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# 영어 학습자의 학습 동기에 영향을 미치는 요인

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## Factors Affecting English Learners' Learning Motivation

Shin, Myeong-Hee\*, Kim, Kwang-hwan\*\*

**요 약** 같은 교실 환경에서 서로 다른 학업성취의 차이를 나타내는 원인을 학습자의 학습 동기의 차이에서 그 원인을 찾고, 통합적, 도구적 그리고 소극적 동기에서 인문학 전공 대학생들과 일반 전공 대학생들의 영어 학습 동기에 영향을 미치는 요소를 2012년 3월부터 6월까지 D대학 학생 182명을 대상으로 고찰해 보았다. 일반적으로 학습동기에 가장 영향을 미치는 요소는 좋은 직업을 얻고자하는 동기가 크게 유의했고 통합적, 도구적 그리고 소극적 동기가 모두 유의미한 결과를 가져왔으나 통합적, 도구적 동기와 달리 소극적 동기의 경우 인문학 전공학생보다는 일반 전공학생들이 더 유의미한 차이를 보였다. 인문계 학생들에게 있어서 유의미하게 작용하는 동기 요소에는 학습내용과 교사가 크게 영향을 주는 것으로 나타났다.

**주제어** : 학습 동기, 통합적 동기, 도구적 동기, 소극적 동기, 동기요소

**Abstract** This study aims to investigate the relationship between various motivational factors and to identify other causative components affecting English learners' learning motivation(From March to Jun, 2012). In case of integrative motivation and instrumental motivation, there was a statistically significant difference among those who have studied in other countries. However, in the case of negative motivation, there was a statistically significant difference among those who have no learning experience in other countries. English learners' learning motivation between the students majoring in Liberal Arts and Others, learning contents and teaching methods were significant factors.

**Key Words** : motivational factors, integrative motivation, instrumental motivation, negative motivation, English learners' learning motivation

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### 1. Introduction

As an international language, the importance of English education is tremendously increasing in international academic societies. However, students in most English classes can be divided into mainly two groups. The first group tends to develop their English skills relatively easily. The other shows little or no progress, even after studying with the same teacher, using the same curriculum, or in the same learning

environment. What is the reason for them to be different?

Previous research reports that there is a big motivational difference between students taking mandatory and elective English courses, which focus on curriculum and language skills as the main academic objective[1]. Since late 20th century, psychometric domination has been a key element in second language learning (L2), which many researchers regarded as affective variables in second language

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learning. Among those variables, it was mentioned that students' motivation is one of the constructs for successful second language learning, and a factor teachers tend to be sensitive about[2]. Every learner has different motivation with different degrees. For successful second language(L2) or foreign language learning (FL), one important research areas is 'motivation' in classes.

Language learners' motivation is considered one of the critical factors which influence learning results [3][4].

Gardner and Lambert[4] classified motivational orientation into two modes; one is instrumental motivation, which means the purpose of language learning reflects more utilitarian value of linguistic achievement such as getting a job—the other, integrative motivation. This seems to suggest that one of the purpose of language learning is gaining acceptance in other cultures, and a desire to interact with other communities with an open-mind. After Gardner and Lambert[4] argued for the importance of instrumental and integrative motivation, some researchers[5][4] began to emphasize the importance of integrative motivation on language learning, while others [6][7] starting asserting that instrumental motivation plays a critical role in language learning. TY Kim[8] and Lamb[9] claimed that the influence of each motivational factor may be different depending on the context; influence of integrative motivation may be stronger among ESL learners while the instrumental motivation may be stronger among EFL learners.

Such motivation may be a multifaceted stimulus rather than a uniformed reaction. This means there are correlations between each other. Certain complexities surrounding motivation cannot be fully explained through the integrative-instrumental dichotomy[10]. That is why Dörnyei[2] indicated the limitation of Gardner's motivation model. Motivational factors are diverse and the debate over the most influential factors in language learning has not reached a consensus. Factors commonly discussed are comparisons between

instrumental and integrative, intrinsic and extrinsic factors.

Therefore, this study aims to investigate the relationship between various motivational factors and to identify other causative components affecting English learners' learning motivation.

## 2. Method

### 2.1 Participants

During the spring semester of 2012, 182 university students participated in this study. All of them have been learning English as a study subject. If the students attended several courses, only the first data was used; since those accepted as the student-subjects may indirectly influence the research data. Consequently, foreign students were excluded from this study.

### 2.2 Research Method

The participants were asked to the questionnaire at the end of the spring semester 2012. For the questionnaire, 20-items were selected in order to measure the participants' motivation. Variables representing the demographic and economic characteristics of this study are students' age, sex, and grade. The 7 motivation factors of English learners' learning motivation are selected from previous research; (1) to get a good job, (2) to communicate with foreigners from English speaking countries, (3) to develop professional knowledge, (4) to foster linguistic requirements, (5) to develop self expertise, (6) for immigration, (7) for international marriage.

For the questions relating to how students study English, there were 5 questions; (1) schooling, (2) internet, (3) private institution, (4) tutoring, (5) self study. 5 environmental factors of English learners' learning motivation; (1) teaching methods, (2) learning content, (3) group members, (4) learners, and (5) teacher. A total of twenty questions were selected.

Scoring is [ 1 point for yes], [0 point for no] for each of the questions answered. Configuration validity of the factors, (1) learning motivation, (2) English learning motivation, (3) other related factors for appropriate questionnaire usually by yes or no (table1).

〈Table 1〉 Validity test for questionnaire

\*p<0.05

questions	Factors		
	Variables for Learning Motivation	Variables for English Learning Motivation	Others
Self study	<b>0.844</b>	-0.056	0.144
Learning content	<b>0.777</b>	0.106	0.219
Teacher	<b>0.763</b>	-0.082	0.131
Group member	0.749	-0.101	0.031
Teaching methods	0.736	0.142	0.016
Emigration	-0.202	<b>0.667</b>	0.463
Self expertise	-0.256	<b>0.664</b>	0.121
Professional knowledge	0.061	<b>0.588</b>	-0.140
Linguistic acquirements	0.132	0.521	-0.344
Communication	0.198	0.429	0.070
Getting good jobs	0.261	0.393	-0.316
International marriage	0.171	0.172	<b>0.513</b>
Eigenvalue	3.289	1.895	1.163

In case of variables for learning motivation, questions of self study, Learning content, and teacher are highly related. Questions about emigration, self expertise, and professional knowledge, are affected to the variables for English Learning Motivation. Also, international marriage is affected to the variables for questions of other factors.

### 2.3 Data Analysis

The statistic program, SPSS Win(ver.11) was used for the statistical data analysis for this paper. In order to understand existing variables, and relevance of English learners' learning motivation between the

students from liberal arts and from other majors, t-test and multiple regressions were used. All the levels of significance are set at p<0.05.

## 3. Result

### 3.1 Demographic information of the participants

There were two groups of one hundred eighty-two students who participated in the research. "Group A" consisted of 46 male students and 48 female students, of which most of them (34.0%) were Sophomores. The students of group B are majoring in liberal arts. In "Group B", there were 36 male students and 52 female students, of which most of them (35.2%) were Sophomores. About half the students in both groups are affiliated with religion. Table 1 shows the demographic information of the participants' genders, school years, and religious affiliation of the research subjects.

〈Table 2〉 Demographic Information of the Participants

\*p<0.05

General characteristics	Other majors	Liberal arts major	Total
sex			
Male	46(48.9)	36(40.9)	82(45.1)
Female	48(51.1)	52(59.1)	100(54.9)
Religion			
Have	45(47.9)	42(47.7)	87(47.8)
don't have	49(52.1)	46(52.3)	95(52.2)
Grade			
Freshman	9( 9.6)	22(25.0)	31(17.0)
Sophomore	32(34.0)	31(35.2)	63(34.6)
Junior	31(33.0)	18(20.5)	49(26.9)
Senior	22(23.4)	17(19.3)	39(21.4)
Total	94(100.0)	88(100.0)	182(100.0)

### 3.2 Factors of English Learners' Learning Motivation

The factor of English learners' learning motivation, to get a good job is as significant as the p-value of 0.084. That means that there is not big difference between two groups which are the students majoring

Liberal arts and majoring others.

<Table 3> Factors of English Learners' Learning Motivation \*p<0.05

Factors	Other majors	Liberal arts major	Total	p-value
To get a good job	0.72 ±0.45	0.60 ±0.49	0.66 ±0.47	<b>0.084</b>
To communicate with foreigners	0.50 ±0.50	0.48 ±0.50	0.48 ±0.50	0.761
To develop professional knowledge	0.07 ±0.26	0.11 ±0.32	0.09 ±0.29	0.367
To foster linguistic acquisitions	0.25 ±0.43	0.31 ±0.46	0.28 ±0.45	0.351
To develop self expertise	-	0.01 ±0.10	0.01 ±0.07	0.303
To emigration	0.01 ±0.10	0.04 ±0.20	0.03 ±0.16	0.153
To international marriage	0.02 ±0.15	0.02 ±0.14	0.02 ±0.14	0.947

### 3.3 Factors Relating to How Students Study English

In case of the factors affecting how to study English, All the factors are not significant between students majoring liberal arts and others as table 4 shows.

<Table 4> How to study English \*p<0.05

How to study	Other majors	Liberal Arts Major	Total	p-value
Schooling	0.68 ±0.47	0.74 ±0.44	0.70 ±0.46	0.394
Internet	0.21 ±0.41	0.29 ±0.48	0.25 ±0.43	0.202
Private institution	0.32 ±0.47	0.26 ±0.44	0.29 ±0.45	0.315
Tutoring	0.10 ±0.10	0.04 ±0.21	0.03 ±0.16	0.153
Self study	0.56 ±0.49	0.56 ±0.49	0.56 ±0.49	0.953

### 3.4 Environmental Factors of English Learners' Learning Motivation

Among the environmental factors of English learners' learning motivation, students majoring liberal

arts and others, there is no big difference as table 5 shows.

<Table 5> Environmental Factors of English Learners' Learning Motivation

Environmental factor	Other majors	Liberal Arts Major	Total
Teaching methods	1.50±0.60	1.60±0.55	1.54±0.58
Learning content*	1.78±0.41	1.59±0.58	1.69±0.50
Group members	1.59±0.55	1.46±0.68	1.53±0.62
Learners, I	1.77±0.42	1.69±0.55	1.73±0.49
Teacher	1.61±0.55	1.59±0.60	1.60±0.57
*p<0.05			

### 3.5 English Learners' Learning Motivation Based on Learning Experience In Foreign Countries

According to their learning experiences in foreign countries, all the factors of English learners' learning motivation are significant as table 6 shows.

<Table 6> English Learners' Learning Motivation Based on Learning Experience In Foreign Countries

Staying Experience	No	Yes	Total
Integrative***	0.11±0.12	0.22±0.18	0.14±0.14
Instrumental*	0.42±0.28	0.53±0.28	0.44±0.28
Negative**	0.16±0.26	0.03±0.13	0.13±0.24
*p<0.05, **p<0.01, ***p<0.001			

In case of integrative motivation and instrumental motivation, there was a statistically significant difference among those who have studied in other countries. However, in the case of negative motivation, there was a statistically significant difference among those who have no learning experience in other countries.

### 3.6 English Learners' Learning Motivation Between The Students Majoring In Liberal Arts and Others.

In case of factors of learning content and teaching methods are affective to the students who are majoring in liberal arts. Table 7 shows the students majoring in liberal arts are significant rather than the students majoring in others.

<Table 7> English Learners' Learning Motivation Between The Students Majoring In Liberal Arts and Others.

Variable	B	표준오차
Learning content	-0.335	0.083***
Teaching methods	0.234	0.073***
Constant	0.688	0.130
R square	0.299	

## 4. Discussion

This study explored motivational factors that contributed to English learners' learning motivation. From the result of the data analysis, students are highly motivated for the purpose of getting a good job. That means, instrumental motivation is higher than integrative one. Contrary to other research[4][5], this study found that the mean for integrative motivation was higher than that of instrumental motivation. Students who have had experience of studying abroad were more motivated to learn English than students who have not studied overseas. In case of English learners' learning motivation between the students majoring in Liberal Arts and Others, learning contents and teaching methods were significant factors. This study was somewhat limited, so applying the findings to others areas of English education should avoided. The sample, one hundred eighty two students was quite narrow in terms of size. A wider range of participants is needed to be included for future research

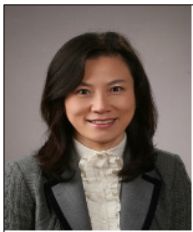
in this area. Moving forward, more integrated research is needed. More comparisons among integrative, instrumental and negative motivation could provide language educators with meaningful insights.

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