USING LEARNER EDUCATION TO INCREASE STUDENTS' EXPECTANCY OF, AND MOTIVATION TO LEARN ENGLISH

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by

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ABSTRACT

This paper considers poorly motivated false beginner Korean college students in terms of the Expectancy-Value Model of Motivation, and suggests that the main concern for such students is their low expectancy of success. After presenting some background data collected on these students, this paper next experimentally explores two ways to combat the issue of low expectancy of success in these students. One is to develop an inventory of classroom activities with a high expectancy of success, and the other is to explain to such students the purposes and benefits of differing classroom activities to increase their expectancy of success. While more work is needed, this paper's results tentatively suggest that both strategies show promise.

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CONTENTS

1 INTRODUCTION

The importance of learning English cannot be understated within the Korean context. For high school students, English marks comprise 20% of their University Entrance Exam score. For those seeking employment, tests such as the TOEIC often act as initial gatekeepers to disqualify numerous applicants (Kang 2004). Yet, despite this, as well as the time, money and resources dedicated towards improving their English abilities, many Korean students seem unable to develop proficient English skills.

While the reasons for this are varied, it does seem for at least one type of student, the poorly motivated false beginner Korean college student, the greatest barrier to learning is not related to materials or methods, but results from a lack of effort due to a lack of motivation. Although Brown seems somewhat dismissive of the simplistic excuse of motivation when noting, "motivation is probably the most frequently used catch-all term for explaining the success or failure of any complex task" (2000:160), the reality for these students is that their lack of motivation does appear to be their greatest roadblock.

This paper is an attempt to understand some of the reasons for poorly motivated false beginner Korean college students' lack of motivation by first considering these students' educational experiences. This will then be followed by a look at relevant aspects of motivation, and an integration of these students' experiences with general theories of motivation, and specifically with the Expectancy-Value Model of Motivation as most recently described by Wigfield and Eccles (2000). Utilizing this model, this paper will next try to identify classroom activities that provide such students with an expectancy of success, and a motivation to learn, as well as look for a relationship between these two constructs. Lastly, this paper will investigate an attempt at increasing students' expectancy of success in an effort to increase their subsequent motivation.

2 THE KOREAN EDUCATIONAL SYSTEM

2.1 Korean Education - Traditional Roles

While undergoing significant changes in the past two decades, the educational systems and traditional teacher roles in many East Asian countries have often been seen to be based on a cultural heritage of Confucinist values (Jang and Kim 2004). Confucinist educational perspectives in part teach that in return for their parents' dedication and sacrifices, students must study hard and excel in school (Paik 2005). Within a Confucian influenced classroom it is considered proper for students to listen and obey the teacher, with asking questions seen as a challenge to the teachers' authority, and hence considered inappropriate (Cheng 2000). It is for this reason that Confucian values and teacher centred classrooms are often cited as a cause of students' passivity and reluctance to speak out in class (Cheng 2000).

Such passivity corresponds to observations that typical Korean classrooms are teacher centred (Park and Oxford 1998), and suggests that there may now exist a self-sustaining cycle of teacher dominated, passive learning classroom environments.

Such a classroom environment is however not limited to East Asia. Although generally writing about Middle Eastern learners, McDevitt referencing Freire and Faundez's work (1989 in McDevitt 2004) suggests that "learners in many parts of the world are often uneasy with the notion of negotiation and dialogue, seeing it as a sign of weakness on the part of the teachers". A point emphasised by Holliday in reference to an Egyptian PhD holder's "belief that his students could not conceive of learning unless he was teaching, i.e. giving factual information" (1994 in McDevitt 2004).

Effectively, the language teachers' role in many cultures is to know the rules, teach the rules, give opportunities for students to practice the rules, and test students' ability to use the rules (McDevitt 2004). Within the Korean context, one outcome of such a teacher controlled classroom seems to be the belief that if a student does well, the teacher and school are considered to be superior, while if the student does poorly, the opposite is true.

2.2 The Present Korean Public Educational System

While Confucian values have traditionally promoted respect for the teacher, the modern reality seems quite different. Korean teachers and the Korean educational system have lost much respect. Jang and Kim (2004) note that despite international praise, the Korean education system has been criticized internally over many years for issues such as mechanical learning, memorization, perfunctory instruction, and producing students who lack creativity, flexibility and the ability to learn on their own. More recent criticisms include the generally overall low academic ability of college students (Jang and Kim 2004).

Kim (1998) further notes that English education in Korea has always been criticised for producing structurally component, communicatively impoverished students. Like in other Asian countries (Yang 2003), English teaching in Korean high schools tends to be heavily oriented towards scoring well on The University Entrance Exam, often at the expense of communicative ability. Jang and Kim note that "some Korean high schools, despite emphasising foreign language skills, fail to deliver on this" (2004) and as Kim points out, "Korean university students often can not carry on conversations beyond 1-2 sentences due in part to a reliance on study patterns that look at the sentence as the highest unit of organization" (1998).

While Confucian values encourage students to respect their teachers, it seems these problems with the Korean educational system have resulted in some students losing much of their respect for their teachers. Although referring the Japanese public school system, which has faced similar issues, Butler (2005) writes of a situation called *gakkyu hokai*, translated as classroom failure, in which classroom order breaks down due to issues such as students ignoring the teacher during lessons. In such situations, estimated to be present in about 10% of Tokyo classes at any time, classes can no longer be effectively held (Butler 2005). In giving advice to Native speakers in Japan, Jolly (1999) suggests there is a link between classroom decorum and learning, and notes that if students sleep or chat everyone feels less motivated. While these problems do not yet seem to have developed the same seriousness present in Japan, Jang and Kim note that in Korea "a key role of high schools seems to be socialization among youth" (2004), indicating that this problem is not completely foreign either.

Even if classroom management issues are not seen, evidence from Japan further suggests that many students question the traditional classroom authority structure, but hold this questioning within themselves (Fukuchi and Sakamoto 2005). Within the Korean context, it may thus be suggested that although some students may exhibit some token respect in line with Confucian values, there may still exist some lack of respect at a deeper level.

2.3 The Korean Private Educational System - *Hogwons*

While there are undoubtedly problems with the Korean public school system, these problems have been compounded by what Hwang calls 'Educational Fever' among Koreans (2001). Educational Fever was born out of the historical difficulty of entering university, as well as a desire to get ahead of others into the best universities (Hwang 2001). It is characterized by intense pressure on the student to do well at any cost, and on families to sacrifice to provide the best possible education for their children. In trying to get ahead, Jang and Kim (2004) point out that high school students can spend over 24 hours a week studying for the University Entrance Exam, while Hwang (2001) notes that children are often encouraged to take two lunch boxes in the morning, one for lunch at their public school and one for a second meal at their *hogwon* (cram school).

One consequence of *hogwons* is that because they often teach public school material 2-4 weeks ahead of time, many students have already fully learnt the material by the time it is presented in their public school classrooms (Jang and Kim 2004). This results in a situation in which students learn in a *hogwon* after school, study all night at home, and sleep through their public school classes. Jang and Kim suggest that as students have already learnt class material, this has led to the demise of the public school classroom (2004), a point with relevance to the classroom management issues noted above.

Not surprisingly, there has been a lot of criticism levelled against the educational system and the *hogwon* industry, with the South Korean government itself even publicly criticizing the educational environment and the amount of time and money spent on *hogwons* (Hwang 2001). Despite this criticism and government efforts to curb it, 'Educational Fever' does not seem to have abated, and many parents still try to get their

children into the best or most famous middle schools, high schools, *hogwons*, and universities at almost any cost.

2.4 Students' Educational Perspectives

One concern when considering students' educational experiences within the Korean educational system are the changes that have taken place over the past 15 years. In 1994 only 25% of high school graduates could continue to post secondary education (Kang and Lee 1994 in Jang and Kim 2004), however as of 2006 with the opening of many new colleges and universities, and the declining high school population, 87% of normal high school graduates and almost 50% of commercial high school graduates enrolled in post secondary studies (Office of the Prime Minister 2006). Other reports suggest that as early as 2004 there were more post secondary seats than high school applicants (Mun 2004).

Yet despite these changes, Korean high school life is characterized by classes focussing on getting as high a grade as possible on the University Entrance Exam. Considering Confucian values and parental pressure to get ahead (Kim and Dembo 2000), it is not hard to understand why many high school students expend great energy to get good test results and acceptance into the best universities. This is evidenced in a somewhat traditional Korean phrase '*sa-dang o-rak'* meaning 'four pass, five fail' in relation to the number of hours spent sleeping every night in the last year of high school and the students' results on the University Entrance Exam (Hwang 2001).

However, the ability for all students who have the economic means to attend some form of post secondary institution has also taken the pressure off many students. In many instances this has resulted in classrooms containing a mix of students, some of whom are highly motivated to get into the best universities, and others who know that they can attain a post secondary seat of some form without expending any significant effort (Kim 2004).

Problems associated with this are compounded by a system that automatically promotes all public school students to the next academic year regardless of ability, apparently to prevent the problems with class dynamics that would result, in a Confucinist based society, if older students were present in class with younger students (Kim 2004). Having classes consisting of students with such mixed abilities and levels of motivation has resulted in

many public school teachers focussing their efforts almost exclusively on the best or most motivated students in the classroom (Kim 2004).

While Paik notes, national exams and high standards appear to be key features of the Korean school system (2005), the reality for students now is that the University Entrance Exam only determines which college or university a high school graduate enters. While there is still high competition to get into the best universities (Jang and Kim 2004), the ability for any high school graduate to enter at least a two-year college has seen a dramatic shift in the nature of students entering the post secondary system. It is those students who have ended up attending two year colleges that can often be classified as poorly motivated false beginner Korean college students, and who are the principal subjects of this paper.

Focusing on the educational experiences of such poorly motivated false beginner Korean college students, many such students have reported to this researcher that they have studied English for at least six years through middle and high school at a minimum of 96 hours per year. Additionally, many have also attended English *hogwons* or tried to study English with a tutor. However, despite this, it is not an exaggeration to state that the majority of such students' English is limited to a few memorized phrases. Telling is one Korean middle school teacher's comment that this researchers' college students' English level is equal to the year of middle or high school in which they gave up studying English (Kim 2004).

Considering the problems with the Korean educational system, it seems reasonable to suggest that for some learners who lack the ability to analyse and understand the reasons for their learning difficulties, it may be natural to attribute their difficulties to the Korean educational system, a conclusion that may have been one of the initial causes of them giving up on their English studies.

3 THE VISIBLE PROBLEM - STUDENT MOTIVATION

3.1 Motivation Defined and Considered

Garrett and Shortall (2002) note that motivation refers to effort (drive), desire (how much they want to learn) and affect (emotional reaction towards the experience of learning), while Gardner (1985:50 in Spolsky 2000:150) further suggests that "motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes towards the activity in question". Lin McKeachie and Kim (2002) note that students have numerous goals in learning including a need for achievement, enhancing their self confidence, obtaining recognition and approval, avoiding flunking out, obtaining knowledge and skills necessary for a job, confirming they have studied appropriately, showing that they excel in comparison with other students, and avoiding criticisms from parents or peers.

One dimension from which motivation can be considered is an instrumental-integrative one. Instrumental motivation involves learning for a purpose or utilitarian benefit (Donitsa-Schmidt, Inbar and Shohamy 2004), such as to do well on a language test. Learning a language for the purpose of identifying "with another ethno-linguistic group" (Larsen-Freeman and Long 1991:173) involves integrative motivation (Spolsky 2000:150). Integrative motivation is essentially learning for the like of the culture (Donitsa-Schmidt, Inbar and Shohamy 2004), and could be exemplified by someone learning a language to develop relationships with speakers of that language.

Motivation can also be considered from an intrinsic-extrinsic perspective. Ryan and Deci (2000) define intrinsic motivation as "doing of an activity for its inherent satisfaction rather than for some seperatable consequences", while Brown notes that intrinsic motivation is motivation deriving from within the person, perhaps as an intellectual challenge or personal desire to do well (2000:156). Extrinsic motivation can be described as a "construct that pertains to whether an activity is done in order to attain some separate outcome" (Ryan and Deci 2000).

Ryan and Deci (2000) further suggest that extrinsic motivation can be subdivided into four categories relating to the degree of autonomy the extrinsically motivated individual

displays. The first category, external regulation, indicates that the subject has little autonomy and could be exemplified by a student studying in fear of a parents' or teachers' reprisal (Ryan and Deci 2000). The next category is introjection, which refers to doing something for social or approval reasons (Ryan and Deci 2000). Their third category is identification in which a subject "has identified with the personal importance of a behaviour", and can be exemplified by Ryan and Deci's (2000) example of a "boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal". The last form of extrinsic motivation is integrated regulation, and relates to when "one internalises the reasons for an action and assimilates them into the self" (Ryan and Deci 2000). Ryan and Deci (2000) note the similarities of this form of extrinsic motivation to intrinsic motivation, but note the difference is that this form of motivation is still driven by some outside goal.

While there may be parallels when looking at motivation in terms of intrinsic-extrinsic and instrumental-integrative dimensions, Brown (2000:156) notes it is important to distinguish between them. Beyond these dimensions, Ryan and Deci (2000) also note 'A' motivation, a condition in which the intention to act is lacking. 'A' motivation can result from not valuing an activity, not feeling that one is competent to do it, or not feeling that doing it will result in the desired outcome (Ryan and Deci 2000).

Research on which forms of motivation are most effective has been somewhat mixed. Gardner and Lambert (1959 and 1972:141 in Larsen-Freeman and Long 1991:173-4) suggest that both instrumental and integrative motivation may be equally powerful, although in different learning contexts, with integrative motivation perhaps being more sustainable. While Burstall (1975 in Larson-Freeman and Long 1991:174) also found that students' improvement in French was linked to both types of motivation, no mention of integrative motivation being more sustainable was noted. Contrary to these results, Lukmani (1972 in Larsen-Freeman and Long 1991:174) found that instrumental motivation was more linked to student success in India than integrative motivation. Clément and Kruidenier suggest that such diverse results could be explained by varying definitions of instrumental and integrative motivation (1983 in Larson-Freeman and Long 1991:174)

For intrinsic-extrinsic motivation, many including Crookes and Schmidt (1991 in Brown 2000:164), suggest that intrinsic motivation is more powerful than extrinsic motivation, a point supported by Ryan and Deci's (2000) comment that external motivation types that were more internalised, and thus more similar to intrinsic motivation, showed advantages. In linking these motivations to affective factors, Lightbown and Spada point out that "if the speaker's only reason for learning the second language is external pressure, internal motivation may be minimal and general attitudes toward learning may be negative" (2002:56). While this would suggest ineffective learning, this external pressure may provide the student with instrumental motivation that, as suggested above, can also be a strong motivator. Such conflicting aspects as this show how motivation cannot be considered as a simple construct.

3.2 Expectancy-Value Model of Motivation

With similarities to a cost benefit analysis often conducted in the business world, the Expectancy-Value Model of Motivation considers motivation in terms of the self-perceived expectancy of being able to achieve an outcome or goal and the value of that outcome or goal (Ehrman, Leaver and Oxford 2003). In considering expectancy, Attribution Theory in part suggests that expectancy is linked to a perception of the source of the success (Weiner 1986 in Ehrman, Leaver and Oxford 2003). Under Attribution Theory, some students may attribute their learning or lack of learning to their own actions or abilities, while others see it as based on outside influences (Weiner 1986 in Ehrman, Leaver and Oxford 2003). With some similarities, Self-Efficacy Theory considers "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" to be important (Bandura 1997 in Ehrman, Leaver and Oxford 2003). Bandura notes, "if people believe they have no power to produce results, they will not attempt to make things happen" (1997 in Ehrman, Leaver and Oxford 2003).

In terms of value, Deci and Ryan (1985 in Ehrman, Leaver and Oxford 2003) proposed four aspects of this construct. The first, attainment value relates to the "importance of success to the individual", while the next is intrinsic value followed by extrinsic utility value and lastly cost attainment value, which measures "what learners must 'pay' in terms of money, time, anxiety, loss of face" as well as the "potential loss of praise, increased

criticism, and increased performance expectations"(Deci and Ryan 1985 in Ehrman, Leaver and Oxford 2003).

The Expectancy-Value Model of Motivation therefore suggests that students will be motivated to learn if they expect they can achieve their goal and if they value that goal (Ehrman, Leaver and Oxford 2003). Experimental support for this model was seen by both Atkinson and McClelland (1957 and 1958 both in Lin McKeachie and Kim 2002) who showed that

> motivation to choose, act, or persevere in an activity depended upon the relative expected value of possible goals in a situation and the expectancies of the probability that a given course of action would achieve the goal.
> (Lin McKeachie and Kim 2002 based on Atkinson 1957 and McClelland 1958)

3.3 Affective Factors and Motivation

The relationships between attitude, motivation, and successful language learning seem uncertain. Gardner suggests that attitude affects motivation and subsequent acquisition (1979 in Larsen-Freeman and Long 1991:175) and has also shown that motivation and a positive attitude have been correlated with language acquisition (Gardner 1985 in Lightbown and Spada 2002:56). This is reflected by Spolsky in his Conditions For Second Language Learning (2000) in which Condition 53 is "Attitude condition (typical graded): A learner's attitudes affect the development of motivation" (2000:150). In classifying this condition as typical, Spolsky indicates that this condition is normally important for most students, and by graded Spolsky suggests that the strength of the attitude is proportional to the effect of the attitude.

Yet Spolsky (2000:152) also suggests that just because attitudes correlate with motivation, does not necessarily mean that the motivation is caused by the attitude. Similarly, Crookes and Schmidt (1991) suggest that motivation research has failed to adequately separate motivation and attitude. It has also been suggested that it may be success that fosters motivation and not motivation that fosters success (Strong 1984), a not unreasonable suggestion if one considers that success may increase one's expectancy of success, and further suggests that attitude and motivation could be more cyclical than directional for some learners.

While it is not hard to imagine a negative attitude towards the target language, or a culture closely associated with it from reducing students' integrative and perhaps intrinsic motivation to learn, Donitsa-Schmidt, Inbar and Shohamy (2004) showed that factors such as students' satisfaction with their study programme were also an important predictor of learning success. This evidence, in reference to the Expectancy-Value Model of Motivation suggests that students' negative feelings about their educational situation could be manifested as a lowered expectancy of success leading to lower motivation and thus reduced learning outcomes.

3.4 Relating Motivation Constructs to Poorly Motivated False Beginner Korean College Students

Considering intrinsic-extrinsic motivation with respect to this study's poorly motivated false beginner Korean college students, as students' primary class goal is to pass, preferably but not necessarily with a high grade, it seems the external regulation form of extrinsic motivation is their primary motivator. Yet, while extrinsic motivation, especially the external regulation form, is essentially a stick to force learning, the power of this stick within the Korean educational system is quite limited due to automatic advancement in high schools and generous bell curving in colleges.

Considering instrumental-integrative motivation, it seems that few poorly motivated false beginner Korean college students have much integrative motivation. As Fukuchi and Sakamoto (2005) found for Japanese students that having a previous foreign teacher and overseas experiences were positively correlated with motivation to learn English, it is possible one reason many Korean students do not seem to posses much integrative motivation is that relatively few have interacted with a foreigner in Korea or travelled overseas. Instrumental motivation seems similarly low for this study's poorly motivated false beginner Korean college students, perhaps in part because although many of these students may value English, many may not see how it is possible for them to improve their English skills to a level that could significantly help them achieve any of their goals or desires.

In considering poorly motivated false beginner Korean college students in terms of Gardner's suggestion that motivation involves "a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes towards the activity in question", (1985:50 in Spolsky 2000:150), it seems that considering 'English Fever' and the social place of English in Korea, most of these students have a general, if somewhat unclear goal of an improved English ability, and at least some token desire to reach that goal. The main issues seem to involve effortful behaviour, and such students' attitudes towards their English learning environment.

Focusing on the expectancy aspect of the Expectancy-Value Model of Motivation in relation to poorly motivated false beginner Korean college students, some interesting observations can be made. Considering Korea's educational system has its roots in a Confucinist background (Jang and Kim 2004), as well as the importance of famous *hogwons* and teachers, it seems that many students attribute their learning success or failure others instead of themselves. This is evidenced by the lack of learner autonomy in Korea, as well as reports that some of the main demotivating factors are teachers' personality, commitment, competence, and methods (Donitsa-Schmidt, Inbar and Shohamy 2004). Within the Japanese context, Cogan (1995) notes that because of their previous experience with exam-oriented instruction, many students do not come to university classes with high expectations.

Thus, while many poorly motivated false beginner Korean college students may generally value learning English, they often seem to have a low expectancy of success due to factors such as a lack of belief in the ability of the Korean educational environment to help them improve their English abilities. From this, it seems reasonable to suggest that it is this low expectancy of success that is the cause for many students' lack of effortful behaviour and also perhaps their negative attitudes towards their English learning environment. As students learn by expending physical and mental energy to the process of learning (Isbell 1999), the effects of the resultant lack of motivation are hardly surprising.

4 CONSIDERING MOTIVATION IN CONTEXT

Considering that the poorly motivated false beginner Korean college students focused on in this study have attended English classes for at least six years through middle and high school, yet have sometimes failed to develop even basic English skills, it is not unreasonable to suggests that many such students have lost much of the motivation they may have had. Referencing the Expectancy-Value Model of Motivation, while teachers could attempt to increase students' motivation by trying to increase how much they value English, their educational and cultural background suggests that it would be more profitable to focus on increasing their expectancy of success.

4.1 Naturally Motivating Classroom Activities

If many students perceive their failure to learn, and hence their low expectancy of learning English on perceptions of problems within their educational system, it seems one way to overcome this concern would be to provide students with classroom activities that they naturally perceived as beneficial.

Numerous studies have shown that learners have well formed beliefs about the learning process as well as the advantages and disadvantages of certain learning strategies (Garrett and Shortall 2002). Peacock notes that many researchers suggest mismatches in style between learners and teachers often occur and can "have bad effects on students' learning and attitudes to the class and to English" (2001). Felder (1995 in Peacock 2001) suggests that such mismatches could also result in students getting bored and quitting, a point described by Gan, Humphreys and Hamp-Lyons (2004) in reporting that many unsuccessful Hong Kong students indicated that teaching styles were a source of boredom in their college English classes, and that going to English class was "painful". In the same study some unsuccessful students also reported that they missed classes for months at a time (Gan, Humphreys and Hamp-Lyons 2004).

From this, it seems that by choosing activities that students naturally perceive to be more beneficial, it should be possible to increase students' expectancy of success, and therefore their overall level of motivation to learn English. Although a concern here is that such motivation may come at the expense of leaning efficiency, as Ehrman (1996 in Peacock

2001) hints at when suggesting that some students prefer familiar learning styles, even if they are inappropriate.

4.2 Learner Education

Refocusing on the suggestion that students may perceive their failure to learn, and hence their low expectancy of success on perceptions of problems within their educational system, a second way to overcome this issue would be to educate the students about the process of learning, and in particular the purposes and benefits of specific classroom activities.

Garrett and Shortall (2002) note that students' judgments of a lesson being good or bad seem to focus on aspects such as "was the lesson interesting, did they feel they learned something". While these seem reasonable, Garrett and Shortall further note "students' perceptions of classroom events are often at odds with those of the teacher" (2002), suggesting that the accuracy of such judgments are questionable on the part of either the student, the teacher, or perhaps both.

Yang (1998) suggests that teachers should try to reduce student misconceptions by providing knowledge about the process of SLA, while Yang and Lau (2003) note many researchers suggest that teachers should outline correct learner expectations and explain the purpose behind classroom methods to reduce the gap between teachers' and learners' expectations. The need to educate learners about the learning process is also suggested by Swan's comment that "beginners may have little idea of how languages and language learning work. In the first lesson, talk these things through with them" (Swan 2001). Cheng further suggests that any teacher using new methods must ensure that students are familiar with and accept such methods (2000). Yet, considering the many poorly motivated false beginner Korean college students who have failed to learn English for six years, common Korean classroom activities as well as unfamiliar western ones may all be equally unacceptable.

5 EMPLOYING THE EXPECTACY-VALUE MODEL OF MOTIVATION

The purpose of this study is to employ the Expectancy-Value Model of Motivation within the context of poorly motivated false beginner Korean college students to assist in understanding and overcoming some of the problems these students face when trying to learn English. First however, this paper will start by presenting preliminary data and background information to confirm that the subjects of this research are indeed poorly motivated, and that they have a relatively negative perception of their previous English learning experiences. Following this, the main research will begin by exploring students' expectancy of success and motivation to learn in relation to a number of differing classroom activities to identify if any classroom activities provide students with a greater natural expectancy of success or motivation to learn.

From suggestions above that poorly motivated false beginner Korean college students may have a low expectancy of success due in part to a belief that their classroom activities are not beneficial, this part of the paper will also explore whether giving such students explicit information about the purposes and benefits of classroom activities results in an increased expectancy of success and a greater motivation to learn. It is hoped that data from this study will assist teachers in choosing more beneficial classroom activities, as well as overcome the reasons why some students lack an expectancy of success or motivation to learn. The second main part of this paper will then examine the correlation between students' expectancy and motivation in relation to different activities to confirm the Expectancy-Value Model of Motivation's insights into the nature of motivation among poorly motivated false beginner Korean college students.

5.1 Specific Purposes and Research Hypothesises

The specific purposes and the research hypothesises considered in this paper are presented in Tables 5.1.1 through 5.1.4 below.

Purpose 1a:	To collect background information on the poorly motivated false beginner Korean college students focused on in this paper.
Purpose 1b:	To confirm that the poorly motivated false beginner Korean college students participating in this study have a relatively negative perception of the Korean educational system.
Hypothesis 1b:	Poorly motivated false beginner Korean college students will rate their high school English education more negatively than first year university students who have experienced greater English learning success.

Table 5.1.1: Preliminary Survey - Specific Purposes and Hypothesis

Purpose 2:	To find out if some classroom activity types naturally provide poorly motivated false beginner Korean college students with a relatively greater or lesser expectancy of success than other classroom activity types, and if so which activity types provide a greater or lesser expectancy of success.
Hypothesis 2:	Poorly motivated false beginner Korean college students will indicate differing classroom activity types provide them with a greater or lesser expectancy of success.
Purpose 3:	To find out if some classroom activity types naturally provide poorly motivated false beginner Korean college students a relatively greater or lesser motivation to learn English than other classroom activity types, and if so which activity types provide a greater or lesser motivation to learn English.
Hypothesis 3:	Poorly motivated false beginner Korean college students will indicate differing classroom activity types provide them with a greater or lesser motivation to learn English.

Table 5.1.2: Main Research Part 1 - Naturally Beneficial Classroom Activities

Purpose 4:	To determine if poorly motivated false beginner Korean college students' expectancy of success can be increased by providing them with explicit information about the purposes and benefits of an activity.
Hypothesis 4:	Giving poorly motivated false beginner Korean college students explicit information about the purpose and benefit of a classroom activity will result in them reporting a greater expectancy of success.
Purpose 5:	To determine if poorly motivated false beginner Korean college students' motivation to learn English can be increased by providing them with explicit information about the purposes and benefits of an activity.
Hypothesis 5:	Giving poorly motivated false beginner Korean college students explicit information about the purpose and benefit of a classroom activity will result in them reporting a greater motivation to learn English.

Table 5.1.3: Main Research Part 1 - Increasing Activity Expectancy and Motivation

Purpose 6:	To find out if a positive correlation exists between poorly motivated false beginner Korean college students' expectancy of success and motivation to learn.
Hypothesis 6:	A positive relationship will exist between poorly motivated false beginner Korean college students' reported expectancy of success, and their reported motivation to learn.

Table 5.1.4: Main Research Part 2 - Correlation of Measures of Expectancy and Value

5.2 Research Instruments

5.2.1 Preliminary Survey

To test hypothesis one and provide background information, an eight-question survey was developed (Appendix A) and translated into Korean (Appendix B). The first two questions asked how much students studied at home and in *hogwons*, while question three asked students if they had previously had a native speaking English teacher. Question four asked

students to give an overall percentage grade for their middle and high school English classes. Question five asked students to rate how difficult it was for them to learn English, while question six asked students if they had ever travelled abroad. Question seven asked students what ways of learning English they felt were beneficial, while question eight asked students about problems with the English educational system in Korea.

To provide comparisons for hypothesis one, a shortened version of this survey consisting of questions four, five, seven and eight was administered to a group of more successful language learners described below.

5.2.2 Main Research

One challenge facing this research was how to assess students' expectancy of success for numerous activities and students' motivation to do those same activities for numerous different activities over a period of weeks. It was felt that one way to reliably collect such data would be to ask students to complete an Activity Appraisal Form (Appendix C) after each classroom activity. To consider the possibility of increasing students' expectancy of success and subsequent motivation to learn, two experimental conditions were evaluated. In Condition A, students were not informed of the purpose of the activity, while in Condition B, students were informed of the purpose of the activity before the activity began.

As the Activity Appraisal Form was to be given to the same class up to fifteen times over a five week period, a key concern was that the reliability of the answers would not deteriorate over the period of the study, perhaps due to students tiring of the Activity Appraisal Form. The Activity Appraisal Form was translated into Korean by a native Korean speaker, and reviewed by a second native Korean speaker. The final bilingual version was pretested on a separate class, with results suggesting it was effective as well as neither onerous nor confusing.

5.3 Measuring Expectancy and Motivation

To measure students' expectancy of success, the assumption was made that the majority of students had some desire to improve their English ability. From this it was assumed that

students would prefer activities that gave them a greater expectancy of success. Therefore, it was felt that students expectancy of success could be measured by assessing how much students accepted an activity as useful or beneficial. From this, the two questions in Table 5.3.1, translated into Korean, were presented beside a five-point scale as the first two questions on the Activity Appraisal Form.

I want activities like this.
This was a good activity.

Table 5.3.1: Questions Evaluating Expectancy of Success

To measure motivation, the two questions in Table 5.3.2 were presented as the third and fourth questions on the Activity Appraisal Form. Question three was felt to measure motivation on the assumption that poorly motivated false beginner Korean college students would be more motivated to learn English if the activity was exciting, and was presented beside a five point scale. Question four was felt to measure motivation more directly by asking students how much of the activity's time they spent interacting with English. As Carroll notes that motivation predicts "the amount of time a learner would apply to the task of language learning" (1962:29 in Spolsky 2000:148), this question assumed that students' motivation would co-vary with the amount of time they spent on the activity. Question four was presented beside a six-point scale ranging from zero to one hundred percent in 20% intervals.

This activity was very exciting.
How much of this activity did you spend using or thinking about English?

Table 5.3.2: Questions Evaluating Motivation to Learn

5.4 Subjects

The principal subjects of this study, poorly motivated false beginner Korean college students, were first year students majoring in Tourism English at a better two-year college

in Seoul, South Korea. A total of about 120 students divided into three classes of 40 students each participated in this study, however due to absences, attendance ranged from a low of 19 to a high of 36, with a mean of about 30 students per class.

Approximately 85 percent of the students were females, mostly between 18 and 20 years old, although with about five female students over 30 years old. The remaining students were male with approximately half of them having completed their military duty (about 23 years old) and half planning on entering the military after the school year ended (about 20 years old).

Many students appeared to have come from working class backgrounds, with many students having attended commercial high schools where academic excellence is traditionally less stressed. Subjective observations indicated that the students had generally poor English skills, as well as equally poor study habits. However, clearly noticeable in the class was that the older female students and the male students who had completed military service took the class much more seriously and seemed to constitute a significantly different population of students.

As this study included three different classes and hoped to compare the results from Condition A in one class with the results from Condition B in another class, the assumption was made that due to the large class sizes and similar University Entrance Exam scores, all three classes could be considered equivalent.

To provide a comparison population for data from the Preliminary Survey, 56 more successful English language learners at a respected four-year university completed an abridged version of the survey. The ages and genders of these students appeared similar to the principle subjects, however, noticeable was the lack of any older students or students who had completed their military service.

5.5 Activity Choices

In order to gain information about what classroom activities naturally produced a greater expectancy of success and a greater motivation to learn, as well as to consider the expectancy-motivation relationship over a wide range of classroom activities, nine

different classroom activities were investigated. Activity choices were governed by a desire to include activities representing all four skill areas as well as grammar and vocabulary knowledge, and to include activities that were teacher fronted as well as involving individual, pair, and group work. While it was impossible to incorporate all these combinations in such a limited number of activities, Table 5.5 below summarises the classroom activities done.

#	**Activity**	**Skills**	**Nature**
1	Units from Murphy's *Essential Grammar In Use*	Grammar	Teacher fronted then individual
2	Speaking Activity Based on Preceding *Essential Grammar in Use* Unit	Writing followed by speaking and listening	Individual then pair work
3	Writing Questions that Could Elicit Given Answers	Writing	Pair work
4	Music Fill-in the Blanks Activity	Listening	Individual and pair work
5	Stop the Bus Vocabulary Game	Vocabulary	Group work
6	Giving Directions and Language Robot Activity	Vocabulary and writing	Pair work
7	Vocabulary Word Search Activity	Vocabulary	Group work
8	Studying Outside Class For Vocabulary Tests	Vocabulary	Individual
9	Pronunciation Pairs and Tongue Twisters	Pronunciation	Teacher fronted then group work

Table 5.5: Activity Choices

The first activity consisted of units from *Essential Grammar in Use* (Murphy 1997) and was chosen as Korean students generally indicate they need to study grammar and because the grammar component of this course was centred on this book. The second activity consisted of communicative activities based on having students first write something centred on the previously studied grammar activity, then stand up and exchange information with other students.

Activity Three consisted of students working with partners to write appropriate questions for the answers given. In Activity Four, students listened to songs and filled in the blanks individually, then compared answers with partners. Activity Five was the Stop the Bus game and involved students working in groups against other groups to be the first to find, for example, a city, a food, an animal, and a girl's name beginning with a certain letter. This activity, as well as the Music Fill-in the Blanks Activity, was chosen for evaluation as a light activity in contrast to the other heavier ones.

Activity Six involved pairs of students working together to determine what certain directional signs, such as a straight arrow (go straight) meant. After this, students were asked to write directions from their seat to the college cafeteria, with the instructor then acting as a 'language robot' and following their directions literally.

Activity Seven consisted of a vocabulary word search, with definitions as clues and was designed to help students become more familiar with their weekly vocabulary review lists. Complimenting this was Activity Eight, which was studying for the weekly vocabulary test outside of class. As this was homework, this item was somewhat unusual as it was the only activity for which students did not evaluate the activity immediately after it was completed, but instead evaluated it immediately before the actual vocabulary test. For Activity Appraisal Form question four on this activity, students were verbally instructed to evaluate how much they studied, with zero percent being none, and 100 percent being more than enough. Due to these differences, this paper would not be overly concerned if data from question four, and perhaps the entire activity proved anomalous.

The last activity chosen was a Pronunciation Pairs and Tongue Twisters activity, and was chosen as Korean students often express concern about their pronunciation.

5.6 Procedures

5.6.1 Preliminary Survey

The Preliminary Survey was distributed to all students just before a ten-minute break. Students were asked to return their questionnaires during the break by placing them in a

pile at the back of the class while the instructor remained at the front of the classroom doing paperwork.

5.6.2 Main Research

This main research consisting of both Condition A and Condition B was conducted over a five-week period. In Condition B, informing students of the purpose of the activity took the form of a one-paragraph handout, translated into Korean (Appendix D), giving specific information about the purpose and benefits of that specific activity. The paragraphs attempted to incorporate a number of factors. The first was to show awareness of a problem the students faced and the second was to show that the activity had been chosen with that awareness in mind. A third was to suggest that the chosen activity had been in some way validated by TESL research.

As originally planned, during the first two weeks of research, data would only be collected on activities one and two, twice for each class in Condition A. This was done to acclimatize students to filling out the Activity Appraisal Form. As well, as it was sometimes necessary, due to time or logistical constraints, to compare results in Condition A from one class with results in Condition B from another class, these results provided a chance to test for consistency between classes.

In collecting data for Condition A, one of the nine classroom activities, except for Activity Eight discussed above, was conducted as normal. After the activity finished, students were asked to fill out the Activity Appraisal Form. As the forms were collected by the class president and submitted to the teacher, the response rate was 100%. Data collection for Condition B was identical, except that before the activity began, students were provided a copy of the relevant information paragraph for the activity and asked to read it. Students were then asked if they understood the purpose of the activity or had any questions.

6 RESULTS

6.1 Preliminary Survey

A total of 58 poorly motivated false beginner Korean college students in classes A and C completed the full Preliminary Survey, with students in Class B being unable to complete it due to an unscheduled class cancellation. A total of 56 more successful language learners also completed the abridged version of the survey. Table 6.1.1 shows that the poorly motivated false beginner Korean college students gave the Korean educational system an overall rating of 47.8%, while the more successful students gave the Korean educational system an overall rating of 54.1%. As expected, these results indicate that the poorly motivated false beginner Korean college students considered in this study had a more negative perception of the Korean educational system than the more successful language learners.

	Poorly Motivated False Beginner Korean College Students	More Successful Language Learners
Out of 100 points, how good was your English education up until the end of high school?	47.8	54.1

Table 6.1.1: Preliminary Survey - Educational System

In answer to the open ended question regarding perceived problems with the Korean educational system, the results were translated into English and categorized ad-hoc into a total of 28 categories. Selected categories are highlighted in Table 6.1.2 below, with the full results are presented in Appendix G.

	Responses from Poorly Motivated False Beginner Korean College Students (% of students indicating concept)	Responses from More Successful Language Learners (% of students indicating concept)
Instruction is too grammar centred	34.5 %	37.5 %
System encourages memorization not integration	29.3 %	30.4 %
Teachers are not good at teaching the basics	12.1 %	0.0 %
Teachers lack enough English ability	15.5 %	0.0 %
Teachers have poor pronunciation	0.0 %	10.7 %
The English that is learnt is not practical	3.4 %	42.9%
There is a mismatch of learning and teaching styles	8.6 %	0.0 %
Students need to be placed by ability	6.9 %	0.0 %
Teachers don't care if students understand, they just keep teaching	13.8 %	1.8 %

Table 6.1.2: Preliminary Survey - Educational Concerns

These results suggest that while some concerns, such as the instruction being too grammar centred and the overemphasis on memorization, are shared among both less and more successful learners, a number of other concerns are much less shared. Particularly interesting is that about 12% of the poorly motivated false beginner Korean college students commented that their teachers were not good at teaching basics, and 15% reported that their teachers lacked enough English ability, while none of the more successful language learners made such comments. In contrast, almost 14% of more successful language learners, yet none of the poorly motivated false beginner Korean college students singled out their teachers' pronunciation as an area of concern. Surprisingly, over 40% of more successful language learners, yet few poorly motivated false beginner Korean college students noted that the English they learnt was not practical.

This is somewhat surprising as it should predict a lowering of these students' overall rating of the educational system reported above, yet these more successful language learners still rated the educational system more highly than the poorly motivated false beginner Korean college students.

The last three comments above, that there is a mismatch between teaching and learning styles; that students should be placed by ability; and that teachers keep on teaching even if students don't understand, while only expressed by relatively few students, were quite concentrated among the poorly motivated false beginner Korean college students. Considering these comments, it should not be surprising to discover that many such students had a low expectancy of success and hence a low motivation to learn.

The Preliminary Survey provided further interesting information about the poorly motivated false beginner Korean college students focussed on in this study. Students reported they completed an average of 3.99 hours of homework per week for all their classes combined in high school, and attended an average of 2.38 hours a week in *hogwons*. Considering the figures noted in Chapter 2 indicating that many students studied up to 24 hours a week (Jang and Kim 2004), these figures are surprisingly low.

Interestingly however, this result provides some experimental justification for the use of Activity Appraisal Form question four. As this question measured motivation by considering how much time students reported they spent studying, these results, which show the poorly motivated false beginner Korean college students studied less in high school than typically more motivated students, provides evidence for a link between these students' reported time spent studying and their amount of motivation.

6.2 Main Research

For each activity in each class, all Activity Appraisal Forms were collected and the mean results from each of the four questions were calculated. As questions one through three were recorded by students on a one to five point scale, the results are thus presented on the same scale. However, question four's results used a percentage gradient with six steps and thus the means have been scaled, for ease of comparison, from a percentage value to an equivalent five-point scale value using the formula:

$$(X / 25) + 1 = Y$$

Figure 6.2: Activity Appraisal Form Question Four - Scaling Formula

where X is the raw percentage score and Y is the equivalent score on a one through five-point scale. While the full results are attached as Appendix H and contain both the percentage and scaled values for question four, the remainder of this paper will restrict itself to using the scaled values to aid clarity.

6.2.1 Reliability

As noted above, activities one and two were designed to include tests for reliability. However as both activities produced similar results, only Activity One will be detailed here. In this activity, inner-class reliability would be suggested if the results for the two data collections of Condition A and the two data collections of Condition B for the same activity were similar, while inter-class reliability would be suggested if data sets from different classes for the same activity in the same condition produced similar results.

The complete data set for Activity One is presented below in Figure 6.2.1. Each individual box under the heading Class A, Class B, or Class C containing six values, four values on the left side and two values on the right side, represents the mean results of a single activity on a single day in a single class. The four values on the left of each box are the mean values derived from the all the student responses to questions one to four

respectively. The top value on the right of each box represents the mean of the values for questions one and two, while the lower value represents the scaled value for question four.

Activity Number and Name	Cond. A/B	Qtn. Num.	Class A		Class B		Class C	
1 Units from Murphy's *Essential Grammar In Use*	A	1	3.91		3.70		3.62	
		2	4.03	3.97	3.79	3.75	3.62	3.62
		3	3.88		3.30		3.35	
		4	51.60	3.06	47.90	2.92	50.60	3.02
	A	1	3.70		3.27			
		2	3.87	3.79	3.42	3.35		
		3	3.87		2.96			
		4	58.70	3.35	46.20	2.85		
	B	1	3.94		3.68		3.70	
		2	4.00	3.97	3.71	3.70	3.63	3.67
		3	3.59		3.65		3.23	
		4	63.00	3.52	54.10	3.16	59.30	3.37
	B	1	3.90		3.86		3.93	
		2	4.07	3.99	3.79	3.83	3.79	3.86
		3	3.79		3.79		3.61	
		4	66.20	3.65	60.00	3.40	62.90	3.52

Figure 6.2.1: Main Research - Activity One

In considering inner-class reliability, the mean difference between any two question one data points within the same condition and class was 0.22 with a maximum difference of 0.43 points. For question two mean was 0.17, and the maximum difference was 0.37 points, for question three the mean was 0.21, and the maximum difference was 0.38 points, while for question four the mean was 0.18, and the maximum difference was 0.29 points. While these results, in particular the maximum differences, are more variable than desired, it does appear to be possible to compare activities in Condition A with those same activities in Condition B within the same class, if care is taken in interpreting the results.

In considering interclass reliability, of the 16 possible data comparisons between Class A and Class B, Class A rated activities higher 14 times, equal one time and lower only once,

while of the 12 possible data comparisons between Class A and Class C, Class A rated activities higher 11 times, and lower only once. If classes were equivalent, it would be expected that each class would give the highest rating about half of the time. As this is not the case, it unfortunately appears that classes can not be considered equivalent, and the results from an activity in Condition A in one class cannot easily be compared to the results in Condition B in another class.

As it was hoped that activities could be investigated by comparing the results from one class in Condition A to another class in Condition B, the findings in the first two weeks of data collection had a significant effect on the experimental timeline. This led to a rescheduling of the data collection in weeks three to five to include, whenever possible, results from within the same class in both Conditions A and B, and to included at least two classes, and preferably all three in both Conditions A and B to allow for the pooling of data. While it was hoped that by doing this, more reliable results could be presented, time constraints resulted in the initial list of fifteen activities being reduced to the nine activities described above.

For questions one and two, the results showed generally similar patterns, suggesting that both questions measure similar constructs. For this reason, and to promote clarity, the results of these questions were pooled for each activity to form a single value for the construct of expectancy of success. Un-pooled results are fully presented in Appendix H.

For questions three and four, the results showed significantly differing patterns, with the results of question three mirroring the results of questions one and two. For these questions, the format of the Activity Appraisal Form placed these three items in a table format with their rating scale beside them, while question four which required a different six step rating scale was placed separately. As it was further noted that many students used one pen stroke to mark the same answer for questions one through three and a second pen stroke for question four, it seems that the results for question three were not independent of questions one and two. For this reason, the results of question three have been excluded from further consideration.

6.3 Naturally Beneficial Classroom Activities

Of the nine activities investigated in this paper, the initial results from weeks one and two suggesting that class A tended to rate activities higher than classes B or C, resulted in not enough data being collected to adequately evaluate all nine activities in terms of students' expectancy of success and a motivation to learn. As a result, only seven activities were evaluated in this section. Additionally, data from Condition B was excluded from consideration as the concern was to find naturally beneficial activities, not ones that could be made beneficial, work that was felt best left for future research.

6.3.1 Activities which Naturally Evoke an Expectancy of Success

Table 6.3.1 below lists the seven activities considered in this part of the paper in relation to students' natural expectancy of success. Table values are the means of the pooled data for all results of questions one and two in Condition A for each activity.

	Activity	Questions 1 and 2 Combined Mean Value
1	Units from Murphy's *Essential Grammar In Use*	3.69
2	Speaking Activity Based on Preceding *Essential Grammar in Use* Unit	3.56
3	Writing Questions that Could Elicit Given Answers	3.67
4	Music Fill-in the Blanks Activity	4.30
7	Vocabulary Word Search Activity	3.63
8	Studying Outside Class For Vocabulary Tests	3.69
9	Pronunciation Pairs and Tongue Twisters	3.92

Table 6.3.1: Activities Providing a Natural Expectancy of Success

From these values, it appears that the activities investigated can be categorized as providing students with three levels of an expectancy of success. The Music Fill-in the Blanks Activity is alone in the highest group with a mean value of 4.30, followed by the Pronunciation Pairs and Tongue Twisters activity alone in a second group with a mean value of 3.92, and the other five activities with similar results in the 3.56 to 3.69 range classified together in a lowest level of expectancy of success.

6.3.2 Activities that are Naturally Motivating

Table 6.3.2 below lists the same seven activities considered above in relation to how much they provide students with a natural motivation to learn English. Table values are the means of the pooled data for all results of question four in Condition A for each activity.

	Activity	Question 4 Mean Value
1	Units from Murphy's *Essential Grammar In Use*	3.04
2	Speaking Activity Based on Preceding *Essential Grammar in Use* Unit	3.18
3	Writing Questions that Could Elicit Given Answers	3.25
4	Music Fill-in the Blanks Activity	3.30
7	Vocabulary Word Search Activity	3.17
8	Studying Outside Class For Vocabulary Tests	3.17
9	Pronunciation Pairs and Tongue Twisters	3.49

Table 6.3.2: Activities Providing a Natural Motivation to Learn English

In considering naturally motivating classroom activities, the data is somewhat less easy to interpret than above. The results suggest that the data fits into four groups. Alone in the highest group is the Pronunciation Pairs and Tongue Twisters activity with a value of 3.49.

In a mid-high group is the Music Fill-in the Blanks Activity and the Writing Questions that Could Elicit Given Answers activity with values of 3.30 and 3.25 respectively, while in a mid-low group is the Speaking Activity Based on the Preceding *Essential Grammar in Use* Unit with a value of 3.18 and the two vocabulary activities, both with a mean value of 3.17. Alone in the lowest group are the units from Murphy's *Essential Grammar In Use* with a mean of 3.04.

6.4 Increasing Students' Expectancy and Motivation

In evaluating whether informing students of the purposes of a classroom activity was able to increase their expectancy of success or motivation to learn, Table 6.4 below shows the differences in the mean values in Condition A to Condition B of the data pooled for all activities, as well as for all individual activities.

	Activity	Mean Change Questions 1 and 2 Condition A → B (Expectancy)	Mean Change Question 4 Condition A → B (Motivation)
All	Pooled Data	+0.12	+0.39
1	Units from Murphy's *Essential Grammar In Use*	+0.14	+0.40
2	Speaking Activity Based on Preceding *Essential Grammar in Use* Unit	+0.26	+0.49
3	Writing Questions that Could Elicit Given Answers	+0.04	+0.49
4	Music Fill-in the Blanks Activity	-0.09	+0.47
5	Stop the Bus Vocabulary Game	+0.50	+0.57
6	Giving Directions and Language Robot Activity	-0.20	-0.09
7	Vocabulary Word Search Activity	+0.22	+0.29
8	Studying Outside Class For Vocabulary Tests	+0.09	+0.50
9	Pronunciation Pairs and Tongue Twisters	-0.06	-0.04

Table 6.4: Condition A to Condition B Change in Expectancy and Motivation Means

The results clearly suggest that when the data for all activities is pooled, students' expectancy of success and a motivation to learn is higher in Condition B than in Condition A, although the improvement is greater in relation to motivation than expectancy. In terms of individual activities however, the results are somewhat mixed. While most activities showed improvement in Condition B, two activities, the Giving Directions and Language Robot activity and the Pronunciation Pairs and Tongue Twisters activity showed a decrease in both expectancy and motivation. The Music Fill-in the Blanks Activity also showed a decrease in expectancy in Condition B, although an increase in motivation. While this is somewhat disappointing, of these five instances where the value decreased, four of the values are a decrease of less than 0.10 points, and compare to an increase in other activities often in the 0.25to 0.50 range.

Interestingly, it is the Music Fill-in the Blanks and Pronunciation Pairs and Tongue Twisters activities, which rated quite highly in students' expectancy of success and a motivation to learn, which showed a decrease in expectancy and motivation in Condition B.

6.5 Relationship Between Expectancy and Motivation

The nine activities, as well as the pooled results, in both Conditions A and B provide a total of 20 data pairs for which expectancy and motivation can be plotted. Unfortunately, of the 20 data pairs, three data pairs are based on a single instance of classroom data collection (indicated with a * in the table and graph below) and are thus assumed to have less reliability. As with the data above, these 20 data pairs are composed of the combined means of questions one and two for the expectancy value, and the scaled value for question four representing the motivation value. These values are shown below in Table 6.5, and represented graphically below in Figure 6.5.

Activity and Condition	Expectancy Value Combined Mean Q1 and Q2	Motivation Mean Value Q4
Pooled Data - A	3.77	3.24
Pooled Data - B	3.89	3.63
Activity 1 - A	3.69	3.04
Activity 1 - B	3.83	3.44
Activity 2 - A	3.56	3.18
Activity 2 - B	3.83	3.67
Activity 3 - A	3.67	3.25
*Activity 3 - B	3.71	3.74
Activity 4 - A	4.30	3.30
Activity 4 - B	4.22	3.77
*Activity 5 - A	3.80	3.56
Activity 5 - B	4.30	4.14
*Activity 6 - A	4.04	3.81
Activity 6 - B	3.84	3.72
Activity 7 - A	3.63	3.17
Activity 7 - B	3.85	3.46
Activity 8 - A	3.69	3.17
Activity 8 - B	3.78	3.67
Activity 9 - A	3.92	3.49
Activity 9 - B	3.86	3.46

Table 6.5: Expectancy-Motivation Relationship

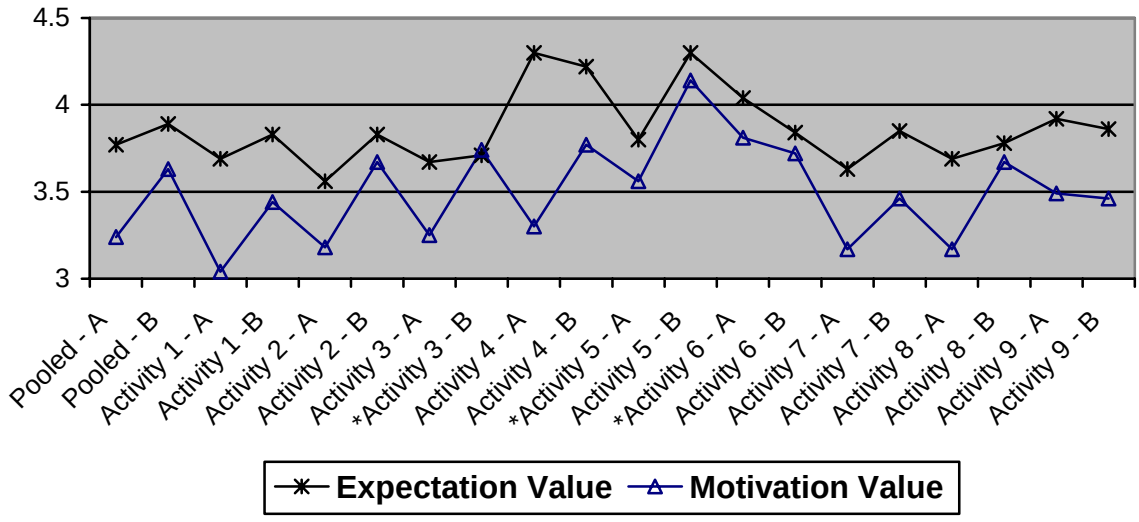

Figure 6.5: Expectancy-Motivation Relationship

In considering data in this section in light of the Expectancy-Value Model of Motivation, one would expect that for any given activity, the expectancy of success would predict the motivation to learn. However this is not seen in comparing Activity Four in Condition A and Activity Five in Condition B, both with an expectancy value of 4.30, but very differing motivation values of 3.30 and 4.14. Similar inconsistencies are also apparent in relation to Activity One in Condition B and Activity Six in Condition B. Generally inconsistent results are further apparent in Activity One Condition A, Activity Three Condition B, and Activity Eight Condition B. However, despite such inconsistencies, a consideration of Figure 6.5 does suggest that a higher expectancy value generally predicts a higher motivational value.

7 INTERPRETATION OF FINDINGS

7.1 Preliminary Survey

In the Preliminary Survey, the poorly motivated false beginner Korean college students estimated that in high school, they did an average of 3.99 hours of homework per week for all of their classes combined. Interestingly this value is significantly lower than Jang and Kim's (2004) reported value of 24 hours a week in high school. Such a lack of studying is suggestive of a lack of motivation and matches this researchers' perception of the students' motivational level.

In looking at overall perceptions of their middle and high school English education, poorly motivated false beginner Korean college students rated their middle and high school English education more than 6 percent lower than the more successful learners from a four year university. In considering the problems students reported with regards to the Korean English educational system, both student populations reported their English education had been too grammar centred and had been too focussed on memorization. Differences were however noted in that the poorly motivated false beginner Korean college students reported more problems relating to their teachers' English ability and teaching competence, while the more successful students tended to instead report that problems existed with their teachers' pronunciation.

Thus in respect to hypothesis 1;

> 1: Poorly motivated false beginner Korean college students will rate their high school English education more negatively than first year university students who have experienced greater English learning success.

it appears that the results of this survey tentatively support this hypothesis.

From these results, it can be suggested that one further reason poorly motivated false beginner Korean college students may have a low expectancy of success is that they question their teachers' English and teaching ability, as well as the overall educational system. For the more successful learners, these reasons would be less important as they tended to rate the educational system more highly, while negative issues in relation to

their concerns with their teachers' pronunciation would tend to have little impact as little time is spent on speaking and pronunciation activities in Korean high school classrooms.

One suggestion could be that because many of the poorly motivated false beginner Korean college students attended commercial, not academic high schools, their English teachers had less developed English and teaching skills. However, as public high school teachers rotate on a regular basis through different schools, it would be hard to suggest that the teachers in such schools were consistently less able to instruct their students. This then provides intriguing evidence to suggest the extent to which students' perceptions of their learning environment can influence their expectancy of success and subsequent motivation to learn.

7.2 Main Research

7.2.1 Activity Appraisal Form and Methodology Concerns

As this research initially expected that with large classes drawn from the same applicant pool, it would be feasible to compare the results of activities in Condition A in one class with those same activities in Condition B in another class, it was a surprise and concern to find that Class A generally rated activities higher than other classes. However, as this work was done near the end of the academic year, one possible explanation for this may be that the classes had diverged over the previous nine months of instruction.

A second major concern that had to be taken into consideration was that within the same class, the results varied more than was expected on the same activity in the same condition. While possibly random, retrospectively, is seems that this variation was often due to differences in classroom atmosphere on a daily basis, as recorded in the Daily Research Notes (Appendix J). Class atmosphere was felt to be affected negatively by situations such as poor weather, or this researcher's need to discipline students for using cell phones in class. Positive moods were noted in relation to good weather, and days in which troublesome students were absent. From these results, it is not unreasonable to suggest that perhaps the greatest factor compounding the results of this research was the classroom atmosphere on a daily basis. The salience of this understanding, despite intuitively feeling such previously, is perhaps one of the greatest realizations for this researcher.

Within the course of the research, a number of other concerns became apparent with this project's methodology. While part of the research methodology involved administering the Activity Appraisal Form immediately after the activity to produce more reliable results through having students' perceptions based on actual activities instead of perhaps widely varying perceptions of what an activity meant (as inspired by Garrett and Shortall 2002), it appears that the frequency of the Activity Appraisal Form may have led students to answer too quickly without due consideration.

This is particularly evidenced by how Activity Appraisal Form questions one through three were often answered with a single pen stroke. While no direct evidence is available that the questions included on the Activity Appraisal Form accurately measured expectancy of success and motivation to learn, the drop in expectancy and motivation seen on days when the class mood was low, as well as the Preliminary Survey results noted earlier are at least suggestive of the validity of the Activity Appraisal Form's questions.

7.3 Naturally Beneficial Classroom Activities

It is unfortunate that the initial assumption that all three classes were equivalent proved unsupported as that, in conjunction with time constraints, greatly reduced the spectrum of activities that could be considered. However, the results did show that for both the expectancy and motivation values, the highest ranked activities were the Music Fill-in the Blanks activity and Pronunciation Pairs and Tongue Twisters activity, while the lowest ranked item in terms of expectancy was the Speaking Activity Based on Preceding *Essential Grammar in Use* Unit and for motivation were the units from Murphy's *Essential Grammar In Use*. These results are somewhat interesting as a working hypothesis, to be explored in further research, was that familiar activities which students had experienced often and failed to learn from would rate as lower in expectancy and motivation, while unfamiliar activities would rate higher in these areas. Although this was sometimes the case, the Speaking Activity Based on the Preceding *Essential Grammar in Use* Unit would have been quite unfamiliar to students, yet rated quite low in terms of students' expectancy of success.

In considering hypothesises 2 and 3;

> 2: Poorly motivated false beginner Korean college students will indicate differing classroom activity types provide them with a greater or lesser expectancy of success.
>
> 3: Poorly motivated false beginner Korean college students will indicate differing classroom activity types provide them with a greater or lesser motivation to learn English.

despite the limited number of activities considered, the results seem to support the above hypothesises and suggest that poorly motivated false beginner Korean college students do find some activities give them a greater expectancy of success and more motivation to learn than other activities.

The results of this section are suggestive of the benefit of building an inventory of classroom activities with their corresponding expectancy and motivation values among specific student populations. While the development of such an informed inventory would be difficult, it could allow educators a more principled reason for choosing classroom activities and the possibility that activities chosen for classroom use would be more beneficial to the students.

7.4 Increasing Students' Expectancy and Motivation

In considering the possibility of increasing students' expectancy of success and motivation to learn, it was generally found that students reported higher values for these constructs in Condition B, the informed condition, than in Condition A, the uniformed condition. However this was not the case for Activity Four, the Music Fill-in the Blanks Activity, in terms of expectancy, nor for Activities Six, the Giving Directions and Language Robot Activity, or Nine, the Pronunciation Pairs and Tongue Twisters activity in terms of both expectancy and motivation. While these results are quite surprising, their relatively small drops of 0.04 to 0.20 are offset by gains in other activities, often in the range of 0.25 to 0.50.

For these activities, it seems possible that the relatively high value for expectancy in Condition A of Activity Four, as well as for both expectancy and motivation in Condition A of activities Six and Nine may have been due to a novelty effect the first time many students experienced these unfamiliar activities. Thus, the Condition B results, although

slightly lower than the Condition A results, may be more indicative of unsustainably high expectancy and motivation values in Condition A. This leads to the possibility that these values would have dropped even more if students had not been told the purpose of the activity. This then suggests that if students are made aware of the purpose of their classroom activities, they may have more realistic learning expectations, which may in turn result in students not losing their expectancy of success to the same extent in the first place.

Unfortunately, such novelty affects are a concern in research such as this and indicate that such factors need to be taken into account more than was done when designing the data collection methodology used in this paper.

Alternately for the Pronunciation Pairs and Tongue Twisters activity, as Lozanov suggests that pronunciation learning is more susceptible to unconscious suggestion than other aspects of learning (1979 in Acton 1997), it is possible that the paragraph written to help students understand the purpose of the activity may have had a negative result instead. This possibility clearly suggests that care needs to be taken when informing students of the purpose of an activity to prevent negative results.

While the pooled results of questions one and two between Conditions A and B showed an increase of 0.12, the strongest evidence suggesting a benefit from informing students of the purpose of an activity is seen from the pooled results of question four which show an increase of 0.39. Thus, considering hypothesises 4 and 5;

> 4: Giving poorly motivated false beginner Korean college students explicit information about the purpose and benefit of a classroom activity will result in them reporting a greater expectancy of success.
>
> 5: Giving poorly motivated false beginner Korean college students explicit information about the purpose and benefit of a classroom activity will result in them reporting a greater motivation to learn English.

this paper's results seem to support these hypothesises.

Further research in this area could consider how frequently to inform students of the purpose of an activity to ensure they maintain a more positive perception of the activity.

Also of interest is whether informing students of the purpose of the activity has differential benefits on familiar activities such as grammar work versus unfamiliar activities. This question also leads to the suggestion that one reason familiar activities may not be as beneficial as expected is that students may have concluded these activities are not useful, and that it may be possible to give new life to existing classroom activities by informing students of the purpose of the activities.

7.5 Relationship Between Expectancy and Motivation

In the Expectancy-Value Model of Motivation, students may feel motivated to learn if they value the results of learning and if they expect that they can achieve those results (Bandura 1997 in Ehrman, Leaver and Oxford 2003). Experimental evidence for part of this model was found separately by Atkinson and McClelland (Atkinson 1957 and McClelland 1958 both in Lin, McKeachie and Kim 2002).

In considering the relationship between expectancy and motivation in this paper, while the results suggests that expectancy of success and a motivation to learn are related, this relationship is not easy to define, and seems to be neither clearly linear nor an easily identifiable function.

Thus, considering hypothesis 6;

> 6: A positive relationship will exist between poorly motivated false beginner Korean college students' reported expectancy of success, and their reported motivation to learn.

the results of this paper do not provide clear support for this hypothesis, yet they do suggest that there is some form of relationship. Clearly with so many factors influencing the classroom, it appears that within this paper, the nature of this relationship has been somewhat obscured by factors such as classroom atmosphere. Perhaps with a larger sample size in conjunction with a more robust data collection methodology, it may be possible to identify the nature of this relationship.

8 CONCLUSION

It is hoped that this paper has been able to shed fresh insights into the nature of, and problems faced by poorly motivated false beginner Korean college students. It is further hoped that such insights could prove valuable in developing ways to combat the lack of expectancy of success and lack of motivation to learn among such students, a problem which appears to be one of the greatest roadblocks to many such students' success.

This paper suggests and experimentally explores two ways to increase learning in classrooms with such students. One is to recognize that some classroom activities do not provide students with a high expectancy of success or much motivation to learn, and thus have teachers attempt to choose activities that do provide students with these qualities. In some teaching contexts, this may be the best choice available. For this reason, this paper suggests that work needs to be done on developing an inventory of classroom activities to assist teachers in choosing activities that have the maximal learning potential within any given context.

This paper shows that another way to increase students' expectancy of success and motivation to learn is by engaging in learner education to assist learners in understanding why an activity is beneficial. Indeed, while much research has considered strategy training, it seems less research has looked at the role of learner education, of teaching learners some of the basics of SLA research so that they can understand the whys and hows of the classroom activities that they are asked to complete. Such training could give learners the tools necessary to more accurately evaluate the costs and benefits of classroom activities in respect to their individual contexts, leading to the desired increased in expectancy of success and higher motivation to learn.

As with the many other aspects of education, it is hoped that the work in this paper fits into a larger context of helping students help themselves; of giving students the personal resources to succeed and to achieve their goals. While there are no magical solutions to the problems of learning a language, whether in poorly motivated or highly motivated students of any nationality learning any language, the hope is that by considering the many small problems, perhaps educators can over time improve the whole of the language learning experience for all students.

APPENDIX A - Preliminary Survey - Original English Version

Note: While the full Preliminary Survey was given to the poorly motivated false beginner Korean college students, due to time limitations, an edited version consisting of only questions four, five, seven and eight was given to the more successful language learners.

Student Survey

1a. How many hours of homework for ALL your classes combined did you average every week this year at SHC? _____

b. How many hours of homework for ALL your classes combined did you average every week in high school 3? _____

c. How many hours of homework for ALL your classes combined did you average every week in high school 2? _____

2a. How many hours a week did you average in hogwons this year at SHC? _____

b. How many hours a week did you average in hogwons in high school 3? _____

c. How many hours a week did you average in hogwons in high school 2? _____

3. Have you ever had a native speaker English teacher before? _____
How often? _____

4. Out of 100 points, how good was your English education up until the end of high school? _____

5. How difficult is it for you to learn English?

Very Easy	Easy	Average	Difficult	Very Difficult
1	2	3	4	5

6. Have you ever travelled abroad? _____
   How long have you spent abroad in total? _____

7. What do you think are the 3 best activities for learning English?

   1._____
   2._____
   3._____

8. What do you think are the 3 biggest problems with the English education system in Korea (include Middle School, High School, Hogwons, and College)

   1._____
   2._____
   3._____

APPENDIX B - Preliminary Survey - Korean Translation

Note: While the full Preliminary Survey was given to the poorly motivated false beginner Korean college students, due to time limitations, an edited version consisting of only questions four, five, seven and eight was given to the more successful language learners.

종강 설문조사

1a. 여러분이 이번 한 해 동안 대학에서 수강하는 모든 영어수업시간을 위한 숙제를 하기 위해 평균적으로 일주일에 소비한 시간은 몇 시간입니까? _____

b. 여러분이 고등학교 3 학년 때, 영어수업시간을 위한 숙제를 하기 위해 평균적으로 일주일에 소비한 시간은 몇 시간이었습니까? _____

c. 여러분이 고등학교 2 학년 때, 영어수업시간을 위한 숙제를 하기 위해 평균적으로 일주일에 소비한 시간은 몇 시간이었습니까? _____

2a. 여러분이 이번 한 해 동안 학원에서 보낸 시간은 평균적으로 일주일에 몇 시간입니까? _____

b. 여러분이 고등학교 3 학년 때, 한 해 동안 학원에서 보낸 시간은 평균적으로 일주일에 몇 시간이었습니까? _____

c. 여러분이 고등학교 2 학년 때, 한 해 동안 학원에서 보낸 시간은 평균적으로 일주일에 몇 시간이었습니까? _____

3. 이전에도 원어민 강사로부터 배워본 적이 있었습니까? Y / N
배워본 적이 있다면, 얼마나 자주 수업을 받았었습니까? _____

4. 여러분이 고등학생 때까지 받아온 영어 수업에 점수를 준다면 100 점 만점에 몇 점을 주겠습니까? _____

5. 영어를 배우는 것이 어느 정도 어렵다고 생각합니까?

매우 쉽다	쉽다	보통이다	어렵다	매우 어렵다
1	2	3	4	5

6. 해외 여행의 경험이 있습니까? _____

여행한 적이 있다면, 그 체류기간이 총 얼마나 됩니까? _____

7. 여러분이 생각하는 가장 좋은 영어 공부법 세 가지는 무엇입니까?

1._____

2._____

3._____

8. 여러분이 생각하는 우리나라(대한민국) 영어교육의 가장 큰 다섯 가지 문제점은 무엇입니까? (중학교, 고등학교, 대학교, 학원 포함)

1._____

2._____

3._____

APPENDIX C - Activity Appraisal Form

Activity Questionnaire (학습활동 설문)	Very Disagree 매우 동의하지 않음	Disagree 동의하지 않음	Neutral 중간	Agree 동의한다	Very Agree 매우 동의한다
I want activities like this. 이와 같은 학습을 원한다.	1	2	3	4	5
This was a good activity. 이것은 좋은 학습이었다.	1	2	3	4	5
This activity was very exciting. 이번 학습활동은 매우 재미있었다.	1	2	3	4	5

How much of this activity did you spend using or thinking about English? 이번 학습활동 동안에, 당신은 얼마나 사고하였고 영어를 사용 (듣기, 말하기, 읽기, 쓰기) 하였는가?	0%	20%	40%	60%	80%	100 %

Comments (기타 의견): _____

APPENDIX D: Activity Rationales - Original English and Korean Translations

1) Why Do I Do This Activity - GIU Grammar?

I want everyone in this class to learn and use English well. Unfortunately many students in this class have not had a chance to get a good foundation in English. Learning research shows that without a good foundation to learning, it is impossible to improve beyond the most basic level. I do this activity because I want to make sure that every student has a good foundation in English. I will not give up on individual students because they are too far behind other students. In this activity some students can finish quickly and be happy with themselves, while other students have all the time and help they need learn everything they don't know. I understand this activity may be boring for students who finish quickly, and tough for those who are truly learning it for the first time, however the benefit of this activity is that it makes sure that every student has the best possible foundation in English.

1) 이번 학습활동(GIU 문법)의 목적는 ?

나는 여기 있는 모든 학생이 영어를 잘 할 수 있기를 바랍니다. 안타까운 것은 많은 학생들에게 튼튼한 기초를 쌓을 기회가 많지 않았었다는 것입니다. 공신력 있는 연구결과들에 따르면 필수적인 기초를 닦기 전에는 영어실력의 향상을 기대하기 힘들다고 보고되어 있으며, 이에 따라 기초실력이 부족한 학생들에게 충실한 기초를 쌓아주고자 오늘의 학습활동을 시행합니다. 나는 기초가 부족한 학생들이라고 해서 그냥 버려두고 수업을 진행하고 싶진 않습니다. 이 학습활동에서 실력이 있는 학생은 빨리 끝내게 될 것이며, 기초가 부족한 학생은 시간이 부족해 어려움을 격을 것입니다. 따라서 빨리 끝내고 시간이 남는 학생에게는 지루한 활동이 될 수도 있겠으나, 이 학습을 처음 대하는 학생에게는 매우 어려운 시간이 될 수도 있습니다. 그러나 이 학습이 모든 학생의 기초실력을 바로 쌓고자 실시되는 것인만큼 충분한 시간이 주어질 것이며 도움이 필요한 학생에게는 내가 직접 도움을 줄 것입니다.

2) Why Do I Do This Activity - GIU Conversation?

This activity is designed to let you practice the grammar you just learnt as well as to use English to communicate an idea instead of just memorizing and repeating the same thing many times. Learning research shows that if you truly use English you learn it quicker than if you just study or memorize it. That is what this activity tries to have you do. By having you talk to partners you have a lot more chances to practice speaking and listening than if you only talked to the teacher, and because you are truly using English, you will improve your English in the most efficient way possible.

2) 이번 학습활동(GIU 회화)의 목적은?

이번 학습활동은 방금 전에 학습했던 문법을, 단순한 암기와 반복이 아닌 창의적으로 적용하는 능력을 기르기 위해 구성되었습니다. 많은 공신력 있는 연구결과에서 단순 반복 암기보다는 창의적인 응용이 언어학습효과를 높인다고 발표 되었으며, 이와 같은 창의적 적용이 이 활동에서 여러분이 행하도록 요구되고 있는 것입니다. 서로 짝을 지어 대화하는 것이 오직 원어민교수님과 대화하는 것보다 듣기와 말하기를 더 많이 연습하게 하며, 실제로 영어를 사용하는 것이 가장 효과적으로 영어실력을 향상시키는 것임을 기억하기 바랍니다. 또한 이것이 언어의 창의적 적용과 함께 이 학습활동을 하는 이유라는 것도 함께 기억하기 바랍니다.

3) Why Do I Do This Activity - What Is The Question?

Language research shows that successful communication requires much more than only vocabulary and grammar. Successful communication requires that each person in a conversation responds to the other appropriately. In this activity, by working backwards from the answer to the question, students are required to consider what the person who asked the question would have said and how they would have said. By doing this students become more aware of discourse practices and thus more able to incorporate them in their own language use.

3) 오늘의 학습활동(What Is The Question?)을 하는 이유는?

언어학 보고서들에 의해 발표된 바에 의하면, 성공적인 대화를 위해서는 단어와 문법 뿐만이 아니라 대화를 이끌어가는 서로에 대한 적절한 반응들이 중요하다고 보고되어 있습니다. 오늘의 학습활동은 학생들이 대답을 먼저 듣고 질문을 만들어 가는 과정을 거치면서 '질문자가 무엇을 어떻게 말했을 때 이런 대답을 하게 될까?'를 생각하게 됩니다. 이런 과정을 거치면서 적절한 담화의 방식을 익히게 되고, 따라서 언어를 더욱 자연스럽고 적절하게 사용할 수 있는 능력을 향상시키는 것이 오늘 학습활동의 목표입니다.

4) Why Do I Do This Activity - Music Fill-Ins?

Korean and English have many different sounds and sound combinations. One problem for many students is that you do not hear some English sounds (like final d, t, and sometimes s). Having you listen to music lyrics and fill in the blanks helps you by forcing you to listen to sound details, and thus improve your ability to differentiate English sounds. It is also good because most conversations are not heard in perfectly quiet rooms and thus the background music improves your ability to listen in a noisy environment. By having you listen alone then compare with a partner, you are able to work hard yourself, and thus learn, but also to compare your answer afterwards so that you can feel more confident in what you heard.

4) 오늘의 학습활동을 하는 이유는?

한국어의 발음과 영어의 발음 사이에는 많은 차이가 있습니다. 많은 학생들에게 문제가 되는 것은 영어에서 나는 발음 자체가 들리지 않는 경우가 많다는 것입니다. 단어의 마지막에 위치한 d, t 와, 경우에 따라서는 s 가 그 예입니다.
노래를 듣고 빈칸을 채우게 하는 것은 발음을 자세하고 정확하게 듣도록 유도하기 위한 것이며, 따라서 영어가 갖고 있는 낯선 발음을 분별하는 능력을 키우고자 하는데 목적이 있습니다. 또한, 실제로 대화를 할 때 늘 주위가 조용한 것만은 아닙니다. 따라서 배경음악과 함께 들리는 가사를 들으면서 연습함으로써 실제 상황에 적응하는 능력을 키울 수 있습니다. 열심히 듣고 많이 배우기 바랍니다.

5) Why Do I Do This Activity - Stop The Bus?

Stop the bus is a fun quick game that is also quite beneficial for students because it helps students build up their ability access and recall vocabulary items they know quickly. It is also useful in that it helps students learn new words from classmates or a dictionary in a context where they are interacting with the vocabulary item and thus, according to TESL research, more likely to process it deeply and remember it better.

5) 오늘의 학습활동(Stop The Bus)을 하는 이유는?

Stop The Bus 는 빠르게 진행되는 재미있는 게임이면서 유익한 학습방법이기도 합니다. 이 학습활동은 학생들이 자신이 알고 있는 단어의 호출 능력을 향상시키며, 반 친구들과 사전을 보면서 문맥에 맞는 새로운 단어들도 익히게 됩니다. 또한 TESL(제 2 외국어로서의 영어 교수법)에 따르면 이 학습방법이 더 깊이 오래도록 기억하는데 도움이 되는 학습법입니다.

6) Why Do I Do This Activity - Giving Directions?

I want you to learn to use English, not only to learn about English. As with so many activities in my class, this activity is designed to get you to use English instead of simply memorize it. By doing this activity you are given the chance to make your own sentences and to build English from the pieces given. You are also able to find the parts of your language use that need to be improved. And, by finding what areas need to be improved and by tying again and again to get to the destination you finally create good English abilities in yourself.

6) 오늘의 학습활동(Giving Directions)의 목적은?

영어는 순수한 학문만을 위한 공부가 아닙니다. 영어는 공부하고, 응용하고, 나아가 실제로 사용하기 위해서 배우는 것입니다. 따라서 다른 학습활동들과 더불어, 오늘의 학습활동에서도 단순암기학습의 차원을 넘어, 연습과 응용을 통해 실제로 여러분의 것으로 습득시키고자 합니다. 이번 학습활동에서 여러분은 스스로 쉬운 문장들을 먼저 만들어보고, 그것을 토대로 한 차원 높은 구성을 만들 수 있게 될 것입니다. 또한 학습과정을 통해 여러분이 더 노력해야 하는 부족한 부분도 밝견하게 될 것입니다. 목적지에 다다를 때까지 계속해서 자신의 영어를 수정하고 다시 시도함으로써 영어를 제대로 사용할 수 있는 능력을 기르게 될 것이고, 이것이 또한 오늘 학습활동의 목적입니다.

7) Why Do I Do This Activity - Vocabulary Word Search?

Simply using a dictionary to look up a word and write it down once, or even 100 times is a great way to learn a word for a short time - and forget it a week later. Language research shows that one of the best ways to learn vocabulary is it use it in a meaningful way. I have designed the vocabulary word search as a way for my students to interact with vocabulary items and help get those vocabulary items into the deeper parts of your brains. This activity is also good because it exposes you to a new way of learning vocabulary that you may adopt as part of your personal learning strategy.

7) 오늘의 학습활동(Vocabulary Word Search)을 하는 이유는?

단순히 사전을 찾아보고 반복해서 써보는 단순 암기의 학습방법으로는 단어를 쉽게 다시 잊어버리게 됩니다. 많은 권위있는 보고서들에 의해 단어를 공부하는 가장 좋은 방법 중의 하나는 단순히 반복해서 암기하는 것에서 벗어나 그 단어의 의미를 이해하고 사용하는 것이라고 보고되어 있습니다. 따라서 단순 반복 암기 학습법이 아닌, Vocabulary Word Search 를 통해 단어의 의미를 잘 이해하고 학습함으로써 더 효율적이고 깊이있게 학생들의 머리속에 각인시키고자 합니다. 또한 학습자는 이 새로운 학습방법을 접해봄으로써 자신의 새로운 공부방법으로 응용해 볼수도 있는 장점이 있겠습니다.

8) Why Do I Do This Activity - Vocabulary Tests?

Vocabulary is like the ingredients for dinner, and grammar is like the recipe. Without a recipe you can still eat, but without ingredients you will starve. 93% of spoken English contains 1000 words, 97% of spoken English contains 2000 words. TESL research also shows that people can understand a conversation or text even if they only understand 80% of the vocabulary. Thus, having a basic vocabulary of about 2000 words will allow you to communicate and understand almost anything. That is why I want you to study basic vocabulary. I use vocabulary tests because I feel the basic vocabulary is too important, and I want to ensure you spend time learning it!

8) 오늘의 학습활동(Vocabulary Tests)의 목적은?

단어는 저녁을 만들기 위한 여러 재료들과 같으며, 문법은 요리법과 같습니다. 요리법을 몰라도 재료가 있다면 일단 식사가 가능하지만, 재료가 없다면 배고픔을 면하지 못할 것입니다. 실제 회화의 93%는 1000 개의 단어 내에서 이루어지며, 97%는 2000 개의 단어 내에서 이루어집니다. 또한 TESL(영어를 제 2 외국어로 가르치는 교수법)의 연구보고서에 따르면 80%의 단어만 알아들어도 대화나 문장을 이해할 수 있다고 합니다. 이것은 다른 말로하면, 여러분이 이 기본적인 2000 개의 단어를 학습한다면 회화의 대부분을 이해할 수 있게 된다는 것입니다. 이것이 본인이 늘 여러분에게 기본적인 단어를 학습시키는 이유입니다. 본인이 Vocabulary Tests 를 실시하는 이유는 위에서 설명한 바와 같이 기초 단어들이 매우 중요한 만큼, 여러분에게 이것을 꼭 학습시키고 여러분의 것으로 소화하시키도록 하기 위해서입니다.

9) Why Do I Do This Activity - Pronunciation and Poetry?

Pronouncing a language is a bit like dancing in a ballet. It is not only the moves that make the ballet dancing beautiful, but also the smoothness and flow of the dancer. With English it is not only your ability to make each sound well but your ability to have sounds flow together well that makes your speech sound nice. This pronunciation poetry is very useful for two reasons. The first is because it has a natural rhythm that helps teach you how to speak in a smooth flowing way. The second is that because the individual pronunciation items are difficult, if you work on speaking them well in class, you will find that you can pronounce more normal English quite well without even having to think about it.

9) 오늘의 학습활동(Pronunciation and Poetry)을 하는 이유는?

발음을 하는 것은 마치 발레를 하는 것과 같습니다. 발레를 아름답게 만드는 것은 단순한 움직임만이 아니라 발레리나의 리듬에 맞춰 흘러가는 부드러운 율동에 있는 것입니다. 영어도 이와 같아서 단순히 개개의 발음을 정확하게 하는 것만으로는 부족합니다. 그 발음들을 흘러가는 시냇물처럼 연속적으로 그 느낌에 맞춰 잘 어우러줄 수 있어야 좋은 발음을 낼 수 있습니다. 오늘 이 시를 읽고 발음해 보는데는 두 가지의 이유가 있습니다. 첫째는 이 시가 갖고 있는 자연스런 리듬을 따라 읽으면서 부드럽게 흘러가는 느낌을 배우는 것이며, 둘째는 이 시에 나오는 어려운 발음을 잘 할 수 있도록 수업시간을 통해 연습함으로써 평범한 영어의 발음을 더욱 순조롭고 쉽게 할 수 있도록 하는 것입니다.

APPENDIX E - Preliminary Survey Results - Poorly Motivated False Beginner Korean College Students - Qs 1-6

Note: While the full Preliminary Survey was given to the poorly motivated false beginner Korean college students, due to time limitations, an edited version consisting of only questions four, five, seven and eight was given to the more successful language learners.

Question		Class A (28)	Class C (30)	Class A and C Mean (58)
1a.	How many hours of homework for ALL your classes combined did you average every week this year at SHC?	3.57	5.00	4.31
b.	How many hours of homework for ALL your classes combined did you average every week in high school 3?	4.54	3.47	3.99
c.	How many hours of homework for ALL your classes combined did you average every week in high school 2?	3.32	3.00	3.15
2a.	How many hours a week did you average in *hogwons* this year at SHC?	1.61	1.60	1.60
b.	How many hours a week did you average in *hogwons* in high school 3?	1.54	3.17	2.38
c.	How many hours a week did you average in *hogwons* in high school 2?	2.61	3.10	2.86
3a.	Have you ever had a native speaker English teacher before?	7 = 25%	10 = 33%	17 = 29%
b.	How often?	Results Untallied	Results Untallied	Results Untallied
4.	Out of 100 points, how good was your English education up until the end of high school?	44.3%	51.0%	47.8%
5.	How difficult is it for you to learn English? 1 = very easy to 5 = very hard	3.65	3.70	6.68
6a.	Have you ever travelled abroad?	2 = 7.1%	9 = 30%	11 = 39%
b.	How long have you spent abroad in total?	Results Untallied	Results Untallied	Results Untallied

APPENDIX F - Preliminary Survey Results - More Successful Language Learners - Questions 4 and 5

Note: While the full Preliminary Survey was given to the poorly motivated false beginner Korean college students, due to time limitations, an edited version consisting of only questions four, five, seven and eight was given to the more successful language learners.

Question	Class A (29)	Class B (27)	Class A and B Mean (56)
4. Out of 100 points, how good was your English education up until the end of high school?	52.6	55.7	54.1
5. How difficult is it for you to learn English? 1 = very easy to 5 = very hard	3.83	3.52	3.68

APPENDIX G - Preliminary Survey Results - Question 8

Notes:

1: While the full Preliminary Survey was given to the poorly motivated false beginner Korean college students, due to time limitations, an edited version consisting of only questions four, five, seven and eight was given to the more successful language learners.

2: In this open-ended question, responses were categorized ad-hoc from translated answers.

3: Percentage values in the matrix below indicate the percentage of students out of the total number of students in that condition who indicated a certain concept.

4: As many of the More Successful Language Learners completed the Preliminary Survey in great depth, it was often found necessary to categorize responses into more than three categories. This has resulted in the average response per student for these students to be higher than the 3.0 maximum expected by the initial question

Question 8: What do you think are the 3 biggest problems with the English education system in Korea (include Middle School, High School, *Hogwons*, and College)?

	Responses from Poorly Motivated False Beginner Korean College Students (58)	Responses from More Successful Language Learners (56)
Instruction is too grammar centred	20 = 34.5 %	21 = 37.5 %
System encourages memorization not integration	17 = 29.3 %	17 = 30.4 %
Teachers lack enough English ability	9 = 15.5 %	0 = 0.0 %
Teachers have poor pronunciation	0 = 0.0 %	6 = 10.7 %
The English that is learnt is not practical	2 = 3.4 %	24 = 42.9%
Teachers are not good at teaching the basics	7 = 12.1 %	0 = 0.0 %
Teachers only focus on the good students	2 = 3.4 %	0 = 0.0 %
Classes focus on passing the University Entrance Exam	8 = 13.8 %	21 = 37.5 %

No listening practice in school	2 = 3.4 %	14 = 25.0 %
The English education system is poorly organized	2 = 3.4 %	1 = 1.8 %
Students need to be placed by ability	4 = 6.9 %	0 = 0.0 %
Teachers don't care if students understand, they just keep teaching	8 = 13.8 %	1 = 1.8 %
Students feel no need to learn English	3 = 5.2 %	0 = 0.0 %
High pressure classes/ Forcing of students to learn English	4 = 6.9 %	6 = 10.7 %
Students need to go to *hogwons* to learn enough English	2 = 3.4 %	2 = 3.6 %
No conversation practice	11 = 19.0%	16 = 28.6 %
Textbooks and materials are poor	3 = 5.2 %	5 = 8.9 %
Public schools don't have native speakers	4 = 6.9 %	0 = 0.0 %
Teaching is stiff and boring	7 = 12.1 %	11 = 19.6 %
There is a mismatch of learning and teaching styles	5 = 8.6 %	0 = 0.0 %
Students are lazy	1 = 1.7 %	0 = 0.0 %
Lessons are teacher fronted / Class is like listening to a radio	10 = 17.2 %	12 = 21.4 %
Course (blindly) follows the textbook	0 = 0.0 %	13 = 23.2 %
Lessons are listen and repeat only	0 = 0.0 %	6 = 10.7 %
Teachers only use Korean in the classroom	0 = 0.0 %	1 = 1.8 %
No pronunciation work	0 = 0.0 %	11 = 19.6 %
No cultural education	0 = 0.0 %	2 = 3.6 %
Teachers give students too much trouble / students fear teachers	0 = 0.0 %	7 = 12.5 %
Total Comments Per Student	131/58 = 2.3	197/56 = 3.5

APPENDIX H - Main Research - Comprehensive Data

Notes:

1. Each individual box under Class A, Class B, or Class C containing six values, four values on the left side and two values on the right side, represents the results of a single activity on a single day in a single class.

2. The four values on the left of each box are the mean values derived from the all the student responses to questions one through four respectively. The top value on the right of each box represents the mean of the values for questions one and two, while the lower value represents the value for question four scaled from a percentage value to a five point value by the formula: (%/25)/1 = Five Point Value

3. Values with a tan background relate to Condition A, while values with a blue background relate to Condition B.

4. There are two additional columns on the very right side of the table. The left of the two columns gives the combined mean value for questions one and two (top), and question four (bottom) for all instances of an activity in Condition A (tan) or Condition B (blue).

5. Values with green or pink backgrounds in the column on the very right indicate differences in the mean values between Condition A and Condition B, of questions one and two (top) and question four (bottom). Green indicates an increase from Condition A to B while pink indicates a decrease.

Activity Number and Name	Cond. A/B	Qtn. Num.	Class A		Class B		Class C		Mean Q1+2 / Mean Q4	Mean Condition B - A
1 Units from Murphy's *Essential Grammar In Use*	A	1	3.91		3.70		3.62			
		2	4.03	3.97	3.79	3.75	3.62	3.62		
		3	3.88		3.30		3.35			
		4	51.60	3.06	47.90	2.92	50.60	3.02		
	A	1	3.70		3.27					
		2	3.87	3.79	3.42	3.35			3.69	
		3	3.87		2.96					
		4	58.70	3.35	46.20	2.85			3.04	
	B	1	3.94		3.68		3.70			
		2	4.00	3.97	3.71	3.70	3.63	3.67		
		3	3.59		3.65		3.23			
		4	63.00	3.52	54.10	3.16	59.30	3.37		
	B	1	3.90		3.86		3.93			
		2	4.07	3.99	3.79	3.83	3.79	3.86	3.83	0.14
		3	3.79		3.79		3.61			
		4	66.20	3.65	60.00	3.40	62.90	3.52	3.44	0.40

Activity Number and Name	Cond. A/B	Qtn. Num.	Class A		Class B		Class C		Mean Q1+2 / Mean Q4	Mean Condition B - A
2 Speaking Activity Based on Preceding *Essential Grammar in Use* Unit	A	1	3.56		3.48		3.45			
		2	3.68	3.62	3.68	3.58	3.77	3.61		
		3	3.59		3.48		3.45			
		4	50.60	3.02	54.20	3.17	54.00	3.16		
	A	1			3.64		3.23			
		2			3.68	3.66	3.47	3.35	3.56	
		3			3.75		3.27			
		4			64.30	3.57	49.70	2.99	3.18	
	B	1	3.88		4.29		3.69			
		2	3.91	3.90	4.29	4.29	3.86	3.78		
		3	3.91		4.29		3.79			
		4	65.30	3.61	77.10	4.08	68.60	3.74		
	B	1	3.80		3.47		3.54			
		2	3.93	3.87	3.57	3.52	3.69	3.62	3.83	0.26
		3	3.93		3.43		3.62			
		4	66.00	3.64	60.00	3.40	63.80	3.55	3.67	0.49
3 Writing Questions that Could Elicit Given Answers	A	1			3.69		3.54			
		2			3.69	3.69	3.75	3.65	3.67	
		3			3.65		3.50			
		4			52.30	3.09	60.00	3.40	3.25	
	B	1					3.69			
		2					3.73	3.71	3.71	0.04
		3					3.73			
		4					68.50	3.74	3.74	0.49
4 Music Fill-in the Blanks Activity	A	1	4.15		4.30		4.30			
		2	4.21	4.18	4.60	4.45	4.24	4.27	4.30	
		3	4.27		4.27		4.39			
		4	63.00	3.52	53.80	3.15	55.80	3.23	3.30	
	B	1	4.15		4.25					
		2	4.21	4.18	4.25	4.25			4.22	-0.09
		3	4.18		4.25					
		4	72.70	3.91	65.80	3.63			3.77	0.47

Activity Number and Name	Cond. A/B	Qtn. Num.	Class A		Class B		Class C		Mean Q1+2 / Mean Q4	Mean Condition B - A
5 Stop the Bus Vocabulary Game	A	1			3.76					
		2			3.83	3.80			3.80	
		3			3.83					
		4			64.10	3.56			3.56	
	B	1	4.43				4.15			
		2	4.43	4.43			4.18	4.17	4.30	0.50
		3	4.46				4.50			
		4	85.70	4.43			71.20	3.85	4.14	0.57
6 Giving Directions and Language Robot Activity	A	1	3.97							
		2	4.10	4.04					4.04	
		3	3.81							
		4	70.30	3.81					3.81	
	B	1			3.97		3.59			
		2			4.00	3.99	3.79	3.69	3.84	-0.20
		3			4.13		3.59			
		4			70.10	3.80	65.90	3.64	3.72	-0.09
7 Vocabulary Word Search Activity	A	1	3.83		3.64		3.40			
		2	3.80	3.82	3.73	3.69	3.40	3.40	3.63	
		3	3.60		3.73		3.30			
		4	57.30	3.29	56.40	3.26	48.70	2.95	3.17	
	B	1	4.06		3.77		3.63			
		2	4.13	4.10	3.83	3.80	3.67	3.65	3.85	0.22
		3	4.16		3.77		3.67			
		4	65.60	3.62	58.00	3.32	60.70	3.43	3.46	0.29

Activity Number and Name	Cond. A/B	Qtn. Num.	Class A		Class B		Class C		Mean Q1+2 / Mean Q4	Mean Condition B - A
8 Studying Outside Class For Vocabulary Tests	A	1	3.97		3.79		3.20			
		2	3.91	3.94	3.86	3.83	3.38	3.29	3.69	
		3	3.63		3.75		3.14			
		4	60.60	3.42	49.70	2.99	52.40	3.10	3.17	
	B	1	3.97		3.55		3.70			
		2	3.97	3.97	3.68	3.62	3.78	3.74	3.78	0.09
		3	3.97		3.59		3.52			
		4	74.00	3.96	59.40	3.38	66.50	3.66	3.67	0.50
9 Pronunciation Pairs and Tongue Twisters	A	1	3.76				4.00			
		2	3.88	3.82			4.04	4.02	3.92	
		3	3.64				3.96			
		4	61.20	3.45			63.50	3.54	3.49	
	B	1	4.03				3.63			
		2	4.09	4.06			3.67	3.65	3.86	-0.06
		3	3.97				3.48			
		4	63.50	3.54			59.30	3.37	3.46	-0.04

APPENDIX J - Daily Research Notes

Activity	Class	Week	Class Observations
1	A	First	None
2	A	First	Some Discipline Problems
1	C	First	Started Reinforcing Anonymous and over acting my blindness as students handed in form
2	C	First	None
1	B	First	Started Writing activity page on board, reinforced this activity only - held up text pages for effect
2	B	First	Some Moderate Discipline Problems
4	C	First	Good class
4	B	First	OK class
4	A	First	Very good class
1	A	Second	None
7	A	First	None
2	C	Second	None
7	C	First	None
1	B	Second	None
2	B	Second	None
9	C	First	High energy
7	B	First	Good class
9	A	First	Less energy than 16
2	A	Third	Good class
1	A	Third	Some negative energy
1	C	Third	Some negative energy
3	C	First	Some negative energy
1	B	Third	Some negative energy
3	B	First	Some negative energy
4	B	Second	Very good class
4	A	Second	Very good class
1	A	Fourth	Normal good Class

2	A	Fourth	Normal good Class
8	A	First	Normal good Class
1	C	Fourth	Very good class
2	C	Third	Very good class
9	C	Second	Very good class
1	B	Fourth	Medium good class
2	B	Third	Very good class
5	B	Any	Very good class
7	C	Second	Class not happy
8	C	First	Class not happy
7	B	Second	Class not happy
8	B	First	Class not happy
7	A	Second	Good Class
6	A	Any	Medium good class
8	A	Second	Medium good class
9	A	Second	Good Class
2	C	Fourth	Class not happy
8	C	Second	Discipline Problems, class very unhappy
3	C	Second	Class medium
2	B	Fourth	Medium good class
8	B	Second	Medium good class
6	C	Any	Good class
5	C	Any	Medium good class
6	B	Any	Medium good class
5	A	Any	Good class

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