

## Promoting EFL Learners' Proficiency and Motivation via Google Jamboard-based Autonomous Knowledge Sharing

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This study examined how Google Jamboard-based autonomous knowledge-sharing advanced language proficiency and motivation in an online intermediate-high EFL communication course. For one semester, 30 Korean first-year college students shared their learning experiences beyond the classroom, enhancing their English communication competence via a weekly Jamboard. The students speaking and perceived proficiencies and motivation changes were examined. Overall speaking proficiency increased, except for pronunciation. Students acquired the ability to self-study, but this was insufficient for oral practice because distance learning limited direct interactions. Perceived current proficiency increased, but imaginary proficiency and English importance did not. Their ease in using English in their daily life improved, and they felt the gap between the current and imaginary proficiencies decreased. The ideal L2 self increased, based on instrumentality and integrativeness. This finding indicates that students understood that they were undergoing the process of becoming fluent English speakers. Hence, well-organized self-directed activities can promote autonomous learning behavior to improve language proficiency and motivation.

**Key words:** autonomous learning behavior, English proficiency, motivation, Google Jamboard, knowledge sharing

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## 1. INTRODUCTION

Autonomy is a skill that learners in the 21st century must master for self-determination, self-regulation, and co-regulation (Lai, 2017). Autonomous learners are proactive and can control their learning. Their abilities, motivation, and willpower also relate closely to attaining foreign language proficiency (Benson, 2012).

Historically, educators sometimes had a daunting challenge motivating learners to be autonomous, but it represented a great success when achieved. The COVID-19 pandemic exacerbated this challenge, specifically for foreign language learning. Typically, the L2 learning experience plays a significant role in motivating students to learn outside language classrooms. However, learners moving from on-site classrooms to online learning during the pandemic created an impediment to sufficient foreign language exposure, direct interaction opportunities, and self-directed learning practice (Kormos & Csizér, 2014).

Therefore, it is critically important that finding an effective language learning process in a virtual environment can promote self-initiated decisions and sustain learning. Also, educators should provide learners with proper technology-based learning tasks that can induce learner interest, motivation, and experience in language learning (Kormos & Csizér, 2014). Thus, this study suggests a Google Jamboard-based autonomous knowledge-sharing activity in an online English communication course to fulfill this need. In addition, the study also examines how the activity promotes English language proficiency and increases motivation, both closely linked to learner autonomy.

## 2. LITERATURE REVIEW

### 2.1. Learner Autonomy in EFL

Autonomously-motivated learners are able and willing to control and manage their learning. They take charge of their learning process, acquiring knowledge either naturally or intentionally in a systematic way (Holec, 1981). They possess self-regulatory skills in setting goals and monitoring, controlling, reflecting, and evaluating their learning (Zimmerman & Moylan, 2009). In addition to this self-regulation, they exercise freedom of choice as a critical component of being autonomous, for example, selecting learning content and resources and determining learning tasks (Benson, 2012; Holec, 1981; Murray, 2014). This process may form part of an individual's pursuit of self-actualization (Lai, 2017) by being intrinsically motivated with self-initiative and self-endorsed to be a fluent English speaker in EFL learning settings.

In this sense, learner autonomy is critically important as one of the psychological needs

for promoting internal learning motivation and sustaining innate learning propensities, along with competence (e.g., self-efficiency, English proficiency, etc.) and relatedness (e.g., relationship with peers and teachers) (Reeve, Ryan, Deci, & Jang, 2008). As more specifically explained, Ryan and Deci (2000) argued that competence is not enough to promote learners' intrinsic motivation; it also needs autonomy.

Previous studies illustrated positive outcomes (e.g., motivation, language proficiency, autonomous learning behavior, and autonomous learning ability) derived from learner autonomy in EFL (Abdel Razeq, 2014; Lee, 2019; Mehdiyev, 2020; Wang & Zhang, 2022). For instance, Lee (2019) designed autonomous learner activities to enhance Korean first-year college students listening and speaking skills in a general English course. The students reviewed and chose ten important vocabulary terms from the previous lesson, took a note of them, and brought them to the next class. Under the instructor's guidance, the students engaged in various activities, such as quizzing each other and pairing check. The students participated in eight autonomous activities in one semester. The result saw the autonomous learner group (43 students) outscoring the control group (41 students) in the midterm and final exams evaluating vocabulary, conversation, language practice, listening, and reading. In addition, the autonomous learner group made considerable progress between the two tests. The group was also more actively engaged in the learning process with positive perceptions about the activities.

Also, to improve autonomous learning behavior, Wang and Zhang (2022) suggested an optimized blended learning mode in EFL for Chinese university learners. The learners performed independent online learning before and after face-to-face classes. First, they watched a micro video with a preliminary test before the face-to-face classes. Then they engaged in various activities (e.g., scenario simulation, role play, project training, case discussion, debate, and problem discussion) under a teacher's guidance in the classroom. After the in-person classes, they extended their knowledge online independently, for example, by exploring cultural connotations and conducting professional practice. As a result, in 12 months of training in four universities' English courses, 600 EFL Chinese students' listening, speaking, reading, writing, and translating abilities improved significantly. In addition, the survey (574 students) and interview (30 students) results demonstrated that they understood the learning objectives and planned, monitored, and evaluated learning individually before and after the face-to-face classes. This approach enabled the students to improve their autonomy, encouraged learning motivation, and cultivated autonomous learning ability conducive to constructing and enhancing self-directed learning behavior. In addition, with the help of advanced technology, EFL learners have ample opportunities to access and utilize various authentic materials and develop their language proficiency individually beyond the classroom (Abdel Razeq, 2014; Mehdiyev, 2020).

Therefore, there is value in autonomy- and competence-, and relatedness-supportive English language activities utilizing technology for Korean first-year college students in a remote distance learning environment. Their self-regulation beyond the classroom could help encourage and maintain learning motivation, which compensates for challenges that might come out of indirect interaction or insufficient English language exposure. Also, in Korea, young English learners show gradual demotivation from elementary to high school because of college entrance exam preparation (CSAT: College Scholastic Aptitude Test) (Kim, 2019; Kim, 2022). Accordingly, the learner-centered and learner-directed activities guided by instructors could help students develop self-awareness of why they are learning English in college, thus preventing demotivation.

## 2.2. Motivation in EFL

Motivation makes learners maintain self-awareness of why they are learning a language, what they want to do with it, or who they want to become as language users (Benson, 2012). The most representative motivational factors are found in Ryan and Deci's (2000) self-determination theory (SDT) which distinguishes intrinsic and extrinsic motivation. In addition, Gardner's (1985, 2010) socio-educational model explains integrativeness and instrumentality, and Dörnyei's (2009) L2 motivational self-system consists of an ideal L2 self, an ought-to L2 self, and the L2 learning experience.

SDT discerns between intrinsic and extrinsic motivations as different basic types. Intrinsic motivation is a natural innate propensity and an inner drive that make learners opt into activities for fun and joy as internal rewards. Hence, inherently motivated learners are high achievers and creative. However, in education milieus, social and environmental factors such as individuals (e.g., peers and teachers), interesting tasks, positive performance feedback, and satisfying achievement often catalyze intrinsic motivation. It indicates that we can understand intrinsic motivation based on the effects of external rewards and extrinsic motivation. Extrinsic motivation is diverse on the continuum of relative autonomy. It ranges from external regulation (e.g., to avoid punishment), introjection (e.g., to please teachers and parents), and identification (e.g., study hours for tests to achieve goals, not precisely for learning) to integration as the most autonomous form still including instrumental values (Schunk, Pintrich, & Meece, 2008).

In line with instrumental values, researchers often consider integrativeness and instrumentality as salient factors that encourage learners to come close to their goals in foreign language learning. Examples include communicating with native speakers, traveling abroad, getting a job, entering college, or attaining graduation requirements. In addition, integrativeness explains L2 learners' attitudes to assimilating into the target language community. However, with the recent rise of virtually connected societies (e.g., Roblox and

Zepeto metaverses), learners have come to understand English as a lingua franca. Moreover, this international language is a communication medium for anyone who can speak English (Lai, 2013). Therefore, it is better to acknowledge that motivated learners want to use the English language and look forward to actualizing their desired self-image in the future (Kim, 2021).

Following self-image, Dörnyei (2005) explains instrumentality as one of the “main antecedent[s] of integrativeness” (p. 103). He divides it into two foci: promotion (internalized) and prevention (non-internalized extrinsic motives), and associates them with broader concepts of the ideal L2 self and ought-to L2 self, respectively. The ideal L2 self refers to hopes for one’s future self-image, including traditional integrative motives. In contrast, the ought-to L2 self explains one’s obligation corresponding to others’ expectations which is close to extrinsic instrumental motives. With this ideal L2 self and the internalized ought-to L2 self, Dörnyei (2019) recently further highlighted a *sine qua non* of the L2 learning experience, describing specific details such as school context, materials, learning tasks, peers, and instructors as guiding learner motivation.

These motivations interweave to different extents and turn out as learner behavior. For promoting EFL learners’ persistent and autonomized learning behavior, in the following section, I consider the current research’s distance remote settings and college students’ general goals to review the most efficient L2 learning experience.

### 2.3. Jamboard for Knowledge Sharing

As one of the most representative L2 learning experiences, “technology [in a modern society] can [be a good tool to] help enhance learners’ capacity to control their own learning” (Lai, 2017, p. 22). With Web 2.0, online platforms such as blogs and social media have popularized sharing knowledge and collaborating. Especially cloud-based online platforms provide easy access to create, edit, and auto-save files and provide interactive smartboards equipped with annotation tools for taking notes, recording processes, interacting synchronously and asynchronously, and building social communities. In addition, researchers have released relevant studies in EFL and ESL, for example, Google Docs (Liu & Lan, 2016), Google Slides (Lehotska, Tomaš, & Vojtkulakova, 2022), and Jamboard (Castillo-Cuesta, Ochoa-Cueva, & Cabrera-Solano, 2022).

Among platforms, Jamboard is a digital whiteboard. It has a 55-inch digital display, accessible through PCs or mobile apps. Therefore, it provides relatively good editing and markup functions. More precisely, users can write, draw in different forms and colors, and highlight text using colorful sticky notes. The whiteboard also allows converting illustrated text to digital text on a mobile app, accessing images from PCs, mobiles, Google drive, the Internet, and Google search, which are all freely re-sized or rotated by stylus, mouse, or

fingertips. In addition, Jamboard supports up to 20 slides where each group works independently and monitors each other by previewing (Google, 2022).

Utilizing these functions, Virto and López (2020) designed an online personal branding course in which 19 adult students perceived Jamboard positively in terms of a content provider, usefulness, ease of use, attitudes to it, playfulness, and intention to use. The research conclusions advised educators to consider using interesting and easy-to-use learning content when designing online platforms to pique learners' interests and stimulate playfulness, which was pertinent to intention to use in the future. Also, Castillo-Cuesta et al. (2022) studied 122 Ecuadorian graduates in a teaching EFL program. They found that when students used Jamboard as a virtual workspace, it developed their collaborative skills and promoted their open-mindedness, facilitating the discussion of various topics while retaining respect for each other's ideas and perspectives. Similarly, Lehotska et al. (2022) used Jamboard as a virtual discussion platform for EFL high school students (in Slovakia) and ESL high school students (in Michigan, USA), who collaborated to administer a survey on media literacy beliefs and practices. They even used diverse e-tools such as Google Meet, Zoom, Padlet, Google Docs, Google Slides, Google Forms, Instagram, and Facebook for synchronous and asynchronous interaction. The learners were satisfied that they had authentically communicated with international partners using diverse e-tools.

As previous studies show, Jamboard is an online platform that can foster knowledge sharing and promote other knowledge management factors such as knowledge creation, utilization, and documentation or storing (North & Kumta, 2018). Knowledge sharing can also lead to emotional stability and create a good mood atmosphere with a friendly culture in communities where organizational structures are important (Hendriks, 1999) to let learners self-initiate in socially shared regulation. As Murray (2014) argued, "By getting help in the present, learners are able to do things on their own later, and, hence, become more autonomous" (p. 327).

Hence, the studies above imply that along with formal conventional in-class learning, which stimulates cognitive development, unstructured learning beyond the classroom via Jamboard would provide Korean first-year college students with ample opportunities to manage self-study, share their knowledge, take ownership, practice self-initiated decision, and extend their exposure to an authentic target language in a virtual community. This process is conducive to promoting autonomy in language proficiency and motivation. However, despite positive expectations, there are few empirical studies on implementing an autonomy-supportive knowledge-sharing activity via Jamboard in EFL settings and investigating educational implications. Given these needs, this study designed a Jamboard-based autonomous knowledge-sharing activity for EFL learners in a remote distance setting and examined how the project promoted learners' language proficiency and motivation. The following two research questions guided the present study:

- 1) How does Jamboard-based autonomous knowledge sharing affect EFL learners' English language proficiency?
- 2) How does Jamboard-based autonomous knowledge sharing affect EFL learners' motivation to learn English?

### 3. METHODOLOGY

#### 3.1. Participants

A total of 30 Korean university students (18 females and 12 males) participated in an intermediate–high mandatory online English Communication course for first-year students, which was held twice a week for 75 minutes. The students majored in animal science and technology ( $n = 9$ ), plant science and technology ( $n = 8$ ), creative writing ( $n = 5$ ), photography ( $n = 5$ ), food science and technology ( $n = 2$ ), and computer art ( $n = 1$ ). All of them had been learning English for at least ten years, as it is a mandatory language course in elementary and secondary schools in Korea. Some students started learning English at earlier ages: two students at the ages of three to five, five at the age of six, ten at G1 in elementary, three at G2, eight at G3, and two at G4. Their English learning experiences were diverse such as school English courses (21 students, 70%), English language institute for four skills (13, 43%), English cram school (9, 30%), online video watching for CSAT (7, 23%), after-school program (4, 13%), English kindergarten (1, 3%), and international elementary school in Australia for three years (1, 3%).

#### 3.2. Jamboard-based Knowledge-Sharing Activity

For one semester, the online English Communication course provided in-class videos created by the instructor. The students submitted a short reflection on their learning from videos via the school learning management system (LMS). Beyond the classroom, they did a Jamboard-based knowledge-sharing activity linked to the LMS. Every week, each student used Jamboard to record the learning that enhanced the English communication competencies they obtained outside the classroom. Jamboard played the role of a weekly personal learning journal. The activity was an unstructured task that allowed the students to control their learning and “accommodate different learner needs and goals” (Reinders, 2020, p. 142). The students input 11 Jamboard entries for 16 weeks, excluding weeks 1 (course intro), 4 (holiday), 8 (midterm), 15 (final speaking test), and 16 (final written test). Also, the students added references to share original resources and clarify content. Examples include ‘play hooky’ from YouTube, ‘dull as powder’ from the movie *Little Women* ‘I nearly fainted’

from Netflix, ‘I had an inkling’ from the Animation TV series *The Simpsons*, ‘I got a crush on you’ from Hackers daily expressions, and other expressions from Pop Songs, TOEIC prep textbooks, etc. as in Figure 1. After posting sticky notes, the instructor stamped each learner’s submission with an emoji as an extrinsic benefit (score gains) (Hsu, Ju, Yen, & Chang, 2007), as in Figure 1, and sometimes utilized the same vocabulary when giving personal feedback, as in Figure 2. Figure 2 shows that the student Hwang learned “play hooky” from YouTube, on which the instructor left a comment using the same vocabulary in the in-class reflection activity. Hence, this process could reinforce the students’ self-directed learning and provide consistent interaction between the instructor and the students in a virtual learning setting.

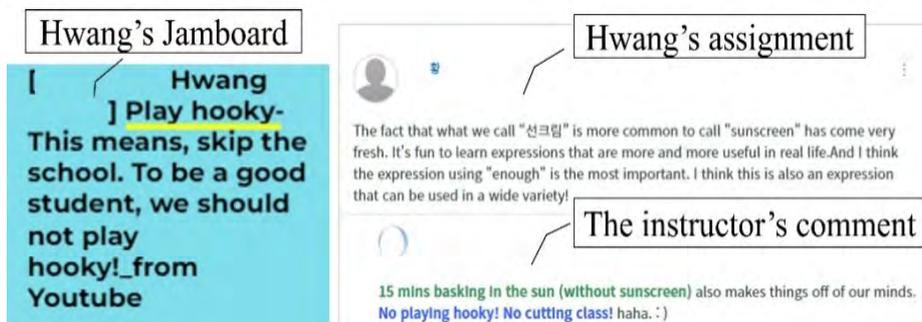
FIGURE 1

Samples of Jamboard Learning Journal



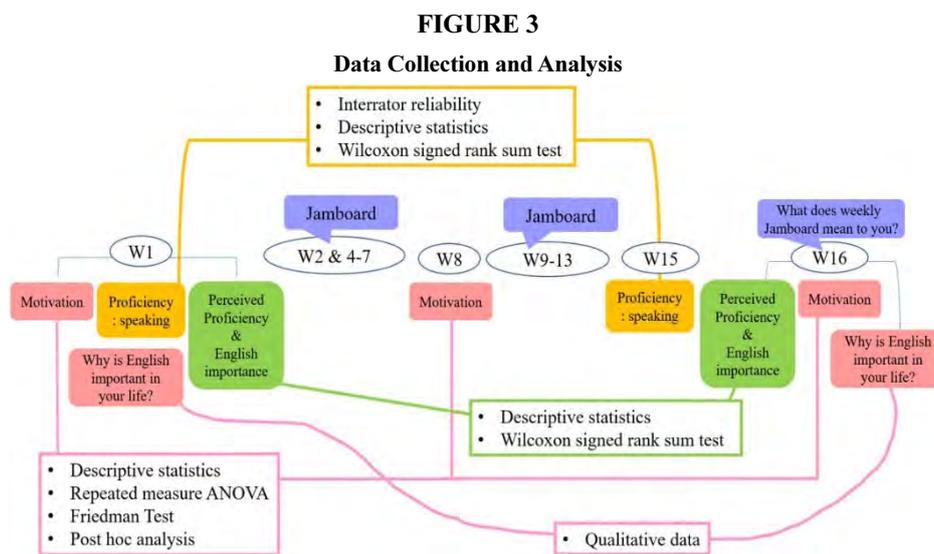
FIGURE 2

Personal Feedback Using Student Hwang’s Vocabulary



### 3.3. Data Collection and Analysis

This study used a mixed-method research design, as displayed in Figure 3. I analyzed speaking proficiency, perception changes, and Jamboard self-study types and reflections for the first research question. For speaking proficiency analysis, students submitted two one-to-two-minute self-recorded audio or video files via the school LMS. They introduced themselves at the beginning (Week 1) and described what they had done well for one semester at the end of the semester (Week 15). The instructor told them that when recording themselves, not to read a pre-written manuscript because they would lose their natural expressive tone of speech, and it would not represent real interactive communication. In addition, reading from a script would disrupt listeners' attention in real-life situations (SAGE Flex, n.d.).



I collected and scored 60 speaking files based on Marek and Wu's (2011) analytic speaking rubric for EFL learners: fluency, pronunciation, vocabulary, grammar, and content. When scoring content, I also measured coherence and organization (Appendix A). The analysis involved two raters (an American and a Korean), and their interrater reliability was .852 (Cohen's Kappa). I analyzed the data using SPSS 26.0 descriptive statistics and Wilcoxon signed rank sum test for nonparametric distribution to detect any differences. The data were not normally distributed according to the Shapiro–Wilk normality test results. In all components, the significance level was less than .05 at the beginning (Week 1) and endpoint (Week 15) of testing.

I measured the perceived current and imaginary English proficiencies and importance at the beginning (Week 1 via Jamboard, see Appendix B) and at the end of the semester (Week 16 via Google Form) on a scale of 1 to 10 based on Kang's (2021) activity. The survey played a role of an icebreaker and let the students get the hang of Jamboard. Students used the scale to measure daily life expressions 'on a scale of one to ten' used in the American TV talk show *Ellen DeGeneres Show* because they had learned it as part of a fun class activity beforehand. This process ensured a linkage between their learning in class and authentic real-life language use, making it meaningful to enhance English communicative competence (Reinders, 2020). Finally, I analyzed the data using descriptive statistics and the Wilcoxon signed rank sum test for nonparametric distribution according to the Shapiro–Wilk normality test results. The significance level was less than .05 for perceived imaginary proficiency (beginning and end), English importance (beginning and end), and perceived current proficiency at the end except for at the beginning.

The activity required 30 students to submit 11 Jamboard entries each. However, I collected 327 Jamboard entries with three missing. I analyzed different types of self-study based on 201 entries, as 126 entries didn't include explicit references. I classified the learning content as a video (including YouTube and other types of videos), TV show and film (including Netflix), pop song, speak app, vocabulary learning (TOEIC, TEPS, and other vocabulary learning), blog (web written content), poem, or in-class review, in order. In addition, the students responded to a self-study reflection question, "what does the weekly Jamboard mean to you?" at the end of the semester (Week 16 via Google Form) to find evidence of language proficiency changes.

For the second research question, the instructor conducted a motivation questionnaire three times in a Google Form: at the beginning (Week 1), in the middle (Week 8), and at the end (Week 16) of the semester. The three-times process was critically important to remind the students of the purpose of their self-study and "encourage learners to revisit their goals" (Reinders, 2020, p. 145). I adopted and slightly revised the items based on Kim's (2020) motivation questionnaire. He designed the items based on Dörnyei (2009, 2010, 2020) and Gardner (1985, 2010), which consists of seven constructs with 15 items on a five-point Likert scale ranging from 5 (*strongly agree*) to 1 (*strongly disagree*): the ideal L2 self (4 items), the ought-to L2 self (4), intrinsic motivation (1), extrinsic motivation (1), integrativeness (1), instrumentality (promotion) (2), and instrumentality (prevention) (2) (Appendix C). The reliability was .843 (Cronbach's alpha) at the beginning, .748 in the middle, and .871 at the end of the semester.

I gathered and analyzed 30 survey responses using descriptive statistics and parametric or nonparametric repeated-measures ANOVA (the Friedman test) depending on a normal distribution. Hence, the Friedman tests carried on five constructs due to non-normal distribution. The Shapiro–Wilk normality test results showed that the significance level was

less than .05 for ideal L2 self (end), intrinsic motivation, extrinsic motivation, integrativeness, promotion-based instrumentality, and prevention-based instrumentality except for ideal L2 self (beginning and middle), ought-to L2 self and total motivation at the beginning (Week 1), middle (Week 8), and end (Week 16). After that, I conducted a post-hoc analysis to investigate which step positively affected the significant result. Finally, I ran the post hoc analysis with the Friedman two-way analysis of variance by ranks for a nonparametric construct with a Bonferroni correction. The Bonferroni adjustment resulted in a significance level setup as in  $\alpha = .017$  ( $.05/3 = 0.017$ ) when analyzing each of the three measures from end to beginning, from end to middle, and from middle to beginning.

Lastly, the students responded to the open-ended question, “why is English important in your life?” twice: at the beginning of the semester (Week 1 via Jamboard, see Appendix B) and at the end (Week 16 via Google Form). I categorized the qualitative data into Kim’s (2020) motivation variables, and then analyzed to find transformation and evidence of their survey responses.

## 4. FINDINGS

### 4.1. English Proficiency Changes

The students’ speaking proficiency increased from an average of 18.93. ( $SD = 2.60$ ) to 20.20 ( $SD = 1.94$ ). The increase was statistically significant ( $Z = -3.370$ ,  $p = .001$ ), as in Table 1. The students commented that the Jamboard self-study provided ample opportunities to enjoy sharing their out-of-class learning, which built a good mood in the community (S1 and S2). Also, the Jamboard self-study raised awareness of and maintained English learning (S3, S4, and S5). In addition, they became closer to English and felt at ease with it (S6 and S7).

#### *Comments*

- *Even though we are in the COVID-19 pandemic, I could share my thoughts with friends!* (S1, sharing)
- *I was able to learn new and fun expressions from other friends’ notes.* (S2, sharing)
- *I became more attentive to English expressions when watching movies and dramas.* (S3, raising awareness)
- *It was the driving force to open the vocabulary book at least once a week.* (S4, raising awareness)
- *I was able to find English expressions on my own.* (S5, raising awareness)

- *No matter what language I learn, I think learning becomes meaningless if I'm not interested in it. Jamboard made me warm to English expressions naturally!* (S6, feeling at ease)
- *It was a good time to study English . . . not too tiring.* (S7, feeling at ease)

TABLE 1

## English Speaking Proficiency Changes

Elements	Time	<i>M</i>	<i>SD</i>	<i>Z</i>	<i>Sig.</i>
Fluency	Week 1	3.68	0.80	-2.236	.025*
	Week 15	3.92	0.59		
Pronunciation	Week 1	3.13	0.79	-1.216	.224
	Week 15	3.25	0.73		
Vocabulary	Week 1	3.13	0.76	-2.247	.025*
	Week 15	3.47	0.59		
Grammar	Week 1	4.42	0.54	-2.599	.009**
	Week 15	4.65	0.42		
Content	Week 1	4.57	0.55	-3.256	.001**
	Week 15	4.92	0.19		
Total	Week 1	18.93	2.60	-3.370	.001**
	Week 15	20.20	1.94		

Note. \*  $p < .05$ , \*\*  $p < .01$

Week 1 refers to the beginning; Week 15 is the end week.

More specifically, all components were statistically meaningful in their increases, except pronunciation, which showed a slight but statistically insignificant increase. The assumption is that the students self-studied audiovisual materials such as videos (30%), TV shows or films (24%), pop songs (13%), and speak apps (1%) as in Table 2, there were insufficient opportunities for them to practice their oral language skills. They were practicing and acquiring authentic English expressions per their illustrative postings on Jamboard, for example, “*I listened to a pop song and sang it.* (Week 2),” “*From last Wednesday, I started studying 30 words every day and practicing reading English.* (Week 2),” and “*Play hooky! It’s an English expression I searched on the Internet because I wanted to skip classes in my favorite autumn weather . . . lol* (Week 7).”

However, not all of their self-study was linked to productive speaking practice. Instead, they might have been more exposed to input processes, as a few students mentioned: “*I looked up English conversations that helped me travel on YouTube and also looked up European travel vlogs.* (Week 11),” and “*I’m going to take a TOEIC test this week. So, I’m practicing listening to pop songs. A lot of English is coming into my life.* (Week 11).” Therefore, in terms of pronunciation in speaking proficiency, students needed further guidance while ensuring that this wouldn’t disturb their freedom for learner autonomy.

**TABLE 2**  
**Analysis of Jamboard Self-Study Content**

Video			TV show + Film			Pop song	Speak app	Vocab		Blog	Poem	Class review	Total
You Tube	Cake app	Others	TV show	Film	Sports channel			TOEIC TEPS	Basic vocab				
47	1	12	33	14	1	26	2	31	8	22	2	2	201
60			48					39					
30%			24%			13%	1%	19%		11%	1%	1%	100%

In line with the speaking proficiency improvement (Table 1), the students perceived that their current English proficiency increased from 4.13 to 5.87 ( $Z = -4.476, p < .001$ ), which was statistically significant, as illustrated in Table 3. Interestingly, the imaginary proficiency and the importance of English decreased from 9.20 to 9.10 ( $Z = -.495, p = .621$ ) and from 9.63 to 8.40 ( $Z = -3.880, p < .001$ ), respectively. This result implies the students' exposure to self-directed English language learning at least once a week, getting used to autonomous activities and the English language, presumably improving self-confidence. In this sense, the current study learners became at ease with using English daily, as illustrated by S6 and S7, and felt a reduced gap between their current and imaginary English abilities.

**TABLE 3**  
**Perception Changes in English Proficiency and Importance**

Elements	Time	M	SD	Z	Sig.
Current proficiency	Week 1	4.13	1.25	-4.476	< .001***
	Week 16	5.87	1.25		
Imaginary proficiency	Week 1	9.20	1.45	-0.495	.621
	Week 16	9.10	0.96		
Importance of English	Week 1	9.63	0.93	-3.880	< .001***
	Week 16	8.40	1.22		

Note. \*\*\*  $p < .001$

Week 1 refers to the beginning; Week 16 is the end week.

#### 4.2. English Learning Motivation Changes

Table 4 shows the changes in students' motivation to learn English during three different periods. First, among the constructs, the ideal L2 self shows a positive statistical difference ( $\chi^2(2) = 8.433, p = .015$ ). In particular, the students' ideal L2 self significantly improved from the beginning to the end ( $\chi^2 = -2.453, p = .014$ ), as in Table 5. Second, the overall mean scores from the beginning to the end of the semester illustrate a steady increase or maintenance of the same level for intrinsic and extrinsic motivation. Third, ought-to L2 self, integrativeness, and two instrumentalities showed slight increases and decreases, with an increase in the end except for promotion-based instrumentality. This variation in motivation

provides evidence that “learning a language is a long-term effort and motivation levels are bound to rise and fall over time” (Reinders, 2020, p. 145). The results are all valuable findings because the students’ attitudes toward learning English moved to expectations of their future L2 self based on other motivational variables (Wu & Chang, 2014). We can find evidence of these results by analyzing students’ qualitative data.

**TABLE 4**  
**Repeated-measures ANOVA of English Learning Motivation**

Motivation	Time	<i>M</i>	<i>SD</i>	$\chi^2$ or <i>F</i>	<i>Sig.</i>
Ideal L2 self	Week 1	4.02	0.59	$\chi^2 = 8.433$	.015*
	Week 8	4.10	0.59		
	Week 16	4.32	0.59		
Ought-to L2 self	Week 1	3.22	1.24	<i>F</i> = 1.911	.157
	Week 8	3.44	1.05		
	Week 16	3.43	1.11		
Intrinsic motivation	Week 1	3.63	0.93	$\chi^2 = .545$	.761
	Week 8	3.80	0.96		
Extrinsic motivation	Week 1	4.07	0.79	$\chi^2 = .771$	.680
	Week 8	4.10	0.61		
Integrativeness	Week 1	4.40	0.86	$\chi^2 = .286$	.867
	Week 8	4.43	0.68		
	Week 16	4.40	0.78		
Instrumentality (promotion)	Week 1	4.32	0.77	$\chi^2 = .348$	.840
	Week 8	4.40	0.79		
	Week 16	4.28	0.85		
Instrumentality (prevention)	Week 1	4.05	1.02	$\chi^2 = .351$	.839
	Week 8	4.13	0.85		
	Week 16	4.05	0.96		
Total (average)	Week 1	57.77 (3.85)	1.45 (0.93)	<i>F</i> = 2.124	.129
	Week 8	59.57 (3.97)	1.10 (0.84)		
	Week 16	60.03 (4.00)	1.50 (0.90)		

*Note.* \*  $p < .05$

Week 1 is the beginning, Week 8 is the middle, and Week 16 is the end week.

**TABLE 5**

**The Post hoc Analysis of Ideal L2 Self with Friedman Two-Way Analysis of Variance by Ranks**

	Beginning – End	Middle – End	Beginning – Middle
$\chi^2$	-2.453	-2.001	-.452
<i>Sig.</i>	.014*	.045	.651

*Note.* \* Statistically significant at the Bonferroni adjusted level ( $.05/3 = .017$ ).

The students’ qualitative data illustrated that instrumentality and integrativeness were dominant in their responses at the beginning and end of the semester. Only one student released a clear statement of an ideal L2 self, demonstrating instrumentality in their response,

“*I think it’s cool to be good at English. And I want to have many experiences abroad.*” Hence, in general, the students’ qualitative data seemed not to correspond to an increase in their ideal L2 self (Table 4), but they served as a linchpin to understanding meanings under the surface of instrumentality and integrativeness (Dörnyei, 2009, 2019; Kim, 2021; Wu & Chang, 2014). More details are as follows.

Instrumentality reflects internalized practical necessities. Like other countries where English is not the first language, in Korea, the need for English as a medium of instruction (EMI) is increasing (Doiz, Lasagabaster, & Sierra, 2013; Murdoch & Kang, 2019), and high-profile universities are relying more on running core curricula in English (Lee, 2010). This phenomenon has encouraged students to conduct research in English in their respective academic fields, as demonstrated by the responses from S8, S9, S10, and S11. Similarly, S12 believed that good English proficiency could open many doors in the Internet age. Also, S10, S11, and S13 illustrated that one needs the English language for personal recreational activities such as understanding and enjoying English films, documentaries, and pop song lyrics and an English programming language. In particular, S13 emphasized the importance of English at the end of the semester. She may have dealt with an authentic problem-solving situation in which knowledge of English was helpful. As an EFL learner, S14 hoped to actualize plans armed with fluent English proficiency, which also explains his attitude to integrativeness.

- *Since most universities use English a lot. (S8, end)*
- *When I study or live my daily life, I use English a lot, and I will read many papers or books in English for my future job. (S9, beginning)*
- *English is useful in everyday life. English helps me understand English subtitles or lyrics. Also, as a science student, I need to know English to understand many journals and papers written in English. (S10, beginning)*
- *English is important academically. Moreover, English is a big factor that I can’t live without movies or documentaries that I enjoy watching. (S11, beginning)*
- *I think English is a big advantage in the internet age. Because searching in English for some information gives more and better results than searching in Korean. (S12, beginning)*
- *My hobby is ‘coding,’ and English is essential. (S13, beginning)*
- *Inevitably, there is a situation where you have to communicate in English. I think you should study English enough to solve problems without panicking when you go through such a situation. (S13, end)*
- *It is because I want to work in other countries. (S14, beginning)*

Regarding integrativeness, the students understood the English language as a means of communicating with English speakers and understanding different cultures in a globalized world (Lai, 2013), as shown by their responses below. S15 and S16 understood the advantages of English communication skills in the global network. S17 had plans and hopes to be a fluent English speaker to understand other cultures and promote the value of Korean culture throughout the world. Similarly, S18 wanted to be open-minded to embracing different cultures. In this sense, we can understand the students' integrativeness as a subset of instrumentality (Wu & Chang, 2014) and foster an ideal L2 self.

- *English is very important in my life. Because today, we are living in a global world connected by the Internet. (S15, beginning)*
- *I think learning English is essential as globalization progresses. (S16, beginning)*
- *English is an official global language. In order to communicate, to learn about new technologies and cultures in other countries, we must communicate in English. In addition, to promote the wonders of Korea to the world, we must be able to express our thoughts in English. (S17, beginning)*
- *Learning English improves my language ability and lets me know about various cultures in other countries. To gain more experience in the future, I want to progress in English. (S18, end)*

Dörnyei (2009, 2019) claims that the ideal L2 self is a broader construct of integrativeness and internalized instrumentality. Internalized needs of instrumentality and integrativeness are the basis for promoting the willpower of what the students want or want to be (Wu & Chang, 2014).

## 5. DISCUSSION

The Jamboard-based knowledge-sharing activity positively affected the students' speaking proficiency, including perception changes. As a result, their overall scores in English speaking proficiency increased. They enjoyed controlling their learning, sharing their knowledge, taking ownership by publishing on Jamboard, learning from their classmates, and raising awareness of learning English beyond the classroom (Ryan & Deci, 2000) while emotionally being stable in a friendly community (Hendriks, 1999). This self-regulation could motivate them to manage self-study, achieve language proficiency, and self-initiate shared regulation despite challenges evoked in the unsynchronized distance learning environment via videotaped lectures. More precisely, analyzing their self-learning content,

they self-studied authentic vocabulary from TV shows and films via YouTube or Netflix, pop songs, or high-stake test preps. Their learning content was similar to Mehdiyev's (2020) autonomous activities involving university students developing their English speaking competencies and Abdel Razeq's (2014) first-year students' activities inside and outside the classroom. Their self-initiated and self-adorned choice of audiovisual materials was sure to improve their general speaking skills, such as fluency, vocabulary, grammar, and content. However, it was insufficient for pronunciation, such as correct stressed syllables, inflections, and intonation. As Dörnyei (2019) noted, "the 'learning-through doing' tenet has been a key principle of communicative language learning in general" (p. 24). Instructors need to guide oral practice, moving away from their existing prolonged learning habits that stem from CSAT preparations, which focus on reading comprehension and understanding. Accordingly, their perception changes in current and imaginary English proficiencies and English importance showed that the students viewed learning as a process rather than an end product. A product-oriented, examination-centered approach was prevalent in their secondary school while preparing for the CSAT. In this matter, combined with the Jamboard self-directed learning process, their perspectives started to evolve (Lo, 2010). This transformation may reduce the gap between their current and imaginary English abilities and help them feel confident in their speaking proficiency. Also, they looked forward to being fluent English speakers, with the possibility of actualizing their hopes of an L2 self.

On a related note, student-centered ongoing learning by their freedom of choice in types of English learning content and knowledge sharing was more likely to trigger their interests and motivation when compared with teacher-oriented structured CSAT preparations in their secondary school. Previous studies illustrated that Korean students' motivation decreased in secondary school. Based on his earlier studies, Kim (2020) argued that learning a foreign language is a long-lasting process during which students tend to become demotivated. In addition, his recent study (Kim, 2022) and one by another researcher (Kim, 2019) demonstrate this in more detail. These studies highlight that Korean students had the highest levels of motivation in their elementary school years and subsequently showed gradual declines, with the lowest levels of motivation in their high school years. On this point, Jamboard knowledge sharing piqued students' interests and encouraged them to at least maintain their willingness to engage in the activity. Hence, their consistent motivations demonstrated a steady, meaningful increase in ideal L2 self-improvement during the semester. More precisely, two motivational variables—integrativeness and instrumentality (promotion)—were dominant in their qualitative data: students said English was necessary for their studies, future job seeking, traveling, communicating with English speakers, and valuable for life in a globalized world. This finding is in line with Kormos and Csizér's (2014) study of university and adult learners' motivations compared to younger participants (teenage learners), who relied less on instrumentality. Regarding integrativeness, the

students considered the English language as a lingua franca and an international language that was necessary to connect with other people in diverse milieus (e.g., online) rather than as a tool to assimilate into any foreign language community, often described by the traditional concept of integrativeness (Kim, 2021; Lai, 2013; Yashima, 2000). Thus, students valued the English language as a tool to adjust to school EMI learning environments. Moreover, advanced technology (e.g., the Internet and various handy devices) is accelerating society's globalization. Fast-developing virtual communities (e.g., the metaverse) have helped students internalize an international posture (Yashima, 2000) and a bilingual identity by mastering L2 (Lai, 2013). As a result, researchers have assumed that two motivation constructs contributed to students' meaningful ideal L2 self-improvements (Dörnyei, 2019). Dörnyei (2009) also explains that the ideal L2 self subsumes integrative and internalized instrumental motives. Overall, the findings support a student-centered learning process, allowing students more freedom of choice and self-determination around their learning outside language classrooms (Yang, 2020). Thus, they were bound to improve their ideal L2 self, which demonstrates positive results in speaking proficiency and perception changes in a virtual learning setting.

## 6. CONCLUSION AND IMPLICATIONS

The learning activity used in the current study gives insights into the “transition from the stages of teacher-directed learning [in which the students used to learn] to self-directed learning” (Yang, 2020, p. 329). Google Jamboard allowed learners to record and share their knowledge, which fostered the students' integration into an online community and promoted learner motivation. Their attitudes in learning English oriented toward instrumentality and integrativeness. These motives became the basis of building an ideal L2 self-motivation, which became more positive during the semester. Based on consistent learner motivation, students' overall English speaking proficiency enhanced meaningfully. However, an impediment to direct interaction and speaking practice in remote distance settings required careful guidelines for monitoring proper self-study of English pronunciation skills.

Therefore, future research could conduct a self-reflection stage to double-check learners' self-study (e.g., “Am I sure to practice my self-study in oral practice?”) before Jamboard posting. This simple question could be a handy solution, as the intervention would not disturb learners' freedoms and would continue to encourage learner autonomy. However, whether this approach would provoke positive effects on learners' linguistic, cognitive, and emotional values for learner autonomy has not been evaluated. Also, the current study did not illustrate the educational implications that may come out of a control group. Additionally, the participants were a small sample, consisting only of first-year college students, so there

are limitations to generalizing research results. Hence, further research might include self-reflection within the current research model and compare it with a control counterpart. Researchers might also consider including a larger sample of students majoring in different study fields. These approaches would guide meaningful pedagogical implications for an upcoming study, which would be helpful for English practitioners in remote, distant, and in-person learning milieus.

Applicable level: Tertiary

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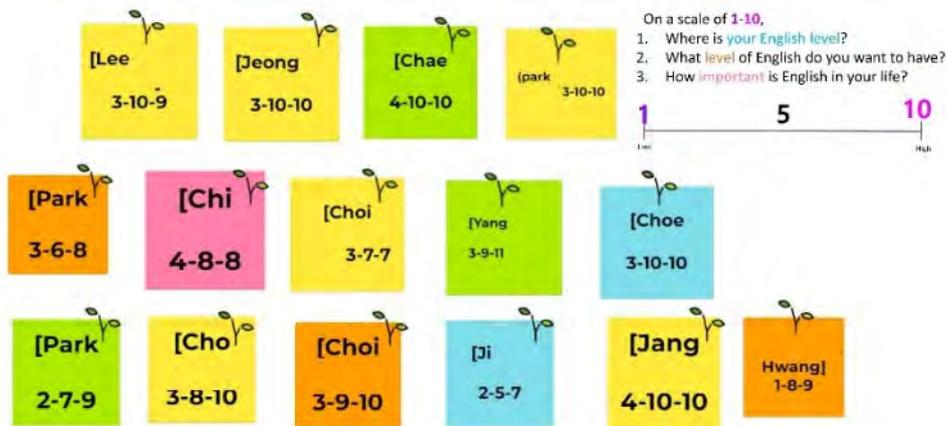
**APPENDIX A**  
**A Speaking Rubric for EFL Learners (Marek & Wu, 2011)**

Criteria	Points
<p>Fluency</p> <p>5. The speaker speaks confidently and naturally with no distracting hesitations. Ideas flow smoothly.</p> <p>3. The speaker hesitates several times, but generally seems to know the desired words, even if it is necessary to think about them a bit.</p> <p>1. The speaker has many hesitations and great difficulty remembering or selecting words.</p>	5
<p>Pronunciation</p> <p>5. Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation.</p> <p>3. Pronunciation is satisfactory; however words sometimes have incorrect inflections or are otherwise sometimes hard to understand.</p> <p>1. Pronunciation is very hard or impossible to understand by a native speaker.</p>	5
<p>Grammar</p> <p>5. The speaker speaks with no more incorrect grammar than a native speaker would.</p> <p>3. The speaker occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech, however the speaker has the ability to correct grammar without prompts.</p> <p>1. The speaker makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech.</p>	5
<p>Vocabulary</p> <p>5. Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.</p> <p>3. Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words.</p> <p>1. Vocabulary is very limited and/or incorrect words are often used.</p>	5
<p>Content</p> <p>5. The speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.</p> <p>3. The speaker is aware of the subject and attempts to provide relevant ideas about it. Provides some details.</p> <p>1. Speaker seems to have little or no understanding of the subject. Statements are superficial or not relevant.</p>	5
<b>Total</b>	<b>25</b>

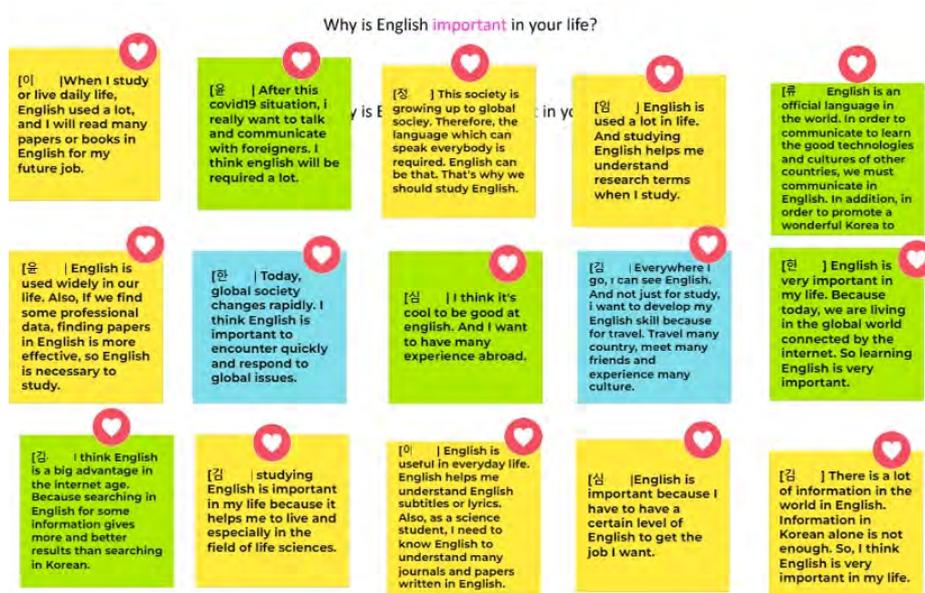
## APPENDIX B

### Samples of Students' Perceived Current and Imaginary English Proficiencies and English Importance

1. Current English Proficiency: Where is your English level on a scale of 1 to 10?
2. Imaginary English Proficiency: What level do you want to have?
3. Importance: How important is English in your life?



4. [An open-ended question] Why is English important in your life?



### APPENDIX C

#### A Questionnaire of Learner Motivation (Kim, 2020, p. 1250)

Survey	Answer				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Ideal L2 Self	I believe I'll be good at English in the future.				
	Every time I imagine my future, I imagine being good at English.				
	I imagine that I can freely talk with native English teachers.				
Ought-to L2 Self	In order to get this job I want in the future, I need English.				
	If I am good at English, people around me will envy me.				
	I need to learn English in order not to disappoint people around me.				
Intrinsic Motivation	I need to learn English because people I admire always say that English is important.				
	My parents said that I need to be good at English if I am an educated person.				
Extrinsic Motivation	English is very important for me because I'm interested in English.				
Integrativeness	It is very important to learn English because I have learned it and will keep learning it at school.				
Promotion based Instrumentality	It is very important for me to use English in order to meet foreigners and to learn about other countries.				
Prevention based Instrumentality	English is very important for me to get a good job.				
Prevention based Instrumentality	English is very important for me to go to graduate school or go study abroad.				
	It is difficult to graduate from university without English ability.				
Prevention based Instrumentality	It is difficult to get a job without English ability.				