

University Students' Attitudes and Motivation in English Language Learning

Hyo - Woong Lee*

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Abstract

The purpose of this study is to investigate the university students' attitudes and motivation in English language learning. A revised version of the attitudinal and motivational questionnaire, based on the Gardner's (1985) Attitude/Motivation Test Battery, was administered to 249 students selected from four different groups of students (management, engineering, navigation, and current English class). The questionnaire assessed the eight components of attitudes and motivation: attitudes toward the American people, attitudes toward the English people, interest in foreign languages, attitudes toward learning English, integrative orientation, instrumental orientation, motivational intensity, and desire to learn English.

The major findings are as follows:

First, the students in this study tend to have more negative attitudes than positive attitudes toward the American people, but the reverse is the case with the English people. Second, far more students seem to have neutral attitudes toward the English people than toward the American people. Third, almost two-thirds of

* 한국해양대학교 교양과정부 부교수(언어학전공)

the university students in the present study are believed to have positive attitudes toward learning English. Fourth, the students tend to think that communicating when they travel abroad can be more important than getting a job or taking various examinations. Fifth, the students seem to have far greater instrumental motivation than integrative motivation. Sixth, there seems not to be a great difference among the three groups of the first-year students from English conversation class, but a noticeable difference has been found between these three groups and the current English class. Finally, in contrast with a small amount of their effort to study English, the students tend to have extremely strong desire to learn English.

I . Introduction

In second and foreign language research intelligence, aptitude, motivation, and language learning strategies have been the subjects of extensive investigation as four main determining factors in success in developing a second and foreign language. The first two factors are considered as innate, but the last two are thought of as controllable. Therefore, far more researches have been done in the fields of motivation and language learning strategies. Especially, motivation has been the focus of attention in second and foreign language learning (Au, 1998; Clement & Kruidenier, 1983; Crookes & Schmidt, 1991; Dornyei, 1990; Gardner & Lambert, 1959, 1972; Gardner, 1968, 1980, 1983, 1985, 1988; Gardner, Clement, Smythe, & Smythe, 1979; Gardner & MacIntyre, 1993; Long & Porter, 1985; Oxford & Shearin, 1994; Ramage, 1990; Strong, 1984; Svanes, 1987).

According to Gardner(1985), motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal, and favorable attitudes toward the activity in question. This means that motivation reflects the power to attain the goal which is reflected in the motivational orientation. This power stems from the desire to attain the goal, positive attitudes toward learning the language, and effortful behavior. Most of motivation studies have been carried out on the basis of Gardner' (1972, 1985) structures of motivation. On the other hand, Crookes and Schmidt (1991) defined motivation in terms of choice, engagement, and persistence, as determined by interest, relevance, expectancy, and outcomes. This definition is not yet widely known

and has yet to be extensively applied in second and foreign language research.

In this paper we first provide a quick and short review of attitudinal and motivational studies. Then we investigate university students' attitudes and motivation in foreign language learning, based on the data collected from four different groups of two hundred forty-nine students attending Korea Maritime University during the fall semester in 1994. In order to investigate motivation for foreign language learning, we employed a 74-item questionnaire revised from Gardner's (1985) Attitude and Motivation Test Battery.

II. Research in Attitudes and Motivation

The study of motivation has become one of the major fields in second and foreign language learning when Gardner and Lambert (1972) published the book "Attitudes and Motivation in Second Language Learning." In this book they made the clear distinction between integrative motivation and instrumental motivation, on the basis of their article in 1959. Integrative motivation is identified with positive attitudes toward the target language group and the potential for integration in that group. To be more specific, integrative motivation is associated with such aspects as "interest in foreign languages", "desire to learn the target language", "attitudes toward learning the target language", "attitudes toward the learning situation", "desire to interact with the target language people", "attitudes toward the language teacher", "attitudes toward the teaching materials", and "attitudes toward the target language community". On the other hand, instrumental motivation is associated with the pragmatic benefits of language learning, such as getting a job, going abroad, and being paid a higher salary.

Gardner (1985) suggests the socioeducational model on theoretical and empirical grounds. Au (1988) summarizes the model in terms of five hypotheses:

- 1) The integrative motive hypothesis: integrative motive is positively related to L2 achievement.
- 2) The cultural belief hypothesis: cultural beliefs within a particular milieu could influence the development of the integrative motive and the extent to which the integrative motive relates to L2 achievement.

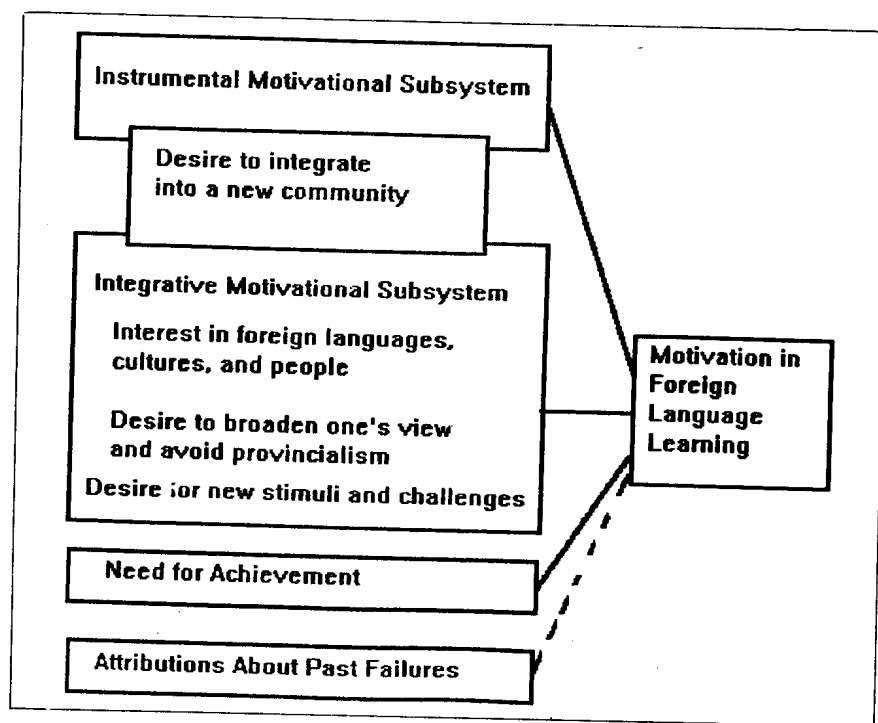
- 3) The active learner hypothesis: integratively motivated L2 learners achieve high L2 proficiency because they are active learners.
- 4) The causality hypothesis: integrative motive causally affects L2 achievement.
- 5) The two-process hypothesis: linguistic aptitude and integrative motive constitute two independent factors affecting L2 achievement.

According to Crookes and Schmidt (1991), the cultural belief hypothesis, the active learner hypothesis, and the two-process hypothesis have been supported by many of empirical studies, but the rest of two hypotheses are still controversial. In order to obtain more firm understanding about language learning motivation, we must conduct more empirical studies.

Another important aspect of motivation studies is whether motivation differs between learners of second and foreign languages. Most of Gardner's studies (Gardner & Lambert, 1959; Gardner, 1960; Gardner & Lambert, 1972) showed more positive relationships between components of the integrative motivation and L2 achievement. In these studies the majority of subjects were Canadian or American secondary school students. On the other hand, in foreign language environment where the students typically receive input in the new language only in the classroom and by rather artificial means, instrumental motivation was found having more positive effects on L2 achievement in several studies (Lukmani, 1972; Cooper & Fishman, 1977; Lee, 1985; Oller, 1981; Pier, Fu, & Lee, 1980). Dornyei (1990) presents schematic representation of the conceptualized construct of motivation in foreign language learning as follows:

Through this schematic representation Dornyei (1990) presents that learners with a high level of instrumental motivation and need for achievement are more likely than are others to attain an intermediate level of proficiency in the target language. Oxford and Shearin (1994) also agree that integrative motivation is much more meaningful for second language learners, who must learn to live in the new culture and communicate fluently in the target language, than for most foreign language learners, who are separated in space and attitude from the target culture and who rarely surpass intermediate language proficiency.

In the measurement of affective variables Gardner and MacIntyre (1993) present the higher order constructs of integrativeness: attitudes toward the learning situa-



tion, language anxiety, and motivation. According to them, integrativeness reflects the individual's willingness and interest in social interaction with members of other group. It is measured by three scales, attitudes toward the language group, interest in foreign languages, and integrative orientation to language study. The second construct, attitudes toward the learning situation, referring to the student's reaction to formal instruction, is assessed by attitudes toward the teacher and attitudes toward the course. The third component, motivation, refers to a combination of the learner's attitudes, aspirations and effort with respect to learning language. It is measured by attitudes toward learning the language, desire to learn the language, and motivational intensity. The fourth construct, situational anxiety, refers to apprehension experienced by the individual in the language class or any situation in which the language is used. It is measured by scales of language class anxiety and language use anxiety.

For a more comprehensive review of motivational studies you can read Au (1988) and Crookes and Schmidt (1991).

III. Methods

1. Subjects

The subjects were composed of two hundred forty-nine undergraduate students attending Korea Maritime University in fall semester of 1994. 76 students are from college of social sciences, 62 students from college of sciences and engineering, and 58 students from college of maritime science. These students were enrolled in the second semester English conversation class to fulfill a language requirement with one credit even though they had two classes a week. The majority of them were first-year students in this university. The rest of 53 students are from the three different colleges. They were enrolled in current English class which was an elective subject. Most of them were junior and senior students from many different majors. Almost all the students in current English class are considered to be more highly motivated to learn English than those from English conversation class.

2. Questionnaire

The motivational questionnaire employed in this study is self-report survey, the revised version of Gardner's (1985) Attitude and Motivation Test Battery. This revised questionnaire for Korean students consists of 74 items, compared with Gardner's 58 items. The questionnaire are made up of eight different components:

- 1) Attitudes Toward American People: ten items in the questionnaire express opinions about American people. High scores reflect positive attitude.
- 2) Attitudes Toward English People: ten items express opinions about English people.
- 3) Interest in Foreign Languages: ten items assess the degree of interest in foreign languages. High scores reflect a strong interest in foreign languages.
- 4) Attitudes Toward Learning English: ten items are presented that referred to participants' feelings about learning English.
- 5) Integrative Orientation: this scale consists of seven items expressing an integrative orientation to language study.
- 6) Instrumental Orientation: seven items indicating pragmatic reasons for learning

English are presented. High scores reflect an instrumental orientation.

- 7) **Motivational Intensity:** ten items referring to the amount of effort extended to learn English are presented to participants. High scores indicate a high level of intensity in learning English.
- 8) **Desire to Learn English:** this ten-item scale assesses how much students want to learn English.

The questionnaire was administered during regular classes and it took approximately fifteen minutes to complete all the items in the questionnaire.

IV. Results and Discussion

Table 1 illustrates the students' attitudes toward American people. The students' responses to the ten items in this component were calculated for the percentage rate. The analysis of item 2 shows that 26.8 % of the students in this study have favorable attitudes toward Americans, whereas 27.1% of them have unfavorable attitudes toward the target language people. And 46.3% of the subjects remain neutral. Table 1 also reveals that almost half of the students (47.3%) think the American people are not trustworthy and dependable, while only 13.5% of the respondents consider Americans as trustworthy and dependable. Another interesting finding is that the majority of the university students (73.8%) want to know more about the American people. This result may imply that the university students can not ignore the American people regardless of their positive or native attitudes toward the target language people. The result is considered as desirable and valuable especially for the university students. Another surprising finding is that only 5.3% of the respondents think the American people are very kind and generous, but 42.3% of the students respond in the opposite way. On the other hand, 52.5% of the subjects show their neutral attitudes toward this item. From Table 1 there are two general and conspicuous tendencies. One is that there is not much difference in attitudes toward American people among three groups of students (management, engineering, and navigation), whereas noticeable differences have been found between these three groups of students and the students from current English class. It has been found that the latter has more favorable attitudes toward the target language people than the former. The other tenden-

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Table 1. Attitudes toward American people
M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups					1					2					3				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T					
1. American people are considerate of the feelings of others	12	11	10	4	9.3	37	24	28	34	30.8	34	45	36	26	35.3					
2. I have a favourable attitude toward American people	9	3	5	4	5.3	20	26	26	15	21.8	41	44	47	53	46.3					
3. The more I learn about American people the more I like them	12	10	16	9	11.8	26	18	31	19	23.5	46	60	40	60	51.5					
4. American people are trustworthy and dependable	12	13	14	13	13.4	39	30	34	34	34.3	36	47	40	34	39.5					
5. I have always admired the American people	24	39	38	36	34.3	45	44	38	32	40	24	16	21	26	21.8					
6. American people are very friendly and hospitable	5	3	5	6	4.8	24	21	17	13	18.8	47	58	53	55	53.3					
7. American people are cheerful, agreeable and good humoured	5	2	2	4	3.3	18	19	29	9	18.8	47	53	38	45	45.8					
8. I would like to know the American people		2		2	1	9	5	9	15	9.5	11	23	12	17	15.8					
9. American people are very kind and generous	8	5	10	4	6.8	38	45	29	30	35.5	51	47	57	55	52.5					
10. For the most part, the American people are sincere and honest	3	3	5		2.8	2	29	26	17	18.5	53	48	48	43	48					
					9.2					25.2					41					

Questionnaire	Vars Groups					4					5				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T
1. American people are considerate of the feelings of others	16	18	26	34	23.5	1	2		2	1.3					
2. I have a favourable attitude toward American people	29	27	22	28	26.5	1				0.3					
3 The more I learn about American people the more I like them	13	12	13	12	12.5	3				0.8					
4. American people are trustworthy and dependable	13	10	12	19	13.5										
5. I have always admired the American people	7	1	3	6	4.3										
6. American people are very friendly and hospitable	20	18	22	24	21	4			3	2	2.3				
7. American people are cheerful, agreeable and good humoured	26	26	29	36	29.3	4			2	6	3				
8. I would like to know the American people	48	45	52	40	46.3	32	25	27	26	27.5					
9. American people are very kind and generous	3	3	4	9	4.8					2	0.5				
10. For the most part, the American people are sincere and honest	22	20	21	38	25.3	1				2	0.8				
					20.7										3.7

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Table 2. Attitudes toward English people

M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups					1					2					3				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T					
11. British people are considerate of the feelings of others			3	4	1.8	12	10	14	6	10.5	55	65	47	51	54.5					
12. I have a favourable attitude toward the British people	1		7	2	2.5	12	8	17	13	12.5	41	53	31	38	40.8					
13. The more I learn about the British people the more I like them	1	3	3	2	2.3	20	16	22	13	17.8	43	61	62	55	55.3					
14. British people are trustworthy and dependable	1	3	2	2	2	18	10	16	17	15.3	57	65	62	55	59.8					
15. I have always admired the British people	11	19	17	23	17.5	39	45	38	38	40	32	26	38	26	30.5					
16. British people are very friendly and hospitable	1	2	2	4	2.3	9	15	16	9	12.3	46	65	48	49	52					
17. British people are cheerful, agreeable and good humoured	1		2	2	1.3	11	18	10	9	12	49	58	55	45	51.8					
18. I would like to know the British people	1			4	1.3	3	2	3	8	4	18	35	24	28	26.3					
19. British people are very kind and generous	1		2	2	1.3	18	16	17	9	15	64	74	71	60	67.3					
20. For the most part, the British people are sincere and honest	1	2	2		1.3	5	16	17	23	15.3	50	61	45	40	49					
					3.3					15.4					48					

Questionnaire	Vars Groups					4					5				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T
11. British people are considerate of the feelings of others	30	25	33	32	30.	3		3	7	3.3					
12. I have a favourable attitude toward the British people	41	39	41	43	41.	5		4	4	3.3					
13. The more I learn about the British people the more I like them	32	18	10	23	20.8	4	2	3	7	4					
14. British people are trustworthy and dependable	21	22	19	23	21.3	3		1	3	1.8					
15. I have always admired the British people	13	10	5	11	9.8	5		2	2	2.3					
16. British people are very friendly and hospitable	40	18	33	30	30.3	4		1	8	3.3					
17. British people are cheerful, agreeable and good humoured	38	24	31	36	32.3	1		2	8	2.8					
18. I would like to know the British people	57	44	50	43	48.5	21	19	23	17	20.					
19. British people are very kind and generous	14	8	10	21	13.3	3	2		8	3.3					
20. For the most part, the British people are sincere and honest	36	18	31	30	28.8	8	3	5	7	5.8					
					37.6					5					

cy is that the students in this study have more negative attitudes (34.4%) toward the American people than positive attitudes (24.4%).

Table 2 presents the mean percentage of ten items in the students' attitudes toward the English people. Table 2 also shows the subjects (33.3%) in the current study think the British people are considerate of the feelings of others, while only 12.3% of students consider they are not. On the other hand, more than half of the respondents have neither positive nor negative attitudes toward the British people. This result may indicate that more than 50% of the subjects in this study do not know much about the British people. From Table 2 it can also be found that 44.3% of the students have favorable attitudes toward the target language speakers, whereas only 15% of the subjects show unfavorable attitudes toward the British people. This result demonstrates that almost half of the university students have favorable attitudes toward the British people. Table 2 also shows that one out of three students (33.6%) think the British people are very friendly and hospitable, while 14.6% of the students think they are not. Another remarkable phenomenon which can be seen from Table 2 is that 68.5% of the students would like to know much about the British people, but only a small number of the students (5.3%) reply with negative attitudes. The results strongly demonstrate that the students in the current study are eager to know about the target language people. There exist three general tendencies in the students' attitudes toward the British people. First, no remarkable difference can be found between three groups of the majors and the current English class in their attitudes toward the British. Second, much more engineering majors have neutral attitudes toward the English than any other group of students. This may be a very interesting result which possibly explains the engineering students' attention to dealing with machinery rather than human beings. Third, by and large, much more students have positive attitudes (32.6%) than negative attitudes (18.7%) toward the English people. The result clearly explains that one out of three university students has favorable attitudes toward the British people.

Table 3 presents the comparison of the attitudes toward the American and English people. According to Table 3, one out of every ten students in this study thinks the English people are not considerate of the feelings of others, while as much as 42.1% of the students consider the American people as inconsiderate of the feelings of others. Another interesting aspect of the students' attitudes toward American and En-

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Table 3. Comparison of the attitudes toward American and English people
T(Total:249), No(Percentage)

Questionnaire	Vars Groups	1		2		3	
		British people(T)	American people(T)	British people(T)	American people(T)	British people(T)	American people(T)
1. — are considerate of the feelings of others		1.8	9.3	10.5	30.8	54.5	35.3
2. I have a favourable attitude towards —		2.5	5.3	12.5	21.8	40.8	46.3
3. The more I learn about — the more I like them		2.3	11.8	17.8	23.5	55.3	51.5
4. — are trustworthy and dependable		2	13.4	15.3	34.3	59.8	39.5
5. I have always admired the —		17.5	34.3	40	40	30.5	21.8
6. — are very friendly and hospitable		2.3	4.8	12.3	18.8	52	53.3
7. — are cheerful, agreeable and good humoured		1.3	3.3	12	18.8	51.8	45.8
8. I would like to know the —		1.3	1	4	9.5	26.3	15.8
9. — are very kind and generous		1.3	6.8	15	35.5	67.3	52.5
10. For the most part, the — are sincere and honest		1.3	2.8	15.3	18.5	49	48
		3.3	9.2	15.4	25.2	48.7	41

Questionnaire	Vars Groups	4		5	
		British people(T)	American people(T)	British people(T)	American people(T)
1. — are considerate of the feelings of others		30	23.5	3.3	1.3
2. I have a favourable attitude towards —		41	26.5	3.3	0.3
3. The more I learn about — the more I like them		20.8	12.5	4	0.8
4. — are trustworthy and dependable		21.3	13.5	1.8	
5. I have always admired the —		9.8	4.3	2.3	
6. — are very friendly and hospitable		30.3	21	3.3	2.3
7. — are cheerful, agreeable and good humoured		32.3	29.3	2.8	3
8. I would like to know the —		48.5	46.3	20	27.5
9. — are very kind and generous		13.3	4.8	3.3	0.5
10. For the most part, the — are sincere and honest		28.8	25.3	5.8	0.8
		37.6	20.7	5	3.7

English people is that 41% of the respondents have favorable attitudes toward the English, whereas 26.5% of the subjects express their favorable attitudes toward the Americans. The result strongly demonstrates that the university students have far more favorably been oriented toward the English than the Americans. Another surprising response from Table 3 is that 35.4% of the students reply in the following way: "The more I learn about the American people, the less I like them", while only 20.1% of the students response in the same way about the English people. On the other hand, 24.8% of the subjects give such response as "The more I learn about the English people, the more I like them", but only half of the students reply in the same way about the American people. Another noticeable thing in Table 3 is that more than two-thirds of the subjects in this study want to know more about both American and English people. As said before, this may be very desirable attitudes the university students should have toward the speakers of the foreign language. Through the comparison of the attitudes toward the American and English people there appears a noticeable tendency that in general the university students have far more favorable attitudes toward the English people (42.6%) than toward the American people (24.4%). Another conspicuous thing in Table 3 may be that the students take more neutral position toward the English people (48.7%) than toward the American people (41.0%).

Table 4 presents the subjects' interest in English about the ten items in the questionnaire. The overwhelming majority of the students (96.8%) in this study response positively to the question "If I were visiting a foreign country, I would like to be able to speak the language of the people". Another interesting response in this motivational component may be that almost all the university students (93%) tend to think learning foreign languages is essential to the Korean people. The result clearly shows that the Korean people should learn foreign languages in the era of globalization. Another surprising finding comes from the response that 89% of the students in this study really like to learn foreign languages. The result strongly demonstrates that they are eager to study foreign languages. The students' strong interest in English may clearly be revealed from the response that 83.3% of the students reply in a such way as "I would study a foreign language in school even if it were not required. This result obviously indicates the students' strong intention to continue to study a foreign language. In summary, we can safely say that by and large the subjects in this study have a strong interest in English.

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Table 4. Interest in foreign languages

M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups					1					2					3				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T					
21. If I were visiting a foreign country I would like to be able to speak the language of the people						1		2	4	1.8	1		3	2	1.5					
22. It is necessary for Korean people to learn foreign languages	3	5		2	2.5		2	3	4	2.3	5			4	2.3					
23. I wish I could speak another language perfectly						3				0.8	3	3	2	6	3.5					
24. I like to learn foreign languages as possibly as I can				2	0.5	3	6	3	4	4	4	2	12	13	7.8					
25. I often wish I could read newspapers and magazines in another language									2	0.5	1	6	2	6	3.8					
26. I really like to learn foreign languages							5	5	6	4	6	10	5	6	6.8					
27. If I planned to stay in another country I would make a great effort to learn the language even though I could get along in Korean	1			4	1.3	1	6	7	4	4.5	4	10	10	8	8					
28. I would study a foreign language in school even if it were not required		3			0.8	4	5	2	4	3.8	11	15	9	15	12.5					
29. I enjoy meeting and listening to people who speak other language		2		2	1	8	10	12	3	2	8	37	29	36	25	31.8				
30. Studying a foreign language is an enjoyable experience		3		4	1.8	6	2	7		3.8	22	26	28	15	22.8					
						0.79					3.8					10.1				

Questionnaire	Vars Groups					4					5				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T
21. If I were visiting a foreign country I would like to be able to speak the language of the people	14	19	17	25	18.8	84	81	78	69	78					
22. It is necessary for Korean people to learn foreign languages	21	29	22	30	25.5	71	64	75	60	67.5					
23. I wish I could speak another language perfectly	11	23	16	17	16.8	82	74	82	77	79					
24. I like to learn foreign languages as possibly as I can	25	32	28	28	28.3	68	60	57	53	59.5					
25. I often wish I could read newspapers and magazines in another language	36	18	24	25	25.8	63	76	74	67	70					
26. I really like to learn foreign languages	37	24	31	26	29.5	57	61	59	62	59.8					
27. If I planned to stay in another country I would make a great effort to learn the language even though I could get along in Korean	49	32	34	34	37.3	45	52	49	50	49					
28. I would study a foreign language in school even if it were not required	49	39	48	42	44.5	37	38	41	39	38.8					
29. I enjoy meeting and listening to people who speak other language	49	40	43	49	45.3	6	19	9	22	14					
30. Studying a foreign language is an enjoyable experience	50	44	45	62	50.3	22	25	20	19	21.5					
						32.2					53.7				

Table 5 provides the analysis of the students' attitudes toward learning English. Table 5 shows that for 56.5% of the respondents learning English is really great, while only 10.8% of the students reply with a negative attitude on this item. To the question "English is an important part of the school program," almost 70% of the students respond positively, whereas only one out of every ten students replies in an opposite way. Table 5 also reveals that less than half of the students (44.5%) really enjoy learning English, while 69.1% of the students do not hate English. Roughly speaking, one out of every two students in this university likes to learn English. As can be seen from Table 5, the majority of the students think that learning English is not a waste of time. Quite unexpectedly, 93.5% of the students give the negative response to the question "When I leave school, I shall give up the study of English entirely because I am not interested in it". The result clearly indicates that the students will continue to expose themselves to the English language even after graduation from this university.

Table 6 presents integrative orientation measured by seven items expressing the students' engagement in activities instrumental in achieving some valued outcome. Table 6 shows that a surprisingly large number of the students (71.8%) think in such a way: "Studying English can be important to them because it will enable them to meet and converse with more and varied people". Table 6 also reveals that an unexpectedly large number of the students (68.3%) provide the response that studying English can be important to them because they will be able to participate more freely in the activities of other cultural groups. Interestingly enough, these results along with those of other items in this motivational component indicate that the students in the current study are unexpectedly to a considerable extent oriented integratively.

Table 7 presents the analysis of instrumental orientation which is composed of seven items. As can be seen from Table 7, almost two-thirds of the students (61.6%) believe that studying English can be important to them only because they will need it for their future career, while 20% of the students remain to be neutral. This may result from the fact that most of the subjects in this study consist of the first-year students. Table 7 also shows that the second highest degree of instrumentality (78.1%) can be found in the response to the item "Studying English can be important to them because it is an essential subject for college entrance exam, overseas study, and get-a-job exam". The students in this study are also very highly instrumentally

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Table 5. Attitudes toward learning English

M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups					1					2					3				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T					
31. Learning English is really great		5	2	2	2.3	11	8	9	6	8.5	32	29	38	32	32.8					
32. I really enjoy learning English	2	5	5	4	4	13	16	10	11	12.5	41	42	45	28	39					
33. English is an important part of the school programme	4		2	2	2	9	16	7	4	9	24	21	12	21	19.5					
34. I plan to learn as much English as possible	2				0.5	7	6	3	4	5	9	18	5	11	10.8					
35. Learning English makes me happy	4	2	3		2.3	13	11	19	9	10.5	29	45	29	26	32.3					
36. I hate English	29	23	24	35	27.3	39	37	38	53	41.8	21	35	28	8	23					
37. I would rather spend my time on subjects other than English	7	6	2	21	9	30	19	45	36	32.5	33	45	40	19	34.3					
38. Learning English is a waste of time	51	53	53	55	53	38	37	40	37	38	5	8	5	6	6					
39. I think learning English is dull	22	18	22	36	24.5	49	47	47	51	48.5	20	18	24	11	18.3					
40. When I leave school, I shall give up the study of English entirely because I am not interested in it	55	61	62	62	60	37	32	31	34	33.5	7	5	3	2	4.3					
						18.5					23.9					22				

Questionnaire	Vars Groups					4					5				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T
31. Learning English is really great	45	45	38	42	42.5	12	13	13	18	14					
32. I really enjoy learning English	33	27	33	45	34.5	11	10	7	12	10					
33. English is an important part of the school programme	39	47	52	40	44.5	24	16	27	33	25					
34. I plan to learn as much English as possible	45	39	64	43	47.8	37	37	28	42	36					
35. Learning English makes me happy	46	35	47	53	45.3	8	7	2	12	7.3					
36. I hate English	11	2	7	6	6.5		3	3		1.5					
37. I would rather spend my time on subjects other than English	14	24	12	17	16.8	16	6	1	6	7.3					
38. Learning English is a waste of time	3	2	2	2	2.3	3				0.8					
39. I think learning English is dull	6	6	5		4.3	3	1	2	2	2					
40. When I leave school, I shall give up the study of English entirely because I am not interested in it	1	2	2		1.3			2	2	1					
						24.6					10.5				

Table 6. Integrative Orientation

M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups					1					2					3					
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T	
41. Studying English can be important to me because it will allow me to be more at ease with English and American people in Korea	9	10	10	6	8.8	25	34	36	17	28	23	23	33	32	27.8						
42. Studying English can be important to me because it will allow me to meet and converse with more and varied people	4	2		6	3	8	10	9	9	9	12	23	19	11	16.3						
43. Studying English can be important to me because it will enable me to better understand and appreciate English ways of thinking, art, and literature	5	2	2	2	2.8	4	13	14	8	9.8	32	32	28	26	29.5						
44. Studying English can be important to me because I will be able to participate more freely in the activities of other cultural groups	3	2	2	2	2.3	4	8	3	8	5.8	24	26	28	17	23.8						
45. As the cultures of the British and U.S.A are very important, studying English can be important to me to learn better the cultures	5	5	2	4	4	14	11	17	9	12.8	30	42	38	25	33.8						
46. Studying English can be important to me because most of my favourite artists-like singers and actors- are either English or American	34	16	24	21	23.8	34	52	31	40	39.3	24	24	33	28	27.3						
47. As British and U.S.A are attractive countries in the world, studying English is very important to me	25	11	19	17	18	41	47	40	30	39.5	28	24	29	36	29.3						
						9					20.6					26.8					

Questionnaire	Vars Groups					4					5				
	M	E	N	C	T	M	E	N	C	T	M	E	N	C	T
41. Studying English can be important to me because it will allow me to be more at ease with English and American people in Korea	30	23	21	28	25.5	13	10		17	7.5					
42. Studying English can be important to me because it will allow me to meet and converse with more and varied people	55	39	50	42	46.5	21	26	22	32	25.3					
43. Studying English can be important to me because it will enable me to better understand and appreciate English ways of thinking, art, and literature	45	39	38	36	39.5	14	14	18	28	18.5					
44. Studying English can be important to me because I will be able to participate more freely in the activities of other cultural groups	53	47	48	42	47.5	16	17	19	31	20.8					
45. As the cultures of the British and U.S.A are very important, studying English can be important to me to learn better the cultures	38	31	26	42	34.3	13	11	17	20	15.3					
46. Studying English can be important to me because most of my favourite artists-like singers and actors- are either English or American	8	8	9	9	8.5				3	2	1.3				
47. As British and U.S.A are attractive countries in the world, studying English is very important to me	5	16	12	11	11	1	2		6	2.3					
						30.4					13				

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Table 7. Instrumental Orientation

M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups		1					2					3				
			M	E	N	C	T	M	E	N	C	T	M	E	N	C	T
			48. Studying English can be important to me only because I will need it for my future career	3	5	2	2	3	17	11	9	13	12.5	25	21	17	17
49. Studying English can be important to me because it will make me a more knowledgeable person	9	2	3	4	4.5	16	19	12	21	17	39	39	36	36	37.5		
50. Studying English can be important to me because I think it will someday be useful in getting a good job	2	5	2	4	3.3	7	10	7	2	6.5	16	10	9	17	13		
51. Studying English can be important to me because other people will respect me more if I have a knowledge of a foreign language	21	10	3	9	10.8	22	40	33	30	31.3	33	31	43	36	35.8		
52. Studying English can be important to me to become famous in Korea	8	3	3	6	5	9	15	14	4	10.8	32	29	28	23	28		
53. Studying English can be important to me because it is an essential subject for college entrance exam, overseas study, and get-a-job exam.	2		3	2	1.8	3	13	5	4	6.3	12	16	17	9	13.5		
54. Studying English can be important to me because I will need it to communicate when I travel abroad	1		2		0.8	1	3		4	2	11	16	12	4	10.8		
					4.2					12.3					22.7		

Questionnaire	Vars Groups		4					5				
			M	E	N	C	T	M	E	N	C	T
			48. Studying English can be important to me only because I will need it for my future career	39	52	50	42	42.8	16	11	22	26
49. Studying English can be important to me because it will make me a more knowledgeable person	33	35	43	28	34.8	3	5	6	11	6.3		
50. Studying English can be important to me because I think it will someday be useful in getting a good job	54	58	64	53	57.3	21	17	18	24	20		
51. Studying English can be important to me because other people will respect me more if I have a knowledge of a foreign language	14	16	17	19	16.5	10	3	4	6	5.8		
52. Studying English can be important to me to become famous in Korea	34	39	43	49	41.3	17	14	12	18	15.3		
53. Studying English can be important to me because it is an essential subject for college entrance exam, overseas study, and get-a-job exam	61	52	55	57	56.3	22	17	20	28	21.8		
54. Studying English can be important to me because I will need it to communicate when I travel abroad	53	52	57	47	52.3	34	28	29	45	34		
					43.1					17.4		

oriented in the item (77.3%) "Studying English can be important to them because they think it will someday be useful in getting a good job". Surprisingly enough, the higher degree of instrumentality than these two items mentioned above can be found in the item (86.3) that studying English can be important to them because they will need it to communicate when they travel abroad. The result may strongly demonstrate that learning English for communication is considered as the most important reason for the study of English. On the other hand, only a small number of the students (22.3%) give a positive response to the question that studying English can be important to them because other people will respect them more if they have a knowledge of a foreign language. The result may be due to the fact that the subjects in this study are composed of university students, not of students from elementary or secondary schools. According to Table 7, the subjects in this study are found to be highly instrumentally oriented (60.5%).

Table 8 presents ten items of motivational intensity which refers to the amount of effort extended to learn English. Table 8 shows that once in a while 73.3% of the students think about what they have learned in their English class, while only 15.3% of the students very frequently think about what they have learned about in their English class. Another noticeable aspect of this item may be that 28% of the current English class students very frequently think about what they have learned in their English class. This may result from the fact that most of the students in this class consist of the junior and senior university students. Another conspicuous phenomenon in Table 8 may be that 16.3% of the subjects work very carefully, making sure they understand everything when they do their English homework, while 70.5% of the students put some effort into it, but not as much as they could. Table 8 also shows that less than half of the students would try to obtain lessons in English somewhere else if English were not taught in school, while 42.5% of the students would pick up English in everyday situations. Interestingly enough, 67.8% of the subjects give the response that considering how they study English they can honestly say that they do just enough work to get along, while 16.8% of the students really try to learn English. Especially, 43% of the current English class students reply that they really try to learn English. The result may give a striking contrast with that of the other three groups of majors (8%). The result clearly demonstrates that the junior and senior students tend to make much more efforts than the freshmen in studying English. There-

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Table 8. Motivational intensity

M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups	1					2				
		M	E	N	C	T	M	E	N	C	T
55. I actively think about what I have learned in my English class	3)very frequently 1)hardly ever 2)once in awhile	12	11	17	6	11.5	74	79	74	66	73.3
56. If English were not taught in school, I would	2)pick up English in everyday situations 1)not bother learning English at all 3) try to obtain lessons in English somewhere else	7	19	9	2	9.3	39	32	48	51	42.5
57. When I have a problem understanding something we are learning in English class, I	3)immediately ask the teacher for help 2)only seek help just before the exam 1)just forget about it	34	52	53	32	42.8	63	40	45	43	47.8
58. When it comes to English homework, I	2)put some effort into it, but not as much as I could 3)work very carefully, making sure I understand everything 1)just skim over it	21	5	21	6	13.3	67	79	76	60	70.5
59. Considering how I study English I can honestly say that I	2)do just enough work to get along 1)will pass on the basis of sheer luck or intelligence because I do litter work 3) really try to learn English	18	11	26	6	15.3	72	79	69	51	67.8
60. If my teacher wanted someone to do an extra English assignment, I would	1)definitely not volunteer 3)definitely volunteer 2) only do it if the teacher asked me directly	29	45	43	25	35.5	53	31	38	58	45
61. After I get my English assignments back, I	3)always rewrite them, correcting my mistakes 1) just throw them in my desk and forget them 2)look them over, but don't bother correcting mistakes	33	37	47	28	36.3	63	53	47	51	53.5
62. When I am in English class, I	3)volunteer answers as much as possible 2)answer only the easier questions 1)never say anything	14	8	19	19	15	49	58	71	55	58.3
63. If there were a local English T.V station, I would	1)never watch it 2)turn it on occasionally 3)try to watch it often	1	3	5		2.3	67	68	76	49	65
64. When I hear a English song on the radio, I	2)listen to the music, paying attention only to the easy words 3)listen carefully and try to understand all the words 1)change the station	11	10	7		7	61	66	59	62	62

Questionnaire	Vars Groups	3				
		M	E	N	C	T
55. I actively think about what I have learned in my English class	3)very frequently 1)hardly ever 2)once in awhile	14	10	9	28	15.3
56. If English were not taught in school, I would	2)pick up English in everyday situations 1)not bother learning English at all 3) try to obtain lessons in English somewhere else	54	49	43	47	48.3
57. When I have a problem understanding something we are learning in English class, I	3)immediately ask the teacher for help 2)only seek help just before the exam 1)just forget about it	3	8	2	25	9.5
58. When it comes to English homework, I	2)put some effort into it, but not as much as I could 3)work very carefully, making sure I understand everything 1)just skim over it	12	16	3	34	16.3
59. Considering how I study English I can honestly say that I	2)do just enough work to get along 1)will pass on the basis of sheer luck or intelligence because I do litter work 3) really try to learn English	9	10	5	43	16.8
60. If my teacher wanted someone to do an extra English assignment, I would	1)definitely not volunteer 3)definitely volunteer 2) only do it if the teacher asked me directly	18	24	19	17	19.5
61. After I get my English assignments back, I	3)always rewrite them, correcting my mistakes 1) just throw them in my desk and forget them 2)look them over, but don't bother correcting mistakes	4	10	6	21	10.3
62. When I am in English class, I	3)volunteer answers as much as possible 2)answer only the easier questions 1)never say anything	37	34	10	26	26.8
63. If there were a local English T.V station, I would	1)never watch it 2)turn it on occasionally 3)try to watch it often	32	29	19	51	32.8
64. When I hear a English song on the radio, I	2)listen to the music, paying attention only to the easy words 3)listen carefully and try to understand all the words 1)change the station	29	24	34	38	31.3

fore, the result may be consistent with our general brief that the first-year students in general tend not to be well aware of the importance of the study of English. One of the unexpected responses comes from the answer that only 26.8% of the students volunteer to answer as much as possible during the English class, while 15% of the students never say anything and 58.3% of them answer only the easier questions. Interestingly enough, almost two-thirds of the students (65%) report that if there were a local English TV station, they would turn it on occasionally, while one-third of the students (32.8%) reply that they would try to watch it often, if there were a local English TV station. Especially, more than half of the students (51%) in the current English class give a very positive response to the question that they try to watch it often, if there were a local English TV station. The result may indicate that the current English class students in general tend to pay more attention to the study of English for communication.

Table 9 illustrates how much the students want to learn English. As can be seen from Table 9, 55.8% of the respondents reply that they would like to have a combination of English and Korean spoken during the English class, while 26% of the students answer that they would like to have as much English as possible spoken during the English class and only 15.3% of the subjects want to have only English spoken during the class. The result clearly suggests that more than two-thirds of the students in this study are eager to expose themselves to communicative language teaching during the class. Unexpectedly, almost one-third of the students from the current English class want to have only English spoken during the English class. Table 9 also shows that 66.5% of the respondents would definitely take English if it were up to them whether or not to take it, while 23.3% of the students can not make up their mind to take English if English is an optional subject. The result strongly demonstrates the students' strong intention to take English whether the subject is required or elective in the university. According to Table 9, 54.8% of the students report that if there were English-speaking families in their neighborhood, they would speak English with them once in a while, while 39.8% of the subjects would speak English with them as much as possible, if there were English-speaking families in their neighborhood. The result clearly indicates that most of the subjects in this study have strong desire to communicate with the target language people. Table 9 also shows that the subjects in this study have been found paying much more atten-

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Table 9. Desire to learn English

M(Management): 76, E(Engineering): 62, N(Navigation): 58 C(Current English): 53, T(Total:249), No(Percentage)

Questionnaire	Vars Groups	1					2				
		M	E	N	C	T	M	E	N	C	T
65. During English class, I would like	1)to have a combination of English and Korean spoken 2)to have as much English as possible spoken 3)to have only English spoken	21	29	47	19	29	67	56	45	55	55.8
66. If I had the opportunity to speak English outside of school, I would	1)never speak it 3)speak English most of the time, using Korean only if really necessary 2)speak it occasionally, using Korean whenever possible	5	8		2	3.8	54	53	62	32	50.3
67. Compared to my other courses, I like English	3)the most 2)the same as all the others 1)least of all	12	16	14		10.5	75	74	72	70	72.8
68. If there were a English Club in my school, I would	2)attend meetings once in awhile 3)be most interested in joining 1)definitely not join	30	44	47	15	34	62	50	43	53	52
69. If it were up to me whether or not to take English, I	3)would definitely take it 1)would drop it 2)don't know whether I would take it or not	13	15	9	4	10.3	28	32	22	11	23.3
70. If find studying English	1)not interesting at all 2)no more interesting than most subjects 3)very interesting	1	3	2		1.5	53	63	55	36	51.8
71. If the opportunity arose and I knew enough English, I would watch English TV programme	2)sometimes 3)as often as possible 1)never	1	2	2	2	1.8	39	37	21	26	30.8
72. If I had the opportunity to see a English play, I would	2)go only if I had nothing else to do 3)definitely go 1)not go	2	5	2	2	2.8	55	47	40	36	44.5
73. If there were English-speaking families in my neighbourhood, I would	1)never speak English with them 2)speak English with them sometimes 3)speak English with them as much as possible	7	6	7	2	5.5	57	56	64	42	54.8
74. If I had the opportunity and knew enough English, I would read English magazines and newspapers	3)as often as I could 1)never 2)not very often		2			2	1				8

Questionnaire	Vars Groups	3				
		M	E	N	C	T
65. During English class, I would like	1)to have a combination of English and Korean spoken 2)to have as much English as possible spoken 3)to have only English spoken	12	15	8	26	15.3
66. If I had the opportunity to speak English outside of school, I would	1)never speak it 3)speak English most of the time, using Korean only if really necessary 2)speak it occasionally, using Korean whenever possible	41	39	38	66	46
67. Compared to my other courses, I like English	3)the most 2)the same as all the others 1)least of all	13	10	14	30	16.8
68. If there were a English Club in my school, I would	2)attend meetings once in awhile 3)be most interested in joining 1)definitely not join	8	6	10	32	14
69. If it were up to me whether or not to take English, I	3)would definitely take it 1)would drop it 2)don't know whether I would take it or not	59	53	69	85	66.5
70. If find studying English	1) not interesting at all 2)no more interesting than most subjects 3)very interesting	46	34	43	64	46.8
71. If the opportunity arose and I knew enough English, I would watch English TV programme	2)sometimes 3)as often as possible 1)never	59	61	77	72	67.3
72. If I had the opportunity to see a English play, I would	2)go only if I had nothing else to do 3)definitely go 1)not go	43	48	58	62	52.8
73. If there were English-speaking families in my neighbourhood, I would	1)never speak English with them 2)speak English with them sometimes 3)speak English with them as much as possible	36	38	29	56	39.8
74. If I had the opportunity and knew enough English, I would read English magazines and newspapers	3)as often as I could 1)never 2)not very often	72	67	71	90	75

tion to improving their reading comprehension ability through English magazines and newspapers (75%). This result also clearly demonstrates the students' strong desire to learn the target language.

V. Conclusion and Suggestions

The current study investigated attitudes and motivation in learning the English language by the university students, based on the data collected from the two hundred forty-nine students who have been divided into four different groups (management, engineering, navigation, and current English class). In order to find out the attitudes and motivation by the university students, we conducted an experiment with a questionnaire which consisted of 74-question items dealing with eight components: attitudes toward the American people, attitudes and motivation toward the English people, interest in foreign languages, attitudes toward learning English, integrative orientation, instrumental orientation, motivational intensity, and desire to learn English.

The investigation of these eight different components of attitudes and motivation by the four different groups of students revealed a great number of interesting and unexpected things for understanding the attitudes and motivation of the students. First, the students in the current study tend to have more negative attitudes than positive attitudes toward the American people, but there is not a noticeable difference between these two attitudes as expected. Second, the students seem to have far more favorable attitudes than unfavorable attitudes toward the English people. Third, a greater number of the students seem to have positive attitudes toward the English people than toward the American people. Fourth, far more students tend to have neutral attitudes toward the English people than toward the American people. The result may show that the subjects in this study are less familiar with the English than the Americans. Fifth, almost two-thirds of the students in this university seem to have positive attitudes toward learning English, while less than half of the students are believed to have positive attitudes toward the target language people. Sixth, the students tend to think that communicating when they travel abroad can be more important than getting a job or taking various examinations. The result seems to be a quite unexpected one. Seventh, the students in this study seem to

have far more instrumental motivation than integrative motivation. The result may be quite understandable, considering the students are learning English as a foreign language. Eighth, there may not exist a great difference among the three groups of the first-year students in attitudes and motivation in English language learning, but these three groups show a great difference from the current English class students in some components of attitudes and motivation. Ninth, the students from current English tend to be far more serious about the study of English than the three groups of majors. Finally, in contrast with a small amount of effort to study English, the desire to learn English by the students in this study seem to be extremely strong.

We can suggest from the findings in this experiment that it may be the language teacher's responsibility to lead the student's high degree of desire to learn a foreign language to bring about a greater amount of effort which the students should make in the study of the target language. We can also suggest that more studies between motivation and achievement must be done in order to find out how the learner's attitudes and motivation affect foreign language achievement and how we can discover the way to motivate the unmotivated students in the classroom.

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Appendix

The Motivation Inventory for Language Learning

1. American people are considerate of the feelings of others.
2. I have a favourable attitude towards American people.
3. The more I learn about American people the more I like them.
4. American people are trustworthy and dependable.

5. I have always admired the American people.
6. American people are very friendly and hospitable.
7. American people are cheerful, agreeable and good humoured.
8. I would like to know the American people.
9. American people are a very kind and generous.
10. For the most part, the American people are sincere and honest.
11. British people are considerate of the feelings of others.
12. I have a favourable attitude towards the British people.
13. The more I learn about the British people the more I like them.
14. British people are trustworthy and dependable.
15. I have always admired the British people.
16. British people are very friendly and hospitable.
17. British people are cheerful, agreeable and good humoured.
18. I would like to know the British people.
19. British people are very kind and generous.
20. For the most part, the British people are sincere and honest.
21. If I were visiting a foreign country I would like to be able to speak the language of the people.
22. It is necessary for Korean people to learn foreign languages.
23. I wish I could speak another language perfectly.
24. I like to learn foreign languages as possibly as I can.
25. I often wish I could read newspapers and magazines in another language.
26. I really like to learn foreign languages.
27. If I planned to stay in another country I would make a great effort to learn the language even though I could get along in Korean.
28. I would study a foreign language in school even if it were not required.
29. I enjoy meeting and listening to people who speak other language.
30. Studying a foreign language is an enjoyable experience.
31. Learning English is really great.
32. I really enjoy learning English.
33. English is an important part of the school programme.
34. I plan to learn as much English as possible.
35. Learning English makes me happy.

36. I hate English.
37. I would rather spend my time on subjects other than English.
38. Learning English is a waste of time.
39. I think learning English is dull.
40. When I leave school, I shall give up the study of English entirely because I am not interested in it..
41. Studying English can be important to me because it will allow me to be more at ease with English and American people in Korea.
42. Studying English can be important to me because it will allow me to meet and converse with more and varied people.
43. Studying English can be important to me because it will enable me to better understand and appreciate English ways of thinking, art, and literature.
44. Studying English can be important to me because I will be able to participate more freely in the activities of another cultural groups.
45. As the cultures of the British and U.S.A are very important, studying English can be important to me to learn better the cultures.
46. Studying English can be important to me because most of my favourite artists-like singers and actors- are either English or Americans.
47. As British and U.S.A are attractive countries in the world, studying English is very important to me.
48. Studying English can be important to me only because I will need it for my future career.
49. Studying English can be important to me because it will make me a more knowledgeable person.
50. Studying English can be important to me because I think it will someday be useful in getting a good job.
51. Studying English can be important to me because other people will respect me more if I have a knowledge of a foreign language.
52. Studying English can be important to me to become famous in Korea.
53. Studying English can be important to me because it is an essential subject for college entrance exam, overseas study ,and get-a-job examination.
54. Studying English can be important to me because I will need it to communicate when I travel abroad.

55. I actively think about what I have learned in my English class.
3) very frequently 1) hardly ever 2) once in awhile
56. If English were not taught in school, I would
2) pick up English in everyday situations
1) not bother learning English at all
3) try to obtain lessons in English somewhere else
57. When I have a problem understanding something we are learning in English class, I
3) immediately ask the teacher for help
2) only seek help just before the exam
1) just forget about it
58. When it comes to English homework, I
2) put some effort into it, but not as much as I could
3) work very carefully, making sure I understand everything
1) just skim over it
59. Considering how I study English I can honestly say that I
2) do just enough work to get along
1) will pass on the basis of sheer luck or intelligence because I do little work
3) really try to learn English
60. If my teacher wanted someone to do an extra English assignment, I would
1) definitely not volunteer
3) definitely volunteer
2) only do it if the teacher asked me directly
61. After I get my English assignments back, I
3) always rewrite them, correcting my mistakes
1) just throw them in my desk and forget them
2) look them over, but don't bother correcting mistakes
62. When I am in English class, I
3) volunteer answers as much as possible
2) answer only the easier questions
1) never say anything
63. If there were a local English T.V station, I would
1) never watch it 2) turn it on occasionally 3) try to watch it often

64. When I hear a English song on the radio, I
- 2) listen to the music, paying attention only to the easy words
 - 3) listen carefully and try to understand all the words
 - 1) change the station
65. During English class, I would like
- 1) to have a combination of English and Korean spoken
 - 2) to have as much English as possible spoken
 - 3) to have only English spoken
66. If I had the opportunity to speak English outside of school, I would
- 1) never speak it
 - 3) speak English most of the time, using Korean only if really necessary
 - 2) speak it occasionally, using Korean whenever possible
67. Compared to my other courses, I like English
- 3) the most
 - 2) the same as all the others
 - 1) least of all
68. If there were a English Club in my school, I would
- 2) attend meetings once in a while
 - 3) be most interested in joining
 - 1) definitely not join
69. If it were up to me whether or not to take English, I
- 3) would definitely take it
 - 1) would drop it
 - 2) don't know whether I would take it or not
70. I find studying English
- 1) not interesting at all
 - 2) no more interesting than most subjects
 - 3) very interesting
71. If the opportunity arose and I knew enough English, I would watch English TV programme
- 2) sometimes
 - 3) as often as possible
 - 1) never
72. If I had the opportunity to see an English play, I would
- 2) go only if I had nothing else to do
 - 3) definitely go
 - 1) not go

73. If there were English-speaking families in my neighbourhood, I would
- 1) never speak English with them
 - 2) speak English with them sometimes
 - 3) speak English with them as much as possible
74. If I had the opportunity and knew enough English, I would read English magazines and newspapers
- 3) as often as I could
 - 1) never
 - 2) not very often

학교 () 학과 () 성명 () 성별 ()

응 답 지

설문문항 1번 - 54번	
매우 반대한다	1
대체로 반대한다	2
그저 그렇다	3
대체로 동의한다	4
매우 동의한다	5

<문항 1 - 54>

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문항 55 - 74

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