

Motivations for International Students to Study Abroad at Korean Universities: Economics, Language, Culture, and Personal Development

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❖ Abstract

This study examines motivations for international students to study abroad at Korean universities. Employing qualitative and mixed methods, this study used grounded theory to analyse data obtained from student interviews, essays, digital storytelling videos, and student video representations to explicate the nature of study of six subjects. All subjects were enrolled in English Education courses during years 2014–2017. The researcher was the course instructor. Results from this study revealed that major codes that emerged from data analyses were those of economics, culture, language study, and personal development, corroborating with findings of most research literature regarding international students' motivations (OUSO, 2015). However, survey of professional literature and study data showed that motivational codes presented in the literature and this study, were discursive in nature in that each code was not only connected to all other codes, but also mutually co-constructive. As such, this study suggests that motivational codes found in study abroad literature were discursive in nature, resembling Bourdieu's (1991) theory of economic, social, and cultural capitals. Results of this study suggest that various motivations for studying abroad are subsumed under economic logic of expense and career development.

Key Words : Cross-Cultural Studies, international student motivation, study abroad, discursive relations

I . Introduction

The past 20 years has seen a dramatic world-wide increase in the number of university students studying abroad. A study by the Oxford University Strategy Office (OUSO) found that the number of study-abroad students reached 5,000,000 by the year 2015 and is projected to reach 8,000,000 by the year 2025. The top five nations to attract international students are the United States of America, the United Kingdom, Germany, France, and Australia, respectively. The statistics on international student mobility also show that the greater number of international students are coming from China, India, and South Korea, respectively. The data on international students also showed that most international students chose to study in science, technology, engineering or math (STEM) professions. (OUSO, 2015). With the increasing number of international students, it is no surprise that many nations are creating educational initiatives to draw international students, and the economic opportunities they bring with them, to their universities. As such, a recent study on international students in the USA reported that international education contributed \$30.5 billion to the U.S. economy (NAFSA, 2015) and added 373,000 jobs to the U.S. economy (Institute of International Education, 2014). A recent study by the United Nations Educational, Scientific and Cultural Organization (UNESCO) found that South Korea had a total of 83,843 international students in 2010, with China as the largest contributing nation and the rest coming from a variety of Southeast Asian nations (UNESCO, 2013).

As the number of university enrollments in Korea has been decreasing over the past decade, due to a decreasing population of school-age students, the Korean government has been forced to implement the closing and mergers of some universities (Yoon, 2015). Given this increasing shortfall of students, the Korean government implemented specially funded initiatives, such as the Brain Korea 21 Project (BK-21) and the World Class

University Project (WCUP) which were designed to increase the quality and global recognition of Korean universities and attract increasing numbers of international students. The BK21 project was received 1.2 billion USD from 1999 to 2005 and was designed to increase the amount and prestige of Korean scholarship by funding research projects that would produce an increasing amount of academic literature published in international academic publishing indexes such as the Science Citation Index (SCI) and the Social Science Citation Index (SSCI). While the success of these initiatives may be debated, it is notable that the number of Chinese students studying in Korea increases 33 times between 1999 and 2008 to a total of 30,522 students (UNESCO, 2013). According to the Learning Curve Report (Pearson, 2014) South Korea ranked first internationally in university cognitive skills and educational attainment scores for university students. Moreover, the Times Higher Education (THE) World University Rankings showed that international prestige of Korean universities has increased over the past decade with Seoul National University, KAIST, and POSTECH ranking among the top 100 universities in the world (THE, 2018). Universities around the world, particularly those of the top five national destinations, are instituting new programs and aggressively marketing the increasing number of international students for financial stability and gain (OUSO, 2015).

There are a plethora of studies examining the motivations for international student mobility. Among the most often cited reasons for studying abroad in educational literature are: 1) The desire to study at and/or attain a degree from a more prestigious university and gain the economic benefits such study accrues in the social world (Bridgestock, 2014; Lanzendorf & Kehm, 2010), 2) To acquire other-cultural experience and international connections (Bokareva, 2014; Macready & Tucker, 2011), 3) Language study (Bridgestock, 2014; Pinar, 2016; Van Der Meid, 2003), and, 4) Personal development, (Mirici, Ilter, Saka, & Glover, 2009; Wachter & Maiworm, 2006). Given the efforts of the Korean government to increase the level of international prestige of the Korean university system and the drive to attract increasing

numbers of international students, it is necessary to have a better understanding of the motivations of students currently studying in Korea. However, what is missing from this wide body of literature is a discursive understanding that the various motivations cited for international student mobility are all inextricably interrelated. The survey of the relevant literature on international student motivation undertaken in this study reveals that the various economic and cultural motivations are not only conversely cited in many studies but are obviously discursive in nature as each are forms of capital that accrue various forms of power in the social world. In other words, although all forms of motivation cited in the professional literature exist and have validity, they are all nonetheless subsumed under the factor of economic motivation. Indeed, these various forms of motivation, or capital, mirror Bourdieu's (1991) theories of economic, cultural, and social capitals that are discursive (dialectic or mutually co-constructive) in nature in that the acquisition of each form of capital accrues some form of profit from the others. In addition, the dialectic dominance of economic in motivations for studying abroad are constant with theories of the hidden curriculum and the corporatization of universities (Aronowitz, 2004; Aronowitz & Giroux, 2008). The purpose of this study is to add to the body of educational literature of international student mobility by examining the motivations of five international students who have taken classes in a Department of English Education at a Korean university in order to determine the extent to which the participant's economic interests dominate the discursive construction of student motivations in studying abroad.

II. Literature Review

A review of the educational literature regarding the motivations underlying international student mobility reveals a wide range of reasons for university

students wanting to study abroad. In addition, the literature base of these studies is a product of individual scholars, intra-university commissioned studies for the purposes of creating the proper programs and environment to successfully market to international students, and non-governmental organizations (NGO's) such as UNESCO. The relationship between the impetus for university and NGO sponsored studies regarding the motivations of international student mobility is discursive as such studies are designed to facilitate the marketing plans of universities to attract international students as well as being a reaction to the groundswell of desire for students around the world to study-abroad. The discursive relationship between education and economics is widely known in the social sciences through theories of reproduction in education (Bourdieu & Passeron, 1977), the hidden curriculum (Aronowitz, 2004; Jerald, 2006), and the university as a corporate entity (Aronowitz & Giroux, 2008). Essentially, these theories demystify the dialectics among education, society, and economics by demonstrating that educational systems, whether K-12 or tertiary, are primarily driven by economics. In other words, the primary function of educational systems, and the goals of the students and parents, is to be trained to find the best job possible, with the other aspects of education such as personal, intellectual and social development being far less important.

The literature regarding the mobility of international students strongly implies the truth of these theories given that most studies place the motivations of university prestige (Bridgestock, 2014; Lanzendorf & Kehm, 2010; Ming, 2010), career development (Macready & Tucker, 2011; Mirici, İlter, Saka, & Glover, 2009), and networking (Bokareva, 2014; Campbell, 2011) as the primary motivations for studying-abroad. There is little doubt that the level of prestige of a specific university is related to the greater economic benefits within a specific career path that is accrued from a degree issued by said university as opposed to universities that have a lower international ranking (Bridgestock, 2014; Lanzendorf & Kehm, 2010; Ming, 2010). As such, it is not surprising that the top five nations in attracting international students

are Western nations, with the USA being the preferred destination (OUSO, 2015). It is also clear that the terms career development and networking are economic in nature as a major descriptor of a career is its salary and networking refers to developing potential international business contacts (Bridgestock, 2014; Campbell, 2011). Finally, while the growth of international students in nations such as Korea and Japan are in part due to their rise in international university prestige, these destinations are chosen primarily for their comparatively low tuition and living expenses than those of Western universities.

The second motivation cited in educational literature for international student motivation is cultural experience, often referred to as gaining intercultural competence (Lustig & Koester, 1993; Meyer & Evans, 2007). While many definitions of intercultural competence exist in educational and English language teaching (ELT) literature, they most often refer to students developing the knowledge, skills, open attitudes, and behaviors that allow them to effectively communicate and function in intercultural environments and interactions (Deardorff, 2006). However, this type of definition is most suitable for the purposes of the goals of fields of study in the social sciences and humanities as it focuses on communication and the negotiation of cultural meanings. Intercultural competence is also defined in ways designed to foster business relationships in an increasingly globalized world (Oatey, 2017). As such, original theorizations of intercultural competence originating in the social sciences and the humanities are often appropriated in university marketing efforts to attract international students (Apperson, 2015). Nonetheless, culture remains second among the motivations for international student mobility and is often referred to in terms of adventure (Apperson, 2015; Doerr (2012), the development of open-mindedness and independence (Hadis, 2015), and personal growth (Meyer and Evans, 2007). However, some studies show that the development of intercultural competence is closely related to the target university's program design, pedagogy, and supportive intercultural experiences (Bennett, 2008). Simply put, while universities design their

programs to satisfy all of the interests and needs of international students, the statistics on international student migration clearly show that universities design their programs for economic reasons (NAFSA, 2015; OUSO, 2015; UNESCO, 2013). Moreover, as some studies find that a significant number of international students do not learn well in study-abroad experiences for reasons of culture shock and inadequate language skills (Van de Berg, Connor-Linton, & Paige, 2009), it must be assumed that many students do not develop a greater world and self-view through studying-abroad.

Much of the literature regarding language as a motivating factor for international student mobility is found in ELT literature. Given that much ELT literature focuses on second language acquisition (SLA), it is not surprising that most of the literature focuses on the development of communicative competence (Pinar, 2016). While communication is most often schematized into the four distinct competencies of grammatical, socio-linguistic, discourse, and strategic competencies (Canale & Swain, 1981), the obvious logic of study abroad programs for language learning are based on the importance of immersion in a native speaking (NS) environment (Coleman & Chafer, 2010; Dewey, 2008). However, these studies reflect only those students who choose to study abroad specifically for second language (L2) learning. Although no statistics are available regarding the number of international students studying abroad for L2 learning, the fact that most international students choose academic majors within the STEM fields (OUSO, 2015), suggests that the number of L2 majors among international students are low. As such, the statistics on international student mobility suggest that the motivation for L2 learning is subsumed under the larger motivations of economics and culture, with economics being the dominant motivation. With L2 competency being a significant aspect of intercultural competency, which in turn is often developed for the purposes of economic purposes (Oatey, 2017), the logic of the hidden curriculum of economics in education remains the dominant motivation for international student mobility. Nonetheless, it is clear that international students do experience many aspects of person development in

their study abroad experiences (Coleman & Chafer, 2010; Dewey, 2008). In addition, the discursive relationship between economic, cultural, and linguistic motivational codes clearly parallels the necessary skills for success within an increasingly globalized world (Canagarajah, 2002; Giddens, 2000; Pennycook, 2007).

Arguably, in terms of a liberal arts university education, the main motivation for studying-abroad should be one of personal development (Hadis, 2015; Meyer & Evans, 2007). While university marketing materials, such as websites and brochures, tend to focus on cultural experience and personal development, the clear undercurrent of their literature is career development which is based on the knowledge of the motivations for STEM fields of study and the economic benefits to be reaped by the host university (Apperson, 2015). Given that American universities added \$30.5 billion to the U.S. economy through international students (NAFSA, 2015) and the 83,843 international students in Korea in 2010 (UNESCO, 2013), it is clear that economics is the major driving force in both the national marketing for international students and the motivation for international student mobility. While there are an undefinable number of students who study-abroad for the purposes of person development, it is apparent that economic factors are dominant in the motivations for international student mobility.

The post-structuralism of Bourdieu (1991) is relevant to the motivations for international students in that his 'theory of practice' describes how individuals are socially positioned within a society according to their inborn and acquired economic (money and property), cultural (habits and dispositions), and social capitals (social class, networks, and language) that form a discursive range of possible thought and action known as habitus. It is important to note that as each form of capital is derivative of economic capital, it has the potential to accrue economic profits. Bourdieu's conceptions of capitals are discursive in nature as an individual is born within a specific social position in society yet may accrue additional capitals in life that accrue 'profits of distinction' that affect the individual's social positioning

within the greater society (Tittenbrun, 2016). Thus, society is as much constructed by its individual members as its members are constructed by their society. Similarly, the various categories of international student motivations may be seen as discursive subsets of ‘capitals’ generally derived from the dominant social motivation for the development of economic capital. For example, different studies on international student motivation classify the development of social networks in the categories of economics (Bridgestock, 2014; Lanzendorf & Kehm, 2010), culture (Bokareva, 2014; Macready & Tucker, 2011), and personal development (Mirici, Ilter, Saka, & Glover, 2009; Wachter & Maiworm, 2014). As such, social networking may be seen as a discursive field where the dominant motivation may lie in any specific category, depending on the habitus of the individual, but is still capable of rendering profits of distinction to the other categories. Likewise, the acquisition of language skills may accrue profits from all forms of capitals as well. Thus, the educational literature regarding international student motivation may be seen as a positivistic evaluation that oversimplify the actual complexities of the discursive relationships shared by these categorizations and the national and globalized economics of societies they engender (Aronowitz & Giroux, 2008).

III. Methods

1. Setting

The purpose of this study was to determine the motivations for students studying abroad at a Korean University, to add to the body of educational literature regarding the motivations for international student mobility, and to examine how the discursive nature between the various categories of motivations may be subsumed under an economic reasoning. Using a mixed

methods approach utilizing two distinct qualitative methods, this study endeavors to better understand the motivations of international students to better pedagogically accommodate these students in class. This study was conducted from 2014-2017 in the Department of English Education at a Korean university. While the students majoring in English Education over this period were all Korean, occasionally international students from other major fields of study would sign up for the department's non-major field related courses such as *English Conversation* (Freshman level), *American History* (Sophomore level), *Multimedia English Education* (Junior level), and *Logical Writings in English* (Junior level). All participants of this study attended at one or both of the courses *Logical Writings in English* and *Multimedia English Education*, while two of the subjects attended only one course. Although the researcher was the instructor for these courses, for the reasons of the nature of the curriculum and pedagogy of each course, data was gathered from only the two Junior level courses.

2. Participants

The participants in this study came from a variety of nations and major fields of study and attended courses in the Department of English Education for differing reasons. In addition, some students attended courses as part of a partnership university study-abroad program, while others matriculated into the university. Table 1 displays the pertinent details of each participant in the study. For the issue of spacing, the courses of *Multimedia English Education* and *Logical Writings in English* are represented as MM and WR. The names of the participants have been anonymized to protect the identities of the participants.

Table 1.

Name	Gender	Country	Major	Date	Courses
Jayden	Male	Netherlands	Business	2014	MM & WR
Stijn	Male	Netherlands	Business	2014	MM & WR
Marilla	Female	Romania	Philosophy	2015	WR
Wangfei	Female	China	Tourism	2016	MM & WR
Xiaoxia	Female	China	Tourism	2017	MM & WR
Ayana	Female	Kazakhstan	Architecture	2017	MM

3. Data Gathering

This study uses a mixed methods approach employing two separate qualitative methods to gather data regarding subjects' motivations for studying at a Korean university; in-class interviews and student projects, which include student essays and media representations such as digital storytelling and representations of specific topics. Mixed methods approaches using dual or multiple qualitative research techniques are well represented in research in the social sciences (Creswell, 2003; Denzin & Lincoln, 2011). The courses of *Logical Writings in English* and *Multimedia English Education* were chosen for data collection as they were both workshop courses where a student-centered pedagogy was employed which allowed the researcher to not only interview students throughout the semester, as part of ongoing teacher-student conferencing on group and individual projects, but also because the projects produced in these groups would also serve as data for the study.

In the course *Logical Writings in English* the pedagogy employed was that of process writing where students formed their own groups for the purposes of brainstorming group chosen topics, discussion, and peer review (Hyland, 2000). Although the researcher conducted lectures on such issues as the rhetorical structure of argumentation, the utility of cohesive devices, and the nature of critical thinking (Barnawi, 2011; Tribble, 1996), much of class time was devoted to group work where the researcher frequently

joined the groups to help in the deconstruction of their topics. In addition, as the necessary pre-writing discussions were concluded, each student used their class time writing on their notebook computers or in a computer laboratory, where the researcher would have individual interviews with the students regarding their essay topics and other personal issues. Within this pedagogy the researcher spent much time alone allowing groups and individuals to engage in their tasks. As such, after each in-class interview with a subject, the researcher had ample time to document the content of the interview through field notes (Creswell, 2003). Finally, student essays regarding their study-abroad experiences were also used as data.

The pedagogy employed in the course *Multimedia English Education* focused on group multimedia projects (3-4 students per group) which were informed by instructor lectures based on the course textbook *Technology and Teaching Language Learners* (Butler-Pascoe & Wiburg, 2003) as well as issues that were not covered in the book that regarded the nature of symbolic meaning such as semiotics and theories of representation. The course was scheduled into two weekly sessions of one and two-hour classes. Instructor lectures were delivered in the one-hour class sessions, while the two-hour sessions were devoted to student work on group projects. As with the *Logical Writings in English* course, the researcher spent considerable time in discussion with each group regarding their topics, with most of time left for the groups to work alone; thus, giving ample time for the researcher to document the discussions through field notes. The two lectures on semiotics and representation were necessary as the mandated three course projects were one digital storytelling video and two video representations of a student chosen topic. As such, it was necessary for students to understand how meaning did not only reside in language but was also encoded into visual and audio inputs (Beach, Anson, & Kastman-Breuch, 2014; Hall, 1999). Interview data was gathered from instructor-student discussions and through two digital storytelling video presentations done by Jayden and Stijn (a joint project) and by Wangfei (an individual project) representing their

study abroad motivations and experiences in Korea. Thus, in both courses data was gathered through legitimate research techniques of field notes (Creswell, 2003), student essays (Hyland, 2000), digital storytelling videos (Rance-Roney, 2010), and video representations of inquiry topics (Beach, Anson, & Kastman-Breuch, 2014).

4. Data Analysis

Grounded theory was employed to analyze all data sets in this study. According to Strauss and Corbin (1998), grounded theory entails a continual reading, or viewing, of data until patterns in the data emerge which then become the major ‘codes’ of analysis to best represent the results of the study. One of the purposes of this method of data analysis is to weaken researcher bias as there is no pre-conceived theory underlying research as the ‘theory’ emerges from the coding of the data (Denzin & Lincoln, 2011). Thus, the researcher begins with a ‘blank slate’ and fits relevant theories to the codes that emerge from the data (Strauss & Corbin, 1998). This qualitative method of data analysis was particularly applicable to this study as it could be applied to the three disparate data sets of field notes taken from student in-class interviews, student essays, and student digital storytelling videos.

5. Limitations and Suggestions for Further Studies.

The primary limitation of this study is the low number of participants in this study. While the researcher spent much time with the participants of the study and gathered a large amount of data, it is clear that more generalizable results would have been obtained if there were a far greater number of participants in the study or if a longitudinal study of a small number of participants were possible. As large statistical studies have been done on

these issues by organizations such as OUSO (2015) and UNESCO (2013) it seems reasonable to suggest that longitudinal studies are necessary to add clarity to the professional literature.

IV. Results/Discussion

1. Economics

The results from the analysis of the data sets from subject interviews, essays, and video representation projects showed agreement with the educational literature in that the dominant codes for student motivation to study abroad were issues related to economics (Bridgestock, 2014; Lanzendorf & Kehm, 2010), culture (Bokareva, 2014; Tucker, 2011), language learning (Bridgestock, 2014; Pinar, 2016; Van Der Meid, 2003), and personal development (Mirici, Ilter, Saka, & Glover, 2009; Wachter & Maiworm, 2006). However, while analysis revealed that economics was the dominant code, the results were mixed according to the home country of the subjects. Specifically, economics as a motivating factor for studying in Korea was the dominant code for the subjects from Asian countries, but not for the European subjects. For the Asian subjects the economic sub-codes of university prestige (Bridgestock, 2014; Lanzendorf & Kehm 2010; Ming, 2010), career enhancement through intercultural experience and networking (Bokareva, 2014; Campbell, 2011; Deardorf, 2006), and the costs of studying abroad (Ming, 2010; Zeeshan, Sabbar, Bashir, & Hussain, 2013) were the prime motivating factors for their study-abroad experience. However, it also needs to be stated that all of the participants were not studying abroad for the purpose of engaging in business relations specifically related to Korea.

It is also significant that these disparate economic motivators were usually expressed in tandem, revealing the interconnecting dialectics of the

economic code. Wangfei clearly expressed the discursive nature of economic motivation for studying in Korea in an in-class interview by stating that:

The competition for jobs in China is so severe that one needs some kind of advantage to compete. Korean universities are looked at as being more prestigious than Chinese universities and it always helps to have some kind of international experience. (November 08, 2016)

Here, Wangfei is clearly stating that the issue of economics is comprised not only of the economic conditions in her home nation, but also of the international perceptions of how university prestige and international experience affect personal career development. Both Xiaoxia and Ayana expressed similar sentiments in essays regarding their experiences in studying in Korea.

“It is always better to go to a more prestigious university, if you can afford it. Korean universities are better than in my country and you have access to Western professors”. (Ayana, November 2, 2017)

Clearly, Ayana reflects the same economic issues of the connection between university prestige and career development as well as the importance of the cost of studying abroad. The economic issue of the costs of studying abroad was not only important to Wangfei, Xiaoxia, and Ayana, but was also expressed by Marilla in her essay on her experiences of studying abroad in Korea.

I find Korean culture fascinating and so very different from my own culture. I feel that I have learned a lot and continue to learn every day. Yet, even though I believe this experience is making me a more complete and better person, I came here mostly because the costs are much less than Western universities, yet Korean degrees are still worth much in my home country. (Marilla, May 7, 2015)

All four of these participants related in interviews that their preference would have been to study in America, Canada, or Western European nations, but were constrained by the costs of such study, which reflects the educational research on international student motivations on preferred study abroad destinations (OUSO, 2015).

2. Culture

The discursive nature of international student motivations was also clearly reflected in the relationship between the codes of economics and culture. While economics was the main motivation for the Asian participants in this study, it was a minor motivation for the European participants, excepting Marilla's concern for the costs of international study. The data showed that the European participants were motivated more by cultural issues than economics. The following interview response from Jayden is a good example of the data regarding the economic motivations of the European subjects:

Well, it always looks good on a resume, you know, and it's good to get some international experience, but we mostly came here to do some traveling and to have fun. Like having an adventure, you know. (Jayden, October 21, 2014)

This data illustrates that not only were the European participants more comfortable with the economic prospects they had in their own nation than the Asian participants but were clearly motivated by the desire for cultural experiences and a sense of adventure (Apperson, 2015; Doerr, 2012). This attitude towards study abroad was also reflected in Stijn and Jayden's video representation of their cultural discoveries during their sojourn in Korea. Their delight in travel and adventure was clearly shown in their playful portrayal of Jeju island's Museum of Sex and Health in their video representation (See figure 1).

Figure 1



The class discussion after their presentation also showed their continuing amazement and delight with the cultural discoveries they had made and how they differed from their own culture. This motivational proclivity for adventure and cultural experience by Western international participants, and economics by Asian international participants, is corroborated by much of the educational literature on international student motivation (OECD, 2004; UNESCO, 2013). Nonetheless, all participants in this study displayed great interest in cultural experiences regardless of their other motivations. All shared some sense of adventure for living in another country and experiencing the new cuisines, mannerisms, and fashions in attire, music, religious practices and a variety of other cultural aspects.

3. Language

The literature on international student motivation also often mentions language learning as a primary reason for studying-abroad. While language study is generally a part of studying abroad, it is not necessarily a prime motivating factor as many students have advanced fluency in their target second language. This assertion is more accurate for students wishing to study in Western, English speaking nations than those who go to study in

non-English speaking nations (Wan, Chapman, & Biggs, 1992). This phenomenon is attributable to the proliferation and dominance of English as an international language (EIL) and its connection to globalization (Harryba, Guilfoyle, & Knight, 2011; Pennycook, 2007). As such, it was not surprising that the data showed that language study was not a major motivation for all participants in the study.

While all subjects attended regular Korean language classes, their primary motivations for studying in Korea were economic and cultural in nature. In fact, all of the participants in the study were, at best, at high beginning levels of Korean language study, although they were all advanced level English speakers. Thus, the although data showed that all participants recognized the usefulness of some 'survival' Korean, they unanimously responded to inquiries regarding language study as more of a difficulty, if not a burden, as they had to struggle through many courses taught only in Korean. Interview data from Xiaoxia best represents the data regarding the subject's struggle with language learning by stating that:

I like studying here, but it is very difficult and frustrating to sit through classes when you understand very little of what is actually being said. If I didn't have a textbook in English I would be totally lost in those classes. So, going to the classes are really boring. (Xiaoxia, November 16, 2017)

Here, Xiaoxia clearly expresses her difficulties with the Korean language in her studies and that language study was not a primary motivator for her coming to Korea. Similarly, Wangfei's digital storytelling of her experiences in studying in Korea often focused on the difficulty in participating in group projects in the classroom (See Figure 2).

Figure 2



The data regarding the codes of economic, culture, and language suggests not only that language was of smaller interest to the subjects, but that English fluency was the major linguistic factor in enabling study-abroad experiences, which corroborates much of the literature on international student motivations and the dominance of EIL in terms of international academia (OUSO, 2015; Harryba, Guilfoyle, & Knight, 2011; Pennycook, 2007).

4. Personal Development

The motivation of personal development that often serves as the primary representation in university marketing materials designed to attract international students is the last code that emerged from the data of this study (Mirici, Ilter, Saka, & Glover, 2009; Wachter & Maiworm, 2006). As with the other analytical codes that emerged from this study, the code of 'personal development' is discursive in nature in that it may only reasonably be expressed as a concatenation of possible linked meanings as opposed to a singular definition. Whether the meaning derived from this code is one of cultural experiences (Bokareva, 2014; Macready & Tucker, 2011), the development of intercultural competency (Lustig & Koester, 1993; Meyer &

Evans, 2007), social networking (Bokareva, 2014; Campbell, 2011), career enhancement (Bridgestock, 2014; Lanzendorf & Kehm, 2010), or intellectual development (Meyer and Evans, 2007; Wachter & Maiworm, 2006), the data from this study shows that each participant experienced some form of development in all of these areas. What is interesting about the data from this code is that, apart from direct questioning during interviews, it was primarily alluded to in small asides that were tangential to the subjects main meaning of an utterance. Janyden's remark regarding his experience in the Museum of Sex and Health is illustrative of such data:

...At first I thought it was funny, you know, but after a while it seemed to be a healthy thing to me. (Jayden, October 9, 2014).

While the majority of Jayden's discourse on the subject reflected a sense of adventure and the enjoyment of a cultural experience very different from his native culture, this excerpt shows that the experience also affected his own values and beliefs in an intellectual manner. When asked during interviews if they felt that they had changed due to their other culture experiences, subjects generally answered in ambiguous terms such as

Somewhat, I suppose. (Marilla, October 6, 2015)

I feel the same, but perhaps I see some things a little differently now. (Wangfei: November 7, 2016).

When directly questioned about if their views about their home and guest nations had changed all subjects tentatively answered in the affirmative, as if they had not had adequate time to intellectually come to terms with their experiences. Stijn's response to this question is a good representation of subjects' answers as he stated that:

I really don't know what to think about that. Surely, I now see that I

was very naïve about what I thought about Korea before I came here, and probably about other countries too. It also seems to me that I understand some things better about my own country now, what is good about it and perhaps not so good, although I don't think I can actually put those feelings into words yet. (Stijn, October 23, 2014)

Here Stijn clearly shows that his experiences have affected his intellectual nature in ways that will lead to a more enlightened world-view if he follows through in making sense out of his experiences. As such, the data shows that all participants showed some measure of personal development to a greater or lesser degree. Indeed, the literature on study-abroad experiences relates that while those who elect to study abroad are generally more adventurous and open-minded than other students, it does not necessarily follow that all students find significant personal development during their sojourns abroad (Wachter & Maiworm, 2014).

The phenomenon of the 'ugly American', or a Westerner studying or traveling abroad, who can see littler further than their own arrogance and sense of cultural and economic superiority continues to exist. Nonetheless, the base of literature of study-abroad experiences upholds the assertion that cultural experiences indeed help to foster intellectual development and intercultural competency (Meyer & Evans, 2007; Wachter & Maiworm, 2014). Regardless, that data of this study not only suggests that such development occurs, but that it is a product of a discursive regime of motivation and experiences which enriches the individual student according to the amount of effort and positive attitude they exert in their experiences yet is nonetheless dominated by the economic considerations of cost and a future career.

V. Conclusion:

The results of this study tend to corroborate the research literature regarding the motivations for international student mobility in that the major codes that emerged from the study were issues of economics, culture, language study, and personal development. However, the findings of this study also raise significant questions regarding the positivistic nature of the existing research literature, particularly as the much of the literature reviewed reported economic codes as the primary motivation for international student mobility (OUSO, 2015), while university marketing efforts tend to represent personal development as the primary reason for studying abroad (Apperson, 2015). Analyses of the professional literature and the data of this study suggest that the four major codes appear to support these differences between the professional literature and university marketing efforts: that of shifting the focus from economics to cultural experience and personal development. The interconnections between these various codes clearly define their discursive nature while corroborating the economic logic of education that is explicated in theories of the hidden curriculum and the corporatization of higher education, thus subsuming all codes under that of economics (Aronowitz, 2004; Aronowitz & Giroux, 2008). Nonetheless, the results also suggest that regardless of the various individual and institutional motivations of international students, a significant percentage of these students experience personal development in terms of intellectual development, understanding and simpatico of other cultures, better understanding of their native culture, and a general change of world-view that lends itself to open-mindedness and facilitates the development of critical thinking skills. Thus, while the discursive connections among the various forms of economic, cultural, and social capitals gained through studying abroad may serve to enhance the economic potentials for international students (Bourdieu, 1991), they also serve the liberal arts mandate for personal development that

the, ironically, economically motivated university marketing materials for international students espouse. As such, the only reasonable conclusion to the results of this study and a survey of the relevant literature is that university study in another country is a worthwhile personal and professional experience.

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❖ 국문초록

한국대학교에서 유학중인 외국인 학생들의 학습동기
: 경제, 언어, 문화, 인성 발달을 중심으로

로드 페더슨

본 연구는 한국의 대학교에서 유학하고 있는 외국인 유학생들의 동기에 대해서 조사하고자 한다. 질적연구방법과 혼합연구방법을 사용한 본 연구는 6개 과목의 학습 본질을 설명할 수 있는 학생 인터뷰, 에세이, 디지털 스토리텔링 비디오 및 학생 제작 동영상으로부터 얻은 데이터를 근거이론(grounded theory)을 통해 분석하였다. 모든 과목은 2014학년부터 2017학년 까지 영어교육 과정에 등록되었다. 본 연구자는 이 과정의 교수자였다. 데이터 분석에서 나타난 주요 범주가 경제력, 문화, 언어학습 및 자기개발이었다는 것이 본 연구의 결과에서 나타났으며, 외국인 유학생의 동기에 관한 대부분의 연구문헌의 결과를 입증한다(OUSO, 2015). 그러나 본 연구와 문헌에서 제시된 동기의 범주가 본질적으로 담론적(discursive)이었다는 것을 전문 문헌과 연구 데이터의 조사가 보여주는데 그 이유는 각 범주가 다른 모든 범주와 연관되어 있을 뿐만 아니라 서로 상호구성주의적(co-constructive)이기 때문이다. 이와 같이 본 연구가 시사하는 바는 유학 관련 문헌에서 발견된 동기의 범주가 본질적으로 담론적이라는 것이며, 이는 부르디외의 경제, 사회 및 문화 자본론(1991)과 유사하다. 본 연구의 결과는 유학의 다양한 동기가 비용과 경력 개발이라는 경제 논리하에 존재한다는 것을 시사한다.

주제어 : 비교문화연구, 외국인 유학생 동기, 유학, 담론적 관계

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