motivated behavior. The ought-to L2 self, instrumentality, and the feared L2 self exerted indirect influences on motivation behavior, mediated by other motivating factors to reach motivated behavior and ultimately English achievement.

Given the findings, we argue that, the ideal L2 self and intrinsic motivation are more internalized forms of motivation, which needs to be encouraged to be more highly developed among male high school EFL learners. By helping the learners envision positive future self-images that they would like to achieve in relation to English, they are likely to be more motivated to learn English. Also, the impact of the ideal L2 self on intrinsic motivation found in this study suggests that when male high school EFL learners develop more vividly their ideal images of using English, they are more likely to consider English learning interesting and enjoyable. Those positive influences, in turn, may contribute to more successful achievement in English learning. Therefore, as for motivational activities for male high school EFL learners, it is necessary to devise specific methods to realize the creation of the ideal L2 self among the learners.

As an example of those methods, motivational languaging activities can be utilized for male high school students. Motivational languaging refers to a technique of engaging L2 learners in thinking aloud about their ideas regarding their L2 learning in spoken or written form in their first language. To be specific, in Kim (2013) and Jun and Kim (2015), elementary and junior high school students had opportunities to reflect on and express their L2-speaking, competent future through opinion writing or group discussion. It was found that their L2 motivation was enhanced, especially developing more vivid ideal L2 self. As this study revealed the importance of helping male high school students envision the ideal L2 self in order to become more highly motivated in their English learning, it would be

worthwhile to apply motivational languaging activities to high school context, especially for male students.

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## APPENDIX

### Questionnaire Items for Motivated Behavior

1. If my English teacher gives me an extra assignment, I am willing to do it.
2. I frequently think over what I have learned in my English class.
3. If another English course was offered, I would like to take it.
4. I am prepared to expend a lot of effort in learning English.
5. If English were not taught in school, I would try to obtain lessons in English somewhere else.

Applicable levels: Secondary

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Received on December 1, 2017

Reviewed on January 15, 2018

Revised version received on January 30, 2018