

# A Study of WTC and Motivation of Korean EFL Learners

Yachao Liu  
(Kunsan National University)  
Hyesook Park  
(Kunsan National University)

## ABSTRACT

The major purpose of this study was to investigate the relationship among WTC, Motivation and English proficiency within a population of Korean English as a Foreign Language (EFL) learners. Based on previous studies, we used the similar study method to conduct this case. There were 201 Korean college students of different majors who participated in. They were asked to fill out the questionnaires related to WTC and Motivation, English proficiency were assessed according to the TOEIC scores. Factor analysis indicated that there are ten motivation components affected Korean EFL learners, of which instrumentality prevention, motivated behavior, ought-to self and family influence were four top types. WTC had closed correlation with motivation, English proficiency and perceived speaking ability. At the same time, WTC correlated with sub-components of Motivation. The students who are more willing to initiate a conversation are more likely to performance better in oral English speaking, and they also perceived this in advance. Some suggestions for enhancing Korean EFL learners' English proficiency were given as well.

**Keywords:** WTC, motivation, English proficiency

## I. Introduction

In times of rapid globalization of culture, science, society, economy and education in the 21st century, English takes a position as an international language and the great advancement of information technology has rendered English a useful instrument not only for communication but also for getting knowledge and information in the so-called information era. Although MEST has emphasized the fundamental goal of increasing communicative skills in English as well as creativity and intellectualism in the curriculum (Kim, 2004), the reality in EFL learning contexts, however, does not allow the fundamental goals of these policies to be met because of the predominance of several factors in learning English (Jee, 2003).

The three main hypotheses of the present study are:

- 1) What are the main types of English learning motivation in Korean EFL learners?
- 2) Is there any correlation between WTC and Motivation in Korean English learning context?
- 3) Do WTC and motivation have a positive impact on English proficiency?

## II. Methodology

## 2.1 Participants

Three questionnaires were administered to all the 201 students in K National University, 168 out of 201 copies of the questionnaires collected were analyzed in the study because some of them were unfinished and others gave the same choices to all the questions. The participants were from 15 different majors. All the students in these disciplines got the questionnaires in order to cover different levels of English learners. 60.1% of them started learning English from 8 to 11, only 17.3% have been abroad for studying or travelling (see table 3.3), 63.1% of the students are male, the rest are female. The scale of students' TOIEC scores is between 200 and 900, regardless of any major limitation, mainly ranges from 300 to 600.

## 2.2 Materials

The data for the present study were collected using three questionnaires. The survey was conducted in class time and the students were told that their reply would not affect their performance in this course. Following a consent form, they responded to the sets of items discussed in the following subsections. The first two questionnaires were extracted and recognized from MacIntyre & Clément's questionnaire for bilingual students in Canada, while the third one was developed from Dörnyei's(2003) questionnaire, adapted EFL learners from three different countries and the reliability analysis of these three questionnaires are all above 0.89( $\alpha=0.894$ ) which means these questionnaires are highly adequate for the survey.

## III. Results

### 3.1 Descriptive Statistics

Descriptive statistics are numerical representations of how participants performed on a test or questionnaire (Brown, 1996).

[TABLE 1] Descriptive Statistics of the Three Measures

Variable	Mean	Median	Mode	SD	SKEW	KURT
WTCIN	3.09	3.1	3.1	.4	.11	-.069
WTCOUT	2.63	2.65	2.65	.61	.03	-.16
MOT	2.53	2.62	2.73	.41	.13	-.76

#### 3.1.1 Analysis of WTC inside and outside the classroom

The participants' responses to the questionnaire consist of six sub-scores which were designed according to the conditions in the EFL class. Table 3.2 summarized the average scores that the participants obtained for each subscale and the questionnaire as a whole.

**[TABLE 2]** Average Scores of the Subscales and Whole Scale of WTC inside/outside the Classroom

Inside	Total	SF	Group	Class	Teacher involved	Teacher not involved
Scores	3.09	3.76	3.14	3	3.76	2.98
Outside	Total	SF	Group	Teacher	Friend	Stronger
Scores	2.63	3.42	1.6	2.81	2.14	3.4

SF: If other people speak first, would you like to talk back?

### 3.1.2 Comparison between WTC inside and outside the classroom

The first nine items in the WTC scales inside and outside the classroom are the same. The comparison between them can throw some light on the task arrangement. The table below shows us the details about the comparison.

**[TABLE 3]** Comparison between WTC Item Scores inside and outside the Classroom

	Item1		Item2		Item3		Item4		Item5	
	In	out	In	out	In	out	In	out	In	out
Scores	2.63	1.66	2.39	1.54	1.83	2.83	3.17	2.25	2.94	2.47
	Item6		Item7		Item8		Item9		Total	
Scores	2.89	2.18	3.2	2.36	3.89	3.71	3.63	3.20	3.09	2.63

### 3.1.3 Analysis of Motivation

There are 10 components extracted from 42 items in motivation questionnaire by using principal component analysis. The KMO(Kaiser-Meyer-Olkin) test result is 0.854 and the Bartlett's test of sphericity shows the significance is 0.000, both of which indicate the chosen components are satisfactory.

**[TABLE 4]** Description of the ten components

Component	Scores
Instrumentality prevention	3.28
Motivated Behavior	3.21
Ought to Self	3.17
Family Influence	3.09
Ideal L2 Self	2.59
Attitudes to learn English	2.51
International Posture	2.38
Attitudes to L2 community	2.30
Future Self Imagination	2.23
Instrumentality promotion	2.06

### 3.2 Correlation

In accordance with the comparison between successful learners and less-successful learners on English proficiency, we can infer that WTC on English proficiency related to students' English performance, in addition, WTC has relationship with motivation and perceived speaking ability. However, the degrees of correlations among them are still not known. The correlation study was conducted in present research to answer these questions. And the results are represented in following tables.

**[TABLE 5]** Correlation among WTC, Motivation and English Proficiency

Pearson Correlation	Motivation	English Proficiency
WTC inside classroom	.277**	.434**
sig	.000	.000
WTC outside classroom	.449**	-.053
sig	.000	.247

Table 6 showed a very interesting result that WTC correlated significantly with perceived speaking ability.

**[TABLE 6]** Correlation between WTC and Perceived Speaking Ability

Correlation	Perceived speaking ability
WTC	.269**
sig	.000

Table 7 demonstrates a correlation matrix for WTC and ten motivation factors extracted from the PCA.

**[TABLE 7]** Correlation between WTC and Sub-divided Motivation Type

		Ideal L2 Self	Ought to Self	Attitudes to learn English	Future Self Imagination	Attitudes to L2 Community
WTC	Pearson	.251**	.188*	.165*	.190*	.240**
	Sig	.001	.015	.033	.014	.002
		International Posture	Family Influence	Instrumentality Promote	Instrumentality Prevent	Motivated Behaviors
WTC	Pearson	.214**	.104	.015	.106	.059
	Sig	.005	.178	.514	.039	.445

## IV. Conclusion and Implications

### 4.1 Major findings

First, the number of the participants in the communication influences students' WTC a lot. Second, the motivations of Korean students for English language learning are more instrumental than integrative. Third, as there are positive correlations between different types of motivation and motivation intensity and WTC, teachers should improve students' motivations in order to improve their WTC. Korean students show greater motivation on daily life of target community which belongs to surface motive which cannot last very long. The last is that comparing the models set up by MacIntyre and Charos' (1996), Hashimoto (2002), Yashima (2002), we can come to a conclusion similar to that of MacIntyre & Charos and that of Hashimoto, i.e. there is a path between motivation and WTC, and it's also true between WTC and English proficiency.

### 4.2 Pedagogical implications

Research on WTC can give enlightens to English teaching at the tertiary level. Communication in authentic situations is the ultimate aim for language teaching. Therefore, language teachers' most important task is to nurture students' WTC, researching on all the possible affective factors that may influence WTC. Try to discover the motivation students have, enhance it and lead it towards integrative and intrinsic direction. Second, we cannot ignore the correlation between WTC inside and outside the classroom. The EFL teachers should take advantage of the outside classroom time to create authentic situations to enhance students' WTC. At the same time, Internet can be used for students to communicate behind the screen with both students themselves and native speakers in that strangers can stimulate students to communicate more. For another, the similarities and differences between situations inside and outside the classroom can help teachers design effective tasks. Meanwhile, the finding that students prefer to speak to strangers outside the classroom gives theoretical support to the establishment of cyber English learning platform.

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### **About the Presenters**

**Yachao Liu** is a M.A candidate in the department of English Language & literature in Kunsan National University. She majored in Computer Science in the undergraduate program in China and moved to Korea in order to study English Education.

**Hyesook Park** received her Ph.D. in English Education and has been involved with graduate and undergraduate instruction in English education at Kunsan National University. Currently, her professional interests include SLA, English Writing, and research methodology. Email: [sapark@kunsan.ac.kr](mailto:sapark@kunsan.ac.kr)