

어문연구 제7권 1997년 2월

## Attitudes and Motivation in Korean EFL Students

Hyo-Woong Lee<sup>1</sup>

This study attempts to investigate what kinds of attitudes Korean EFL students have toward the American people and toward learning the target language, and English language learning motivation. The analysis of data has revealed several important things in English language learning attitudes and motivation. First, the attitudinal and motivational components Korean EFL students reported to have was found to be considerably different from those of Gardner's studies. Second, the results of positive and negative attitudes toward the American people show that female students regardless of levels of school tend to have more favorable attitudes toward the target language people than their male counterparts. Third, in their attitudes toward the target language female students irrespective of levels of school seem to have more favorable attitudes than male students. Fourth, the results of the analysis of motivational items strongly demonstrates that the most noticeable differences between male and female students exist in the middle school students, followed by university students and high school students. Fifth, in both middle and high schools first year students tend to have more favorable attitudes toward the American people than second year students, and middle school students seem to favor the Americans more highly than high

---

1 한국해양대학교 영어과 부교수

school students. Sixth, first year students tend to have more favorable attitudes than second year students in terms of positive attitudes toward learning English in both levels of school, while the trend seems not to be noticeable in the negative attitudes toward learning English. Seventh, first year students tend to have far stronger motivation in learning English than their second year counterparts in middle and high schools, and high school students have a tendency to retain stronger motivation than middle school students. Finally, this study suggests several things for further study.

## **I . Introduction**

In second/foreign language learning research has been done toward the two directions. Some of the researchers have focused their attention on cognitive variables, and others concentrate their efforts on affective variables in order to explain second language acquisition or foreign language learning. The cognitive-oriented scholars maintain that cognitive variables might play a more important role than their affective counterparts in foreign language learning, but on the other hand, the affective-motivated researchers argue that affective variables can be a major factor to give a good explanation to foreign language learning. The study of language learning strategies and language aptitude is associated with that of cognitive variables, whereas the study of attitudes and motivation is related to that of affective variables. In this paper we try to pay attention to the investigation of affective variables: attitudes and motivation.

Most of attitudes and motivation studies are based on those studies carried by Gardner and Lambert (1959, 1972, 1985). They have first

introduced instrumental orientation and integrative orientation to the study of motivation. They have also invented a scientific measurement of affective variables. However, many motivational studies have shown that this dichotomy of motivational orientations can not explain all the motivational components. Furthermore, most of their studies were conducted in a bicultural context and in the second language acquisition environment. In their recent studies integrativeness is the core element of motives. This integrativeness is also believed to play an important role in the second language acquisition environment. In Korea we are teaching English both in the unicultural situation and in the foreign language learning setting. Therefore, the students' attitudes and motivation in the foreign language learning context might be somewhat different from second language learners' attitudes and motivation. This is the very reason I have done my own research in Korean EFL setting.

In this paper I first try to review a number of recent studies of attitudes and motivation in second/foreign language learning environment. Second, I attempt to find out what kinds of attitudes Korean secondary school and university students actually have toward the American people and toward English language learning, and what kind of motivation they have for learning English. Third, based on the attitudes and motivation reported by the students, I make an effort to develop two different attitudinal and motivational questionnaires for Korean EFL students. One is for secondary school students, and the other for university students. Fourth, I try to investigate any differences between levels of school in attitudes and motivation. Fifth, I also examine any attitudinal and motivational differences between

male and female students. Finally, I try to suggest the role of attitudes and motivation in English language education in Korea.

## II. The recent trend of attitudes and motivation studies

A considerable amount of research has been conducted on the role of attitudes and motivation in second/foreign language learning. This research began with the study of Gardner & Lambert(1959), which demonstrated that two independent factors, language aptitude and motivation, were both related to second language achievement. Gardner & Lambert(1972) published a book, "Attitudes and Motivation in Second Language Learning". In this book they conceptualized instrumental motivation and integrative motivation. According to them, instrumental motivation is associated with the pragmatic and utilitarian benefits of language proficiency, such as getting a better job or receiving a high salary. On the other hand, integrative motivation is associated with components such as "interest in foreign languages," "desire to learn the target language," "attitudes toward learning the target language," "attitudes toward the learning situation," and "desire to interact with the target language community."

Nevertheless, several studies have demonstrated that there has been much variation between these two orientations and relationships between the two motivations and second language achievement. Many subsequent studies confirmed the validity of Gardnerian theory(Gardner, 1980, 1983, 1985, 1988; Gardner, Clement, Smythe, & Smythe, 1979; Gardner, Smythe, Clement, & Glikzman; Svanes, 1987). Some investigators, however, did not lend a strong support to the

Gardner and his colleagues' theory (Lukmani, 1972; Cooper & Fishman, 1977; Pierson, Fu & Lee, 1981; Au, 1988). In this paper I am going to review attitudes and motivation studies in 1990s (for a more comprehensive review of these studies, see Skehan, 1991; Gardner & Macintyre, 1993a).

Dornyei (1990) investigated the components of motivation in foreign language learning in Hungary, with the aim of defining the relevance and characteristics of integrativeness and instrumentality in foreign language learning environment. In this study he suggested a motivational construct which consisted of an instrumental motivational subsystem, an integrative motivational subsystem, need for achievement, and attributions about past failures. According to him, the instrumental motivational subsystem involves purely extrinsic motives as well as more intrinsic ones relating to acquiring some competence such as the wish to be able to read the technical literature. The integrative motivational subsystem composed of attitudes, orientations and motives centered around the individual's L2-related affective predispositions. He has found that the integrative motivational subsystem is less homogeneous than is the instrumental. He also found four fairly distinctive dimensions in this subsystem: a general interest in foreign languages, cultures and people, a desire to broaden one's view, a desire for new stimuli and challenges, and the desire to get actually integrated into another community with the help of the target language. Need for achievement seemed to play a major role by accounting for a great proportion of explained variance in motivation. He also found that instrumental motivation significantly contribute to motivation in foreign language learning. The most important finding in

his study seems 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. On the other hand, to get beyond this level, that is, to get really learn the target language, one has to be integratively motivated. The results of this study strongly demonstrates that motivational studies in second language acquisition environment might be different from those in foreign language learning context.

Ramage(1990) investigated motivational and attitudinal factors in continuation of foreign language study beyond the second level among high-school students in two different geographical areas in the U.S. To be more specific, he tried to find out the factors which had an influence on continuing and discontinuing students in French and Spanish classes. She found that interest in culture and in learning the language thoroughly distinguished continuing students from discontinuing students. On the other hand, interest in fulfilling a college entrance requirement primarily characterized the discontinuing students. According to her, the factor that distinguishes one group from the other is that intrinsic motivations for language study are attributed more importance by continuing students than by discontinuing students. This study also found that the earlier students start to study a foreign language, the more likely they are to continue beyond Level 2, and that grade alone does not completely account for the decision to continue or discontinue foreign language study. In this study it was also found that continuing students indicated more positive attitudes towards the learning situation and higher levels of commitment to foreign language study than did discontinuers.

Interesting findings in this study, however, seem to be the fact that both continuing and discontinuing students indicated fairly positive attitudes toward the teacher and course, more neutrality in their commitment to language study. This study seems to be the first one to identify persistence as well as motivational factors that can affect second/foreign language learning.

Crookes & Schmidt(1991), together with Skehan(1991), took the initiative in fostering further understanding of second/foreign language motivation from an educational perspective, away from the Gardnerian social psychological model. They reviewed the connection between motivation and SL learning, analyzed in terms of the following levels. The micro level deals with motivational effects on the cognitive processing of SL stimuli. The link between motivation and attention is extremely close, and indeed definitions of motivation often refer to attention and persistence as the behavioral manifestations of motivation. The classroom level deals with techniques and activities in motivational terms. In order to motivate students, they provide four classroom activities. Relevance deals not only with instrumental needs, but also personal motive needs, such as our needs for power, affiliation, and achievement. The syllabus level comes into play at its content decisions and considerations relevant to informal, out-of-class, and long-term factors. They defined motivation in terms of choice, engagement, and persistence, as determined by interest, relevance, expectancy, and outcomes. Their study seems to contribute to providing their research into motivation in mainstream education.

Skehan(1991) reviewed motivational studies and came to the conclusion that the work of Gardner has been of considerable

importance in the field of motivation, but the conception of motivation involved is limited compared to the range of possible influences that exist. To organize the different influences of motivation, he has proposed the following general model of motivation.

Figure 1  
Influences on motivation

	Within the Learning Context	The Results of Learning
Outside the individual	Materials Teaching	Constraints Rewards
Inside the individual	Expectation Success	Goals

The above-mentioned figure is concerned with the dimensions of learning relationship with the relationship to the individual. According to the Figure, different materials and different approaches to teaching may have different impacts on the motivation of students. Constraints and rewards may represent the 'carrot and stick' approach to manipulating other people's motivations. He also maintains that the lower row of the table is concerned with psychological influences within the individual, and that expectations and success involve how motivation may be caused by the satisfaction of doing well. His proposal is that motivation does not cause success, but simply follows it. He argues that there has been an excessive emphasis on the study of goals, but relatively little research into the effects of different materials and teaching techniques and the effects of manipulating



constraints and rewards on the motivation of students. His study provides us with considerations of motivation studies from many different perspectives.

Gardner & MacIntyre(1993b) tried to investigate the validity of the Attitude/Motivation Test Battery. Their study assessed the convergent and discriminant validity of 11 measures of attitudes and motivation: attitudes toward French Canadians, interest in foreign languages, integrative orientation, French course evaluation, French teacher evaluation, motivational intensity, desire to learn French, attitudes toward learning French, French class anxiety, French use anxiety, and instrumental orientation. In this study they found that there tend to be some overlap between French use anxiety and French class anxiety and between desire to learn French and attitudes toward learning French, and that the subtests adapted from the AMTB correlate more highly with the objective measures of proficiency than do the other forms of measurement. In this study it was also found that different measures of achievement correlated differently with the affective measures. Their factor analysis showed the existence of the higher order constructs: integrativeness, attitudes toward the learning situation, language anxiety, and motivation. This study seems to provide strong support for the validity of attitudinal and motivational constructs.

Oxford & Shearin(1994) suggested that the theoretical framework on language learning motivation should be expanded, because the current motivation theory might not cover all possible kinds of L2 learning motivation. They discussed four broad classes of motivation theories from general psychology. They first suggested need theories which

involve hierarchies of need and need achievement. They provided five levels of hierarchies of need formulated by Maslow: physiological, safety and security, belongingness and love, esteem, and self-actualization. Need for achievement is related to fear of failure and fear of success. They maintained that need-achievement theory implied L2 teachers must provide students with work that leads to success, and teachers must be aware that the factors that stimulate the need for achievement might differ among students. Instrumentality theories suggest that individuals engage in activities instrumental in achieving some valued outcome. In the theories are included expectancy value theory, VIE theory, and goal setting theory. Equity theories are characterized by a mathematical ratio of inputs to outcomes. Equity theories are related to L2 learning motivation because the learner must believe that the probable results are worth the efforts expended. Reinforcement theories are related to individual behavior to the association of stimulus, response, and reward. They said that reinforcement theories are often the most widely used motivation theories in the classroom. They also suggest that teachers can help students see the intrinsic rewards of L2 learning as well as provide the extrinsic rewards many students want. Oxford & Shearin(1994) suggest five things to language teachers. First, teachers can identify why students are studying the new language. Second, teachers can help shape their students' beliefs about success or failure in L2 learning. Third, teachers can help students heighten their motivation by demonstrating that L2 learning can be an exciting mental challenge, career enhancer, a vehicle to cultural awareness and friendship, and a key to world peace. Fourth, teachers can make the

L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum. Fifth, extrinsic rewards provided by the teacher are part of the L2 instructional design, but teachers can also urge students to develop their own intrinsic rewards through positive self-talk and through guided self-evaluation. Their study seems to contribute to expanding the theoretical motivational framework.

Dornyei(1994) has proposed motivational components and the ways to motivate students in the foreign language classroom. He argues that while acknowledging unanimously the fundamental importance of the Gardnerian social psychological model, researchers were also calling for a more pragmatic, education-centred approach to motivation research, which would be consistent with the perceptions of practising teachers and which would also be in line with the current results of mainstream educational psychological research. He suggests the following three levels of a motivational construct.

The above framework consists of three levels. According to him, the most general level of the construct is the Language Level where the focus is on orientations and motives related to various aspects of the L2. The second level of the L2 motivation construct is the Learner Level, involving a complex of affects and cognitions that form fairly stable personality traits. The third level of L2 motivation is the Learning Situation Level, made up of intrinsic and extrinsic motives and motivational conditions. The Dornyei's(1994) construct of L2 learning motivational components seem to be one of the most comprehensive one in the field of motivation study.

Figure 2  
Components of Foreign Language Learning Motivation

Language Level		Integrative motivational subsystem Instrumental motivational subsystem
Learner Level		Need for achievement Self-confidence Language use anxiety Perceive L2 competence Causal attributions Self-efficacy
Learning Situation Level	Course-specific motivational components	Interest Relevance Expectancy Satisfaction
	Teacher-specific motivational components	Affiliative drive Authority type Direct socialization of motivation Modelling Task presentation Feedback
	Group-specific motivational components	Goal-orientedness Norm & reward system Group cohesion Classroom goal structure

Dornyei(1994) also presents a list of strategies to motivate language learners.

#### 1. Language Level

- 1) Include a sociocultural component in the L2 syllabus.
- 2) Develop learners' cross-cultural awareness systematically.
- 3) Promote student contact with L2 speakers.
- 4) Develop learner's instrumental motivaion.

## 2. Learner Level

- 1) Develop students' self-confidence.
- 2) Promote the students' self-efficacy with regard to achieving learning goals.
- 3) Promote favorable self-perceptions of competence in L2.
- 4) Decrease student anxiety.
- 5) Promote motivation-enhancing attributions.
- 6) Encourage students to set attainable subgoals.

## 3. Learning Situation Level

- 1) Make the syllabus of the course relevant.
- 2) Increase the attractiveness of the course content.
- 3) Discuss with the students the choice of teaching materials.
- 4) Arouse and sustain curiosity and attention.
- 5) Increase students' interest and involvement in the tasks.
- 6) Match difficulty of tasks with students' abilities.
- 7) Increase students expectancy of task fulfillment.
- 8) Facilitate student's satisfaction.
- 9) Try to be empathic, congruent, and accepting.
- 10) Adopt the role of a facilitator rather than an authority figure.
- 11) Promote learner autonomy.
- 12) Model student interest in L2 learning.
- 13) Introduce tasks in such a way as to stimulate intrinsic motivation and help internalize extrinsic motivation.
- 14) Use motivating feedback.
- 15) Increase the group's goal-orientedness.

- 16) Promote the internalization of classroom norms.
- 17) Help maintain internalized classroom norms.
- 18) Minimize the detrimental effect of evaluation on intrinsic motivation.
- 19) Promote the development of group cohesion and enhance intermember relations.
- 20) Use cooperative learning techniques.

The suggested strategies to motivate language learners might be of great help to both language teachers and learners.

### **III. Instrumentation**

#### **1. Subjects**

A total number of subjects who participated in this study are 1004 students. Among them 397 students are from four middle schools, 383 from four high schools, and 224 from three universities. There are five levels of school in this study: first and second grade middle and high school students, and university students. Almost half of them in each level of school are female students. All the schools and universities are located in Pusan city. You can easily guess why the third grade students in middle and high schools are not included in this study. Because they are so busy preparing for high school and university entrance examinations.

#### **2. Questionnaires**

The first purpose of this study was to discover the types of

attitudes toward the Americans and toward learning English, and motivation present among the target population, first and second year middle and high school students, and first year university students of different majors. The initial step of this investigation was an exploratory survey in which students were asked to write down all of their attitudes toward the Americans and toward learning English, and all of their reasons for studying English. Such a survey, it was felt, would make it possible to discover types of attitudes and motivation other than those derived from previously developed theoretical framework. More than 150 attitudes toward the Americans and toward learning English, and the reasons for learning English listed by the students were then sorted by the investigator for each of the three different categories. It was found that some of attitudinal and motivational items from secondary school students were different from those of university students. Therefore, I designed two different questionnaires, one for the secondary school students, the other one for the university students, consisting of 74 and 68 items respectively. For each of the questionnaires, a 5-point Likert scale instrument was designed (1 point=strongly disagree, 2 point=slightly disagree, 3 point=neutral, 4 point=slightly agree, 5 point=strongly agree). Through the pilot study, 14 items for secondary school students and 13 for university students were excluded because of their irrelevance to the rest of them. The final questionnaire for the secondary school students is composed of 54 items, and the one for the university students consisted of 61 items. In this paper I present the first versions of the attitudinal and motivational questionnaires.

1) Attitudes toward the Americans.

14 items, 7 positively and another 7 negatively worded, assessed the extent to which the student felt positively or negatively toward American people in general. (SS P,  $\alpha=.66$ ; N,  $\alpha=.79$ ; UP,  $\alpha=.81$ , N,  $\alpha=.78$ )

2) Attitudes toward learning English.

10 items for the secondary school students, 5 positively and 5 negatively worded, assessed the student's affective reaction toward learning English (P,  $\alpha=.83$ , N,  $\alpha=.91$ ). 12 items for the university students, 6 positively and 6 negatively worded, evaluated the extent to which the students felt positively or negatively toward learning English (P,  $\alpha=.87$ , N,  $\alpha=.92$ ). Internal consistency reliability is fairly high in almost all the categories of items.

3) The motivation for studying English.

For middle and high school students, 50 motivational components assessed the reason for studying English, whereas for the university students 43 components evaluated the reason for studying the target language.

## IV. Results and discussion

### 1. Sex differences in attitudes and motivation

1) Attitudes toward the American people

Let's take a look at Table 1 (see the appendix for Table 1) which has shown mean scores between male and female students in their attitudes toward the Americans and learning English. In the positive



attitudes toward the Americans and learning English, higher mean scores indicate more favorable attitudes Korean students have toward the Americans and learning English, and on the other hand, in the negative attitudes, lower scores mean they favor the Americans and English language learning more highly. Let's first look at any differences between male and female students in terms of their positive attitudes toward the American people from Table 1 (see the Appendix for Table 1). The middle school female students were found to give higher mean scores than their male counterparts on items 2 (M, M=3.91; F, M=4.12), 5 (M, M=3.20; F, M=3.32), 6 (M, M=3.56; F, M=3.66), and 7 (M, M=2.76; F, M=2.92), whereas the reverse is the case on items 1 (M, M=3.40; F, M=3.36), 3 (M, M=3.85; F, M=3.79), and 4 (M, M=3.41; F, M=3.40). According to Table 2, the high school female students showed higher mean scores than their male counterparts on items 4 (M, M=3.12; F, M=3.37), 5 (M, M=3.14; F, M=3.26), and 7 (M, M=2.63; F, M=2.85), while the opposite tendencies were found on items 1 (M, M=3.32; F, M=3.23), and 2 (M, M=4.27; F, M=4.20). As can be seen from Table 3, the university female students reported higher mean scores than the male students on items 1 (M, M=3.84; F, M=3.98), 2 (M, M=3.62; F, M=3.67), 3 (M, M=3.46; F, M=3.61), 5 (M, M=3.27; F, M=3.40), and 7 (M, M=2.68; F, M=2.82), whereas male students show higher mean scores than female students on only the items 4 (M, M=3.31; F, M=3.19) and 6 (M, M=3.89; F, M=3.86). The item that received the highest mean scores from both male and female groups of the students in middle school (M, M=3.91; F, M=4.05) and high school (M, M=4.27; F, M=4.20) is item 2 (The American people are open-minded and liberal). On this item the mean score for middle

school male students is lower than those of female students, while the mean score for high school male students is higher than those of female students. The results show that in general the secondary school female students tend to have slightly more favorable attitudes toward the American people than their male counterparts.

From Table 1 differences were also found between these two groups in the negative attitudes toward the Americans. Lower mean scores for the middle school male students were found on items 10(The Americans are practical and shrewd), 11(The Americans are frightening and awkward), and 14(The Americans are not courteous), while the female students showed lower mean scores than the males on items 8(The Americans are individualistic and selfish), 9(The Americans have a dual personality), 12(The Americans are self-centered and unfriendly), and 13(The Americans are arrogant and have a sense of superiority). As can be seen from Table 2, the high school male students reported lower mean scores than the girl students on items 8(M, M=3.31; F, M=3.54), 10(M, M=3.27; F, M=3.33) and 12(M, M=2.93; F, M=2.96), while the female students showed lower mean scores than the boy students on items 9(M, M=3.10; F, M=2.93), 11(M, M=2.91; F, M=2.72), 13(M, M=3.13; F, M=3.06) and 14(M, M=2.82; F, M=2.59). The university male students reported lower mean scores than their female counterparts on only item 13(M, M=3.89; F, M=3.92), while the university female students showed lower mean scores than the boy students on items 8(M, M=3.54; F, M=3.44), 9(M, M=3.75; F, M=3.53), 10(M, M=3.10; F, M=2.79), 11(M, M=2.80; F, M=2.50) 12(M, M=3.44; F, M=3.14) and 14(M, M=3.33; F, M=2.93). The results from the students' negative attitudes toward the American

people as well as those from their positive attitudes toward the Americans demonstrates that the female students regardless of levels of schools tend to have slightly more favorable attitudes toward the American people than the male students.

## 2) Attitudes toward learning English.

As can be seen from Table 4, in the positive attitudes toward learning English the female students reported far higher mean scores than the male students on all of the five items 15(M, M=3.17; F, M=3.49), 16(M, M=3.04; F, M=3.39), 17(M, M=3.01; F, M=3.45), 18(M, M=3.24; F, M=3.68) and 19(M, M=3.14; F, M=3.67). According to Table 5, the high school female students also show much higher mean scores than their male counterparts on all of the five items 15(Learning English is really interesting), 16(I like learning English very much), 17(I enjoy learning English), 18(Learning English is difficult but interesting) and 19(I want to study English continuously). See Table 5 for the mean scores of each item between male and female students. Table 6 shows that the university male and female students are neutral on item 15(I must learn English). The university male students shows higher mean scores than the female students on only one item 19(M, M=4.24; F, M=4.22. I will continue to study English.), while the female students reported higher mean scores than the boy students on items 16(M, M=3.18; F, M=3.29), 17(M, M=3.77; F, M=3.98), 18(M, M=3.28; F, M=3.43) and 19(M, M=2.91; F, M=3.05).

Items 20-24 from Table 4 and 5, and items 21-26 from Table 6 show the results of the students' negative attitudes toward learning English. Those of Table 4 and 5 show that both middle and high

school girl students gave far lower mean scores than their boy counterparts on all of the five items 20(Learning English is uninteresting and boring), 21(I don't like learning English), 22(Learning English is difficult and tedious), 23(I don't feel the necessity of learning English) and 24(Only those who want to learn English must learn English). According to Table 6, the university male students reported lower mean scores than the female students on items 21(M, M=3.74; F, M=3.75) and 19(M, M=1.92; F, M=1.97), while the female students showed lower mean scores than the male students on items 22(M, M=3.19; F, M=3.15), 23(M, M=2.84; F, M=3.77), 25(M, M=2.72; F, M=2.56) and 26(M, M=2.94; F, M=2.72). The above results strongly demonstrate that the female students irrespective of levels of school tend to have far more favorable attitudes than their male counterparts toward learning English.

### 3) English language learning motivation

Table 7 shows that the middle school male students are more strongly motivated than the female students on 24 motivational items, while the female students shows stronger motivation in learning English than their male counterparts on 26 items. Especially, the male students were found to have far stronger motivation than the female students on these five items 26(I learn English because of my parents' advice and guidance), 33(I learn English in order to get a good job), 35(I learn English not to fall behind others), 44(I learn English not to become an ignorant person) and 58(If I don't learn English, I fall behind the times), while the girl students show stronger motivation than the boy students on these five items 27(I learn English because

learning English is interesting and enjoyable), 38(I learn English because I want to learn English), 54(I learn English in order to extend my knowledge), 61(I learn English because I feel satisfied with learning English), and 66(I learn English because of my curiosity about and aspiration for English). Table 8 shows that the high school male students are more strongly motivated than the female students on only six motivational items, while the female students show stronger motivation in learning English than their male counterparts on 44 items. The results demonstrate that the female students are overwhelmingly more strongly motivated in learning English than the male students. Especially, the girl students shows far stronger motivation than the boy students on these five items 36(I learn English in order to go abroad), 48(I learn English because I envy those who are good at English), 61(I learn English because I feel satisfied with learning English), and 70(I learn English in order to make friends with foreigners), while the male students were found to have stronger motivation than the female students on these five items 26(I learn English because of my parents' advice and guidance), 27(I learn English because learning English is interesting and enjoyable), 30(I learn English in order to go to college), 35(I learn English not to fall behind others). Table 9 shows that the university school male students are more strongly motivated than the female students on 18 motivational items, while the female students show stronger motivation in learning English than their male counterparts on 25 items. Especially, the girl students show far stronger motivation than the boy students on these six items 31(I learn English because English is necessary in social life), 35(I learn English because learning English

is enjoyable), 43(I learn English because English is interesting), 49(I learn English in order to be well informed), 61(I learn English because learning English gives me a sense of satisfaction) and 67(I learn English because I want to learn English), while the male students were found to have stronger motivation than the female students on these five items 30(I learn English in order to converse with foreigners), 45(I learn English in order to live a healthy and wealthy life), 48(I learn English because English is realistically important), 58(I learn English in order to go abroad ) and 58(I learn English not to fall behind others). From the results of motivational items it may be safely concluded that the most noticeable motivational differences between male and female students exist in the middle school students, followed by the university students and the high school students.

## **2. Attitudinal and motivational differences in levels of school**

University students' attitudinal and motivational items are different from those of secondary school students. Therefore, unfortunately, we can not compare the attitudes and motivation between secondary school and university students. Just look at the differences between levels of secondary school.

### **1) Attitudes toward the American people**

As can be seen from Table 1 and 2, in the positive attitudes toward the Americans first year middle school students showed higher mean scores than their second year counterparts on items 1(The Americans are humorous and witty), 3(The Americans are characteristic and

strongly individual), 4(The Americans are rational and think reasonably), and 6(The Americans are enterprising and active), while the second year students reported higher mean scores than the first grade students on items 2(The Americans are open-minded and liberal), 5(The Americans are kind and polite), and 7(The Americans look wonderful and enviable). The first year high school students showed much higher mean scores than the second year students on six items, whereas the second year students showed higher scores than their first year counterparts on only one item(6). Table 1 and 2 also show that the middle school students report higher mean scores than their high school counterparts on items 1(M, M=3.38; H, M=3.28), 4(M, M=3.41; H, M=3.23), 5(M, M=3.26; H, M=3.19), 4(M, M=2.84; H, M=2.73), while the high school students report higher mean scores than their middle school counterparts on items 2(M, M=4.02; H, M=4.24), 3(M, M=3.82; H, M=3.87), 6(M, M=3.61; H, M=3.68).

In the negative attitudes toward the Americans the first year middle school students show consistently lower mean scores than the second year students on all of the seven items, and also the first year high school students report lower mean scores than the second year students on six items, while the reverse is the case on only item 4(M, M=3.17; H, M=3.23). From Table 1 and 2 it may be safely concluded that the first year students tend to have more favorable attitudes toward the American people than the second year students regardless of levels of school, and that in general the middle school students tend to have more favorable attitudes toward the Americans than their high school counterparts.

## 2) Attitudes toward learning English

As can be seen from Table 4 and 5, the first year students from middle school show consistently high mean scores than the second year students on all of the five items in their positive attitudes toward learning English, and the high school first year students also report higher mean scores than the second year students on four out of five positive attitudinal items except the item 19(I want to learn English continuously). On the other hand, in the negative attitudes toward learning English the middle school first year students show higher mean scores than their second year counterparts on items 20(Learning English is uninteresting and boring), 21(I don't like learning English), and 23(I don't feel the necessity of learning English), while the second year students from middle school show higher mean scores than the first year students on items 21(Learning English is difficult and tedious), and 24(Those who want to learn English must learn English). Interestingly enough, the high school first year students show lower mean scores than the second year students on only one item 22(F, M=2.60; H, M=2.63), while lower four out of five items exist in the second year high school students. The whole group of middle school students show higher mean scores than the high school students on four positive items and lower scores on three negative items, whereas the high school students as a whole show higher mean scores than the middle school students on only one positive item and lower mean scores on two items. From the results it may be safely concluded that in general in the positive attitudes toward learning English first year students tend to have more favorable attitudes toward learning English than second year students regardless of levels



of school and more favorable tendencies for middle school students were found in the positive attitudes toward learning English. But the trend is not so much clear between middle and high school students in the negative attitudes toward learning English.

### 3) Language learning motivation

Table 7 and 8 show that the first year middle school students are more strongly motivated in learning English than the second year students on 38 items, while stronger motivations for second year students exist on only 12 items, and that in the case of high school the trend seems to be almost the same: 31 stronger motivational items for the first year students and 19 stronger items for the second year students. From the Table 7 and 8 it is also shown that the middle school students are more strongly motivated than the high school students on 18 items, while the high school students are more highly motivated than the middle school students on 32 items. No mean scores of motivational items show more than 4.0 from middle and high school students, but the university students show three items 31(M=4.13, I learn English because English is necessary in social life), 47(M=4.04, I learn English because I feel the necessity of English), and 48(M=4.08, I learn English because English is practically important). From the results it may be concluded that the first year students tend to have far stronger motivation in learning English than the second year students in both middle and high schools, and that the high school students tend to be far more strongly motivated in learning English than their middle school counterparts.

## V. Conclusion and suggestions

The analysis of data collected from middle and high school and university students in Korean EFL environment has revealed several important things in English language learning attitudes and motivation. First, the attitudinal and motivational components Korean EFL students reported to have were found to be considerably different from those of Gardner's studies. The result strongly demonstrates that language learning attitudes and motivation in ESL settings can be different from those of EFL contexts. Second, the results of positive and negative attitudes toward the American people show that female students regardless of levels of school tend to have more favorable attitudes toward the target language people than their male counterparts. Third, in their attitudes toward the target language female students irrespective of levels of school seem to have more favorable attitudes than male students. Fourth, the results of the analysis of motivational items strongly demonstrate that the most noticeable differences between male and female students exist in the middle school students, followed by university students and high school students. Fifth, in both middle and high schools first year students tend to have more favorable attitudes toward the American people than second year students, and middle school students seem to favor the Americans more highly than high school students. Sixth, first year students tend to have more favorable attitudes than second year students in terms of positive attitudes toward learning English in both levels of school, while the trend seems not to be noticeable in

the negative attitudes toward learning English. Finally, first year students tend to have far stronger motivation in learning English than their second year counterparts in middle and high schools, and high school students have a tendency to retain stronger motivation than middle school students.

From these findings I would like to make several suggestions. First, in addition to the attitudes toward the Americans and learning English, the student's attitudes toward their peers, teachers, parents, textbooks, classroom environment, and language use should be investigated in the future. Second, further study should be made on motivational components in order to find out the existence of additional components and to compare the components of this study with those of other studies. Third, more attitudinal and motivational research is needed in different EFL settings ( in Japan, China). Fourth, teachers should know what kinds of attitudes and motivation their students actually have in and outside the classroom. Fifth, more research should also be done on how to motivate language learners. Finally, we teachers should try to look at the task of learning a foreign language through the eyes of the students.

## 참고문헌

- Anisfeld, M. and W. E. Lambert. (1961). Social and psychological variables in learning Hebrew. *Journal of Abnormal Social Psychology*, 63, 524-529.
- Au, S. Y. (1988). A critical appraisal of Gardner's socio-psychological theory of second language learning. *Language Learning*, 38, 75-100.
- Brophy, J. (1987). Synthesis of research on strategies for Motivating students to learn. *Educational Leadership*, 45, 40-48.
- Brown, H. D. (1990). *M&Ms for language classrooms? Another look at motivation*. In Alatis.
- Brown, H. D. (1994a). *Principles of language learning and teaching*. 3rd ed. Englewood Cliffs, NJ, Prentice Hall.
- Brown, H. D. (1994b). *Teaching by principles. An interactive approach to language pedagogy*. Englewood Cliffs, NJ, Prentice Hall.
- Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language Learning*, 25, 153-161.
- Clement, R. & Kruidenier, B. G. (1983). Orientation in second language acquisition: the effects of ethnicity, milieu, and target language on their emergence. *Language Learning*, 33, 273-91.
- Cooper, R. L. & Fishman, J. A. (1977). A study of language attitudes. In J. A. Fishman, R. L. Cooper, & A. W. Conrad (Eds.), *The spread of English* (P. 239-276). Rowley, Massachusetts: Newbury House Publishers.
- Cronbach, L. J. (1951). Coefficient alpha and internal structure of tests. *Psychometrika*, 16, 297-334.

- Crookes, G. & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in Human behavior*. New York, New York: Plenum.
- Dornyei, Z. (1990). Conceptualizing motivation in foreign language learning . *Language Learning*, 40, 45-78.
- Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78, 273-284).
- Dornyei, Z., Clement, R., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44, 417-448.
- Ehrman, M. E. & Oxford, R. L. (1995). Cognition plus: Correlates of language learning success. *Modern Language Journal*, 79, 67-89.
- Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *Modern Language Journal*, 70, 28-35.
- Evans, D. W. (1982). *Relations between attitude of Korean businessmen and three types of attainment in English: Global proficiency, intonative performance, and discrete-point academic achievement*. University of Texas Ph.D. Dissertation.
- Fathman, A. (1976). Variables affecting the successful learning of English as second language. *TESOL Quarterly* 10, 433-445.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Gardner, R. C. and Lambert, W. E. (1972). *Attitudes and motivation in*
-

*second language learning*. Rowley, Massachusetts: Newbury House Publishers.

- Gardner, R. C. (1968). Attitudes and motivation: Their role in second language acquisition. *TESOL Quarterly*, 2, 141-150.
- Gardner, R. C. (1980). On the validity of affective variables in second language acquisition: Conceptual, contextual, and statistical considerations. *Language Learning*, 30, 255-270.
- Gardner, R. C. (1983). Learning another language: A true social psychological experiment. *Journal of Language and Social Psychology*, 2, 219-240.
- Gardner, R. C. (1985). *Social psychology and language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (1988). The socio-educational model of second-language learning: Assumptions, findings, and issues. *Language Learning*, 38, 101-126.
- Gardner, R. C., Clement, R., Smythe, P. C., & Smythe, C. L. (1979). *The attitude/motivation test battery\_revised manual* (Research Bulletin No. 15). London, Ontario, Language Research group.
- Gardner, R. C. & MacIntyre, P. D. (1991). An instrumental motivation in language study: who says it isn't effective? *Studies in Second Language Acquisition*, 13, 57-72.
- Gardner, R. C., & MacIntyre, P. D. (1993a). A student's contributions to second language learning: Part II: affective variables. *Language Teaching*, 26, 1-11.
- Gardner, R.C. & MacIntyre, P. D. (1993b). On the Measurement of affective variables in second language learning. *Language*

- Learning*, 43, 157-194.
- Gardner, R. C. (1994). On motivation, research agendas, and theoretical frameworks. *Modern Language Journal*, 78, 359-368.
- Gardner, R. C., mythe, P. C., Clement, R., & Glikzman, L. (1976). Second Language Acquisition: a social psychological perspective. *Canadian Modern Language Review*, 32, 198-213.
- Genesee, F. (1978). Indifferences in second language learning. *Canadian Modern Language Review*, 34, 409-504.
- Gras, S. M. (1983). *Integrative and difficulties second language learners encounter in comprehending informal speech: A study of Korean graduate students attending the University of Texas*. University of Texas. Ph.D. Dissertation.
- Harter, S. & Jackson, B. K. (1992). Trait vs. nontrait conceptualizations of intrinsic/extrinsic motivational orientation. *Motivation and Emotion*, 16, 209-229.
- Heyman, G. D. & Dweck, C. S. (1992). Achievement goals and intrinsic motivation: Their relation and their role in adaptive motivation. *Motivation and Emotion*, 16, 231-247.
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth(Ed.), *Instructional design theories and models* (386-433). Hillsdale, New Jersey: Erlbaum.
- Lee, H. W. (1985). *The relationship between integrative attitudes and listening proficiency in the Korean and Chinese graduate students in the U. S*. Thesis, The University of Texas.
- Lepper, M.R. & Cordova, D. I. (1992). A desire to be taught: Instructional consequences of intrinsic motivation. *Motivation and Emotion*, 16, 187-207.

- Lukmani, Y. M. (1972). Motivation to learn and language Proficiency. *Language Learning*, 22, 261-273.
- Oller, J. W., Jr. (1981). Research on the measurement of affective variables: Some remaining questions. In R. W. Andersen (Eds.), *New dimensions in second language acquisition research* (P. 14-27). Rowley, Massachusetts: Newbury House Publishers.
- Oller, J., & Chihara, T. (1978). Attitudes and attained proficiency in EFL: sociolinguistic study of adult Japanese speakers. *Language Learning*, 28, 55-68.
- Oller, J., Hudson, A., & Liu, P. F. (1977). Attitudes and attained proficiency in EFL: a sociolinguistic study of native speakers of Chinese in the United States. *Language Learning*, 27, 1-27.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical Framework. *Modern Language Journal*, 78, 12-28.
- Pier, H. D., Fu, G. S., & Lee, S. (1980). Analysis of the relationship between language attitudes and English attainment of secondary students in Hong Kong. *Learning Learning*, 30, 289-316.
- Ralph, E. G. (1982). The unmotivated second-language learner: Can students' negative attitudes be changed? *Canadian Modern Language Review*, 38, 493-502.
- Ralph, E. G. (1989). Research on effective teaching: How can it help L2 teachers motivate the unmotivated learner? *Canadian Modern Language Review*, 46, 135-146.
- Ramage, K. (1990). Motivational factors and persistence in foreign



- language study. *Language Learning*, 40, 189-219.
- Rigby, C. S., Deci, E. L., Patrick, B. C., & Ryan, R. M. (1992). Beyond the intrinsic-extrinsic dichotomy: Self-determination in Motivation and learning. *Motivation and Emotion*, 16, 165-185.
- Sadow, S. A. (1994). Concoctions: intrinsic motivation, creative thinking, frame theory, and structured interactions in the language class. *Foreign Language Annals*, 27, 241-251.
- Samimy, K. K., & Tabuse, M. (1992). Affective variables and a less commonly taught language: a study in beginning Japanese classes. *Language Learning*, 42, 377-398.
- Sansone, C. & Morgan, C. (1992). Intrinsic motivation and education: competence in context. *Motivation and Emotion*, 16, 249-269.
- Skehan, P. (1992). Individual differences in second language learning. *Studies in Second Language Acquisition*. 13, 275-298.
- Soh, K. C. (1987). Language use: A missing link? *Journal of Multilingual and Multicultural Development*, 8, 443-449.
- Spolsky, B. (1969). Attitudinal aspects of second language learning. *Language Learning*, 19, 271-283.
- Spolsky, B. (1989). *Conditions for second language learning*. Oxford University Press.
- Strong, M. (1984). Integrative motivation: Cause or effect of successful second language learning. *Language Learning*, 34, 1-14.
- Svanes, B. (1987). Motivation and cultural distance in second language acquisition. *Language Learning*, 37, 341-359.
- Waters, M. & Waters, A. (1992). Study skills and study competence, *English Language Teaching Journal*, 46, 264-273.

## 부록 1

&lt;표 1&gt; 중학생의 미국인에 대한 태도

	미국사람을 어떻게 생각합니까?	중학생								
		1학년			2학년			전체		
		남	여	전체	남	여	전체	남	여	전체
1	미국사람들은 유머와 재치가 있다.	3.60	3.46	3.53	3.20	3.24	3.22	3.40	3.36	3.38
2	미국사람들은 개방적이고 자유분방하다.	3.88	4.08	3.98	3.94	4.17	4.05	3.91	4.12	4.02
3	미국사람들은 특징이 있고 개성이 강하다.	3.99	3.82	3.91	3.71	3.77	3.74	3.85	3.79	3.82
4	미국사람들은 합리적이고 이성적인 사고를 한다.	3.49	3.56	3.52	3.34	3.23	3.29	3.41	3.40	3.41
5	미국사람들은 친절하고 인성이 밝다.	3.19	3.33	3.26	3.20	3.32	3.26	3.20	3.32	3.26
6	미국사람들은 진취적이고 활발하다.	3.60	3.74	3.67	3.52	3.59	3.55	3.56	3.66	3.61
7	미국사람들은 멋있고 부럽다.	2.66	3.01	2.83	2.86	2.82	2.84	2.76	2.92	2.84
8	미국사람들은 개인주의적이고 이기적이다.	2.98	3.17	3.07	3.28	2.89	3.09	3.13	3.04	3.08
9	미국사람들은 결과 속이 다르다.	2.92	2.83	2.88	2.96	2.85	2.91	2.94	2.84	2.89
10	미국사람들은 실리적이고 약속 빠르다.	2.98	3.04	3.01	3.07	3.06	3.07	3.02	3.05	3.04
11	미국사람들은 두렵고 어색하게 느껴진다.	2.61	2.93	2.77	2.67	2.87	2.77	2.64	3.90	2.77
12	미국사람들은 자기 중심적이고 인정이 없다.	2.61	2.82	2.71	2.83	2.60	2.72	2.72	2.71	2.72
13	미국사람들은 거만하고 우월감에 젖어있다.	2.76	2.52	2.64	3.05	2.49	2.78	2.90	2.51	2.71
14	미국사람들은 예의가 바르지 않다.	2.67	2.75	2.71	2.75	2.73	2.74	2.71	2.74	2.73

&lt;표 2&gt; 고등학생의 미국인에 대한 태도

미국사람을 어떻게 생각합니까?		고등학생								
		1학년			2학년			전체		
		남	여	전체	남	여	전체	남	여	전체
1	미국사람들은 유머와 재치가 있다.	3.38	3.34	3.36	3.27	3.11	3.21	3.32	3.23	3.28
2	미국사람들은 개방적이고 자유분방하다.	4.25	4.39	4.32	4.29	4.00	4.17	4.27	4.20	4.24
3	미국사람들은 특징이 있고 개성이 강하다.	3.89	3.91	3.90	3.86	3.83	3.84	3.87	3.87	3.87
4	미국사람들은 합리적이고 이성적인 사고를 한다.	2.98	3.36	3.17	3.22	3.39	3.28	3.12	3.37	3.23
5	미국사람들은 친절하고 인성이 밝다.	3.22	3.19	3.20	3.09	3.34	3.19	3.14	3.26	3.19
6	미국사람들은 진취적이고 활발하다.	3.72	3.70	3.71	3.65	3.66	3.66	3.68	3.68	3.68
7	미국사람들은 멋있고 부럽다.	2.73	2.97	2.85	2.55	2.72	2.62	2.63	2.85	2.73
8	미국사람들은 개인주의적이고 이기적이다.	3.14	3.76	3.45	3.42	3.30	3.37	3.31	3.54	3.41
9	미국사람들은 결과 속이 다르다.	2.80	2.92	2.86	3.32	2.95	3.16	3.10	2.93	3.03
10	미국사람들은 실리적이고 약속 빠르다.	3.04	3.37	3.21	3.42	3.28	3.37	3.27	3.33	3.29
11	미국사람들은 두렵고 어색하게 느껴진다.	2.85	2.71	2.78	2.95	2.73	2.86	2.91	2.72	2.82
12	미국사람들은 자기 중심적이고 인정이 없다.	2.77	2.93	2.85	3.04	2.99	3.02	2.93	2.96	2.94
13	미국사람들은 거만하고 우월감에 젖어있다.	2.89	3.08	2.98	3.29	3.04	3.19	3.13	3.06	3.10
14	미국사람들은 예의가 바르지 않다.	2.86	2.55	2.70	2.80	2.63	2.73	2.82	2.59	2.72

&lt;표 3&gt; 대학생의 미국인에 대한 태도

미국사람을 어떻게 생각합니까?		대학생		
		남	여	전체
1	개성이 강하고 자기주장을 분명히 표시한다	3.84	3.98	3.91
2	매사에 적극적이고 활동적인 것 같다	3.62	3.67	3.64
3	개방적이며 진취적이고 솔직하다	3.46	3.61	3.54
4	합리적이고 이성적이며 과학적인 생활을 한다	3.31	3.19	3.25
5	자유로운 속에서도 규칙을 철저히 지킨다	3.27	3.40	3.33
6	자기 주관이 뚜렷하고 독립심이 강한 것 같다	3.89	3.86	3.87
7	친절하며 착하고 다정한 사람들인 것 같다	2.68	2.82	2.75
8	자만에 가득차 있고 우월의식이 너무 강하다	3.54	3.44	3.49
9	개인주의적이고 이기적인 성향이 짙다	3.75	3.53	3.64
10	겉과 속이 다른 사람들이다	3.10	2.79	2.95
11	인간미가 없는 지독한 실리주의자들이다	2.80	2.50	2.66
12	가족간의 유대가 약한 것 같다	3.44	3.14	3.29
13	배울점은 많지만 동경하지는 않는다	3.89	3.92	3.90
14	정중한 태도와 예의바름이 부족하다	3.33	2.93	3.13

&lt;표 4&gt; 중학생의 영어학습에 대한 태도

영어학습을 어떻게 생각합니까?		중학생								
		1학년			2학년			전체		
		남	여	전체	남	여	전체	남	여	전체
15	영어를 배우는 것은 정말 흥미롭다.	3.52	3.70	3.61	2.80	3.28	3.03	3.17	3.49	3.33
16	영어를 배우는 것을 매우 좋아한다.	3.34	3.56	3.45	2.74	3.21	2.97	3.04	3.39	3.21
17	영어를 배우는 것은 즐겁다.	3.35	3.64	3.49	2.66	3.24	2.94	3.01	3.45	3.22
18	영어를 배우는 것은 어렵지만 재미 있다.	3.51	3.88	3.69	2.96	3.47	3.21	3.24	3.68	3.46
19	영어를 계속해서 배우고 싶다.	3.49	3.80	3.64	2.78	3.53	3.14	3.14	3.67	3.40
20	영어를 배우는 것은 재미없고 지루하다.	2.35	2.22	2.29	2.98	2.62	2.80	2.66	2.41	2.54
21	영어를 배우는 것을 싫어한다.	2.28	2.03	2.16	2.93	2.47	2.71	2.60	2.24	2.43
22	영어를 배우는 것은 어렵고 지겹다.	2.40	2.25	2.33	2.98	2.64	2.81	2.68	2.44	2.56
23	영어를 배우는 필요성을 느끼지 못한다.	2.04	1.95	2.00	2.56	2.00	2.29	2.30	1.97	2.14
24	영어는 배우고 싶은 사람만 배워야 한다.	2.46	2.08	2.27	2.84	2.47	2.66	2.65	2.27	2.46

&lt;표 5&gt; 고등학생의 영어학습에 대한 태도

영어학습을 어떻게 생각합니까?		고등학생								
		1학년			2학년			전체		
		남	여	전체	남	여	전체	남	여	전체
15.	영어를 배우는 것은 정말 흥미롭다.	3.21	3.32	3.26	2.97	3.20	3.06	3.07	3.26	3.15
16.	영어를 배우는 것을 매우 좋아한다.	3.11	3.14	3.13	2.86	3.13	2.97	2.97	3.14	3.04
17.	영어를 배우는 것은 즐겁다.	3.11	3.26	3.19	2.83	3.19	2.97	2.94	3.23	3.07
18.	영어를 배우는 것은 어렵지만 재미있다.	3.32	3.45	3.39	3.17	3.52	3.31	3.23	3.48	3.34
19.	영어를 계속해서 배우고 싶다.	3.37	3.74	3.56	3.50	3.84	3.63	3.44	3.79	3.60
20.	영어를 배우는 것은 재미없고 지루하다.	2.75	2.61	2.68	2.78	2.37	2.62	2.77	2.49	2.65
21.	영어를 배우는 것을 싫어한다.	2.54	2.35	2.44	2.46	2.16	2.34	2.49	2.26	2.39
22.	영어를 배우는 것은 어렵고 지겹다.	2.61	2.60	2.60	2.74	2.46	2.63	2.69	2.53	2.62
23.	영어를 배우는 필요성을 느끼지 못한다.	1.94	1.78	1.86	1.74	1.61	1.69	1.82	1.70	1.77
24.	영어는 배우고 싶은 사람만 배워야 한다.	2.61	2.56	2.58	2.65	2.37	2.53	2.63	2.46	2.56

&lt;표 6&gt; 대학생의 영어학습에 대한 태도

영어학습을 어떻게 생각합니까?		대학생		
		남	여	전체
15.	꼭 배워야 한다고 생각한다	4.36	4.36	4.36
16.	영어학습은 재미 있다	3.18	3.29	3.24
17.	영어학습을 하는 것을 좋다고 생각한다	3.77	3.98	3.87
18.	영어학습에 흥미를 느낀다	3.28	3.43	3.35
19.	영어공부는 계속 할 것이다	4.24	4.22	4.23
20.	영어학습을 하는 것은 기쁘다	2.91	3.05	2.98
21.	영어학습은 어렵고 힘들다	3.74	3.75	3.75
22.	모든 학생이 반드시 배울 필요는 없다	3.19	3.15	3.17
23.	영어학습은 즐겁지 못하다	2.84	2.77	2.81
24.	절실하게 필요성을 느끼지 못한다	1.92	1.97	1.95
25.	필요하지만 배우기 싫다	2.72	2.56	2.64
26.	어쩔수 없이 배우고 있는 것 같다	2.94	2.72	2.83

&lt;표 7&gt; 중학생의 영어 학습동기

내가 영어를 배우는 이유는?		중학생								
		1학년			2학년			전체		
		남	여	전체	남	여	전체	남	여	전체
25	세계화에 대비하기 위해서	3.83	4.13	3.98	3.93	3.84	3.89	3.88	3.99	3.93
26	부모님의 권유와 지도 때문에	2.86	2.49	2.68	3.15	2.81	2.98	3.00	2.64	2.83
27	흥미 및 재미가 있어서	3.17	3.47	3.32	2.71	3.14	2.92	2.95	3.61	3.12
28	영어가 세계의 공용어이기 때문에	3.98	3.90	3.94	3.73	3.87	3.80	3.86	3.89	3.87
29	영어는 필수 중요과목이므로	3.54	3.60	3.57	3.47	3.68	3.57	3.51	3.64	3.57
30	대학교에 가기 위해서	3.08	2.73	2.91	3.16	3.32	3.24	3.12	3.02	3.07
31	해외여행을 할 때 의사소통을 위해서	3.80	3.86	3.83	3.63	3.72	3.68	3.71	3.79	3.75
32	외국인과 대화를 하기 위해서	3.72	3.71	3.71	3.46	3.48	3.47	3.59	3.60	3.59
33	좋은 직업을 가지기 위해서	3.70	3.17	3.44	3.51	3.45	3.48	3.60	3.30	3.46
34	사회생활에 필수적이고 사회생활을 잘하기 위해서	3.75	3.81	3.78	3.71	3.79	3.75	3.73	3.80	3.76
35	친구들에게 뒤지지 않기 위해서	3.42	2.98	3.20	3.16	3.00	3.08	3.29	2.99	3.14
36	유학을 가기 위해서	2.64	2.76	2.70	2.60	2.76	2.68	2.62	2.76	2.69
37	영어를 좋아하기 때문에	3.25	3.29	3.27	2.51	2.94	2.72	2.89	3.12	3.00
38	영어를 배우고 싶어서	3.25	3.52	3.38	2.66	3.04	2.85	2.96	3.29	3.12
39	다른사람에게 유식하게 보이려고	2.19	2.06	2.13	2.11	2.01	2.06	2.15	2.04	2.10
40	교양과 지식을 쌓기 위해서	3.34	3.39	3.36	3.21	3.14	3.18	3.28	3.27	3.27
41	남들이 다 배우니까	2.56	2.42	2.49	2.83	2.82	2.82	2.69	2.61	2.65
42	미래의 꿈을 이루기 위해서	3.82	3.65	3.73	3.79	3.59	3.69	3.80	3.62	3.71
43	영어로 된 책, 비디오, TV, 영화 및 팝송을 쉽게 접하기 위해서	3.71	3.47	3.59	3.26	3.37	3.31	3.49	3.42	3.64 6
44	무식한 사람이 되지 않기 위해서	3.45	3.09	3.27	3.55	3.12	3.34	3.50	3.10	3.30
45	다른 나라의 문화나 역사를 이해하기 위해서	3.48	3.58	3.53	3.25	3.29	3.27	3.36	3.44	3.40
46	출세하기 위해서	3.11	2.34	2.73	3.19	2.73	2.97	3.15	2.53	2.85
47	영어를 모르면 생활하는데 불편할 것 같아서	3.50	3.56	3.53	3.43	3.35	3.39	3.47	3.46	3.46
48	영어를 유창하게 잘하는 사람이 부러워서	3.21	3.07	3.14	2.73	2.84	2.78	2.98	2.96	2.97

	내가 영어를 배우는 이유는?	중학생								
		1학년			2학년			전체		
		남	여	전체	남	여	전체	남	여	전체
49	영어를 통한 정보를 얻기 위해서	3.56	3.59	3.58	3.35	3.20	3.28	3.46	3.40	3.43
50	영어는 일상생활에 많이 쓰이므로	3.97	3.87	3.92	3.49	3.70	3.59	3.73	3.79	3.76
51	주위에 영어로 된 것이 많고 이런 것들을 다 알기 위해서	3.76	3.63	3.69	3.52	3.50	3.51	3.64	3.57	3.60
52	전문서적이 영어로 된 것이 많으므로	3.23	3.27	3.25	3.23	3.18	3.21	3.23	3.23	3.23
53	사람들이 영어를 중요하다고 여기기 때문에	3.42	3.13	3.28	3.32	3.50	3.41	3.37	3.31	3.34
54	견문을 넓히기 위해서	3.36	3.68	3.52	3.28	3.52	3.40	3.32	3.60	3.46
55	실생활에 활용하기 위해서	3.80	3.79	3.79	3.51	3.49	3.50	3.66	3.64	3.65
56	외국 사람, 외국 것과 친숙해지기 위해서	3.44	3.52	3.48	3.21	3.29	3.25	3.33	3.41	3.37
57	영어를 잘해야 다른 사람들에게 인정을 받으므로	3.08	2.79	2.94	2.89	2.85	2.87	2.99	2.82	2.90
58	영어를 배우지 않으면 시대에 뒤 떨어지므로	3.55	3.05	3.31	3.41	3.27	3.34	3.48	3.15	3.32
59	다른 사람보다 앞서가기 위해서	3.59	3.42	3.51	3.34	3.19	3.27	3.47	3.31	3.39
60	다른 과목보다 공부하기가 쉽기 때문에	2.58	2.50	2.54	2.17	2.21	2.19	2.38	2.36	2.37
61	영어를 배움으로써 자기 만족을 느낄 수 있으므로	3.24	3.52	3.38	2.72	3.05	2.88	2.99	3.29	3.14
62	지적능력의 향상을 위해서	3.29	3.47	3.38	3.16	3.07	3.12	3.23	3.28	3.25
63	영어를 잘하면 다른 외국어도 쉽게 배울 수 있으니까	3.17	3.43	3.30	3.06	3.04	3.05	3.12	3.24	3.28
64	자기발견을 위하여	4.03	4.02	4.02	3.66	3.85	3.75	3.85	3.94	3.89
65	가장 많이 접할 수 있는 외국어이니까	3.85	3.82	3.84	3.74	3.65	3.70	3.80	3.74	3.77
66	영어에 대한 호기심과 동경심 때문에	3.04	3.36	3.20	2.70	3.09	2.89	2.87	3.23	3.05
67	영어단어를 외우면 기억력이 좋아지기 때문에	2.91	2.70	2.81	2.44	2.61	2.52	2.68	2.65	2.67
68	영어는 어느 분야에나 중요하므로	3.57	3.64	3.61	3.27	3.56	3.41	3.42	3.60	3.51
69	편말을 하기 위하여	2.41	2.50	2.46	2.30	2.65	2.47	2.36	2.57	2.46
70	외국인 친구를 사귀기 위해서	2.91	2.96	2.94	2.58	2.76	2.66	2.75	2.86	2.80
71	지적욕구 때문에	2.48	3.11	2.79	2.77	2.63	2.70	2.62	2.88	2.75
72	시기적으로 영어의 중요성이 증대되므로	3.39	3.67	3.53	3.65	3.61	3.63	3.52	3.64	3.58
73	영어는 필수적으로 알아야 하니까	3.75	3.75	3.75	3.64	3.73	3.69	3.69	3.74	3.72
74	영어가 중요하다고 생각되기 때문에	3.86	3.94	3.90	3.60	3.76	3.68	3.73	3.85	3.79

&lt;표 8&gt; 고등학생의 영어 학습동기

	내가 영어를 배우는 이유는?	고등학생								
		1학년			2학년			전체		
		남	여	전체	남	여	전체	남	여	전체
25	세계화에 대비하기 위해서	3.76	4.07	3.92	4.01	4.10	4.04	3.91	4.08	3.99
26	부모님의 권유와 지도 때문에	2.59	2.57	2.58	2.47	2.39	2.44	2.52	2.48	2.50
27	흥미 및 재미가 있어서	2.98	3.19	3.08	2.85	3.09	2.94	2.90	3.14	3.01
28	영어가 세계의 공용어이기 때문 에	3.87	4.06	3.96	3.99	4.15	4.06	3.94	4.11	4.01
29	영어는 필수 중요과목이므로	3.70	3.89	3.79	3.85	3.82	3.84	3.79	3.85	3.82
30	대학교에 가기 위해서	3.76	3.60	3.68	3.78	3.65	3.73	3.78	3.62	3.71
31	해외여행을 할 때 의사소통을 위해서	3.66	3.98	3.82	3.88	4.14	3.98	3.79	4.06	3.91
32	외국인과 대화를 하기 위해서	3.51	3.75	3.63	3.69	3.99	3.81	3.61	3.87	3.73
33	좋은 직업을 가지기 위해서	3.95	3.87	3.91	3.87	3.91	3.89	3.90	3.89	3.90
34	사회생활에 필수적이고 사회생 활을 잘하기 위해서	3.98	4.13	4.06	3.85	4.03	3.92	3.90	4.08	3.98
35	친구들에게 뒤지지 않기 위해서	3.33	3.29	3.31	3.10	3.00	3.06	3.19	3.15	3.17
36	유학을 가기 위해서	2.47	2.97	2.72	2.42	2.94	2.62	2.44	3.95	2.67
37	영어를 좋아하기 때문에	2.78	2.94	2.86	2.65	2.96	2.77	2.70	2.95	2.81
38	영어를 배우고 싶어서	2.77	3.21	2.98	2.88	3.29	3.05	2.84	3.24	3.02
39	다른사람에게 유식하게 보이려 고	2.35	2.26	2.30	2.01	2.20	2.09	2.15	2.23	2.19
40	교양과 지식을 쌓기 위해서	3.19	3.49	3.34	3.32	3.33	3.33	3.27	3.42	3.33
41	남들이 다 배우니까	2.76	2.91	2.84	2.81	2.86	2.83	2.79	2.88	2.83
42	미래의 꿈을 이루기 위해서	3.67	4.07	3.84	3.91	4.04	3.96	3.81	4.06	3.92
43	영어로 된 책, 비디오, TV, 영화 및 팝송을 쉽게 접하기 위해서	3.41	3.76	3.59	3.42	3.69	3.53	3.42	3.73	3.55
44	무식한 사람이 되지 않기 위해 서	3.32	3.38	3.35	3.54	3.48	3.52	3.45	3.43	3.44
45	다른 나라의 문화나 역사를 이 해하기 위해서	3.13	3.34	3.24	3.09	3.27	3.16	3.11	3.31	3.19
46	출세하기 위해서	3.29	3.04	3.16	3.16	2.97	3.08	3.21	3.01	3.12
47	영어를 모르면 생활하는데 불편 할 것 같아서	3.30	3.77	3.54	3.44	3.48	3.46	3.38	3.63	3.49
48	영어를 유창하게 잘하는 사람이 부러워서	2.81	3.58	3.26	2.99	3.37	3.14	2.92	3.47	3.17



내가 영어를 배우는 이유는?	고등학생									
	1학년			2학년			전체			
	남	여	전체	남	여	전체	남	여	전체	
49	영어를 통한 정보를 얻기 위해서	3.24	3.56	3.40	3.50	3.42	3.47	3.39	3.49	3.44
50	영어는 일상생활에 많이 쓰이므로	3.41	3.88	3.64	3.52	3.68	3.58	3.47	3.78	3.61
51	주위에 영어로 된 것이 많고 이런 것들을 다 알기 위해서	3.46	3.69	3.58	3.50	3.51	3.50	3.48	3.60	3.54
52	전문서적이 영어로 된 것이 많으므로	3.05	3.38	3.22	3.27	3.29	3.28	3.18	3.34	3.25
53	사람들이 영어를 중요하다고 여기기 때문에	3.18	3.46	3.32	3.32	3.35	3.33	3.26	3.41	3.33
54	전문을 넓히기 위해서	3.48	3.87	3.68	3.55	3.85	3.67	3.52	3.86	3.67
55	실생활에 활용하기 위해서	3.48	3.91	3.70	3.61	3.94	3.74	3.56	3.92	3.72
56	외국사람, 외국 것과 친숙해지기 위해서	3.09	3.40	3.25	3.27	3.49	3.36	3.19	3.45	3.31
57	영어를 잘해야 다른 사람들에게 인정을 받으므로	3.13	3.22	3.08	3.01	2.91	2.97	3.06	3.07	3.06
58	영어를 배우지 않으면 시대에 뒤 떨어지므로	3.33	3.67	3.50	3.60	3.35	3.50	3.49	3.52	3.50
59	다른 사람보다 앞서가기 위해서	3.38	3.61	3.49	3.56	3.48	3.53	3.49	3.55	3.51
60	다른 과목보다 공부하기가 쉽기 때문에	2.20	2.25	2.22	2.09	2.18	2.13	2.13	2.22	2.17
61	영어를 배움으로써 자기 만족을 느낄 수 있으므로	2.64	3.29	2.96	2.69	3.01	2.82	2.67	3.15	2.88
62	지적능력의 향상을 위해서	3.10	3.53	3.31	3.30	3.33	3.31	3.22	3.43	3.31
63	영어를 잘하면 다른 외국어도 쉽게 배울 수 있으니까	2.75	3.07	2.91	2.80	2.90	2.84	2.78	2.99	2.87
64	자기발전을 위하여	3.86	4.21	4.03	3.88	4.06	3.96	3.87	4.14	3.99
65	가장 많이 접할 수 있는 외국어이니까	3.69	3.98	3.83	3.88	3.90	3.89	3.80	3.94	3.86
66	영어에 대한 호기심과 동경심 때문에	2.67	3.10	2.89	2.64	2.94	2.76	2.65	3.02	2.82
67	영어단어를 외우면 기억력이 좋아지기 때문에	2.32	2.31	2.31	2.10	2.03	2.07	2.19	2.17	2.18
68	영어는 어느 분야에나 중요하므로	3.65	3.85	3.75	3.73	3.73	3.73	3.69	3.79	3.74
69	펜팔을 하기 위하여	2.20	2.74	2.47	2.11	2.53	2.28	2.14	2.64	2.36
70	외국인 친구를 사귀기 위해서	2.30	3.02	2.66	2.38	2.95	2.61	2.35	2.98	2.63
71	지적육구 때문에	2.57	3.29	2.93	2.68	2.89	2.77	2.64	3.09	2.84
72	시기적으로 영어의 중요성이 증대되므로	3.77	4.15	3.96	4.01	3.83	3.94	3.91	3.99	3.95
73	영어는 필수적으로 알아야 하니까	3.66	4.09	3.88	3.84	3.74	3.80	3.77	3.92	3.84
74	영어가 중요하다고 생각되기 때문에	3.94	4.08	4.01	3.91	4.09	3.98	3.92	4.08	3.99

&lt;표 9&gt; 대학생의 영어 학습동기

내가 영어를 배우는 이유는?		대학생		
		남	여	전체
27	취직을 하기 위해서	3.62	3.66	3.64
28	세계화에 발 맞추기 위해서	3.70	3.66	3.68
29	해외에 여행을 하기 위해서	3.31	3.41	3.36
30	외국인과 대화를 하기 위해서	3.70	3.56	3.63
31	사회생활을 하는데 필요하기 때문에	3.90	4.38	4.13
32	영어는 세계의 공통어 이므로	3.72	3.75	3.74
33	영어권 문화나 관습을 이해하기 위해서	2.93	3.05	2.99
34	남들이 다하기 때문에	2.64	2.70	2.67
35	재미가 있기 때문에	2.57	2.94	2.75
36	학점취득을 위해서	3.24	3.37	3.30
37	자기의 발전을 위해서	3.84	3.99	3.92
38	모든 시험의 기본과목이므로	3.57	3.55	3.56
39	다른사람에게 뒤지지 않기 위해서	3.67	3.67	3.67
40	회사에서 진급을 하기 위해서	3.59	3.49	3.54
41	안하면 안되기 때문에	3.65	3.80	3.72
42	취직을 좋은 곳에 하기 위해서	3.69	3.69	3.69
43	흥미가 있기 때문에	2.96	3.21	3.08
44	사고와 생활의 폭을 넓히기 위해서	3.24	3.33	3.29
45	잘살기 위해서	3.33	3.20	3.27
46	사회의 요구 때문에	3.71	3.72	3.72
47	영어의 필요성을 느끼기 때문에	4.00	4.07	4.04
48	현실적으로 매우 중요하기 때문에	4.16	4.01	4.08
49	나 자신의 교양을 넓히기 위해서	3.32	3.59	3.45
50	주위에서 해야 한다고 강조하기 때문에	3.08	3.07	3.08
51	폭 넓은 지식을 얻기 위해서	3.37	3.46	3.41

내가 영어를 배우는 이유는?		대학생		
		남	여	전체
52	영어를 정통하고 싶어서	2.95	3.10	3.02
53	외국인과 사귀고 싶어서	2.86	2.88	2.87
54	해외에서 생활할 것에 대비해서	3.17	3.07	3.12
55	장차 언젠가 유용하게 사용하기 위해서	3.94	3.88	3.91
56	웬지 영어가 좋아서	2.59	2.82	2.70
57	영어를 통한 정보를 얻기 위해서	3.42	3.34	3.38
58	유학을 가기 위해서	3.30	3.15	3.22
59	보다 더 나은 생활을 위해서	3.54	3.52	3.53
60	유식하게 보이기 위해서	2.35	2.35	2.35
61	외국어를 배운다는 나의 만족때문에	2.81	3.06	2.93
62	멋있기 때문에	2.25	2.22	2.24
63	영어 하나 정도는 마스터 해야 되기 때문에	3.54	3.60	3.57
64	영어권 사람과 접촉하기 위한 방법으로	3.38	3.27	3.33
65	사회에서 큰 비중을 차지하고 있기 때문에	3.89	3.90	3.89
66	내 자신의 능력의 향상을 위해서	3.76	3.94	3.85
67	외국어를 배우고 싶어서	3.14	3.43	3.28
68	서구사회에 대한 동경 때문에	1.78	2.03	1.90
69	새로운 언어를 접하는 것은 좋은 경험이 되므로	3.54	3.56	3.55

## 어문연구 논문 연도별 색인

(Index to Language &amp; Literature Research Vol 1~6)

## 제1권 (1991년 2월)

- My View on ELT in Korea and Some Practical Suggestions  
 . . . . . 김영철 . . . 5
- 셰익스피어 소넷의 울격변용과 의미의 상관성  
 . . . . . 박옥선 . . . 17
- 長明・兼好の無常觀, 人生觀比較考察  
 - [方文記] [徒然草]を中心に . . . . . 장진수 . . . 37
- Student Centered Trends and the Teacher's Role  
 . . . . . 김영철 . . . 57
- D.H. Lawrence의 자아추구  
 - (A) Paul의 자아 . . . . . 박정길 . . . 79

## 제2권 (1992년 2월)

- 韓國俗語와 美國俗語와의 比較 研究  
 . . . . . 박배영 . . . 11