

가 : 2 \*

University of Toronto

**Yang, Jin-Suk. (2013). The influence of conversational English instructors on middle school students' L2 selves and motivation: Structural equation modelling approach. *Modern English Education*, 14(2), 291-311.**

Using structural equation modelling approach, the current study investigates the ways in which Conversational English Instructors (CEI) influence on middle school students' L2 selves and motivation. Grounded in Dörnyei's (2005, 2009) L2 motivational self system, a model representing the relationships between CIE, students' L2 selves, and other submotivational constructs was developed. A total number of 367 data were used to analyze the proposed model. The results confirmed the validity of predicted relationships among the constructs. Specifically, it was found that the CEI positively affected the students' interest in L2 learning as well as L2 class involvement, which in turn influenced the creation of possible L2 selves. Further analysis indicates that the students' L2 learning interest demonstrates significant causal-effect relationships with ideal L2 self, promotion- and prevention-focused motivation. On the other hand, L2 class involvement, mediated by CIE, only affected the students' prevention-focused motivation. Along with the call for professional support for CIE, this study recommends CIE to deploy diverse L2 motivational strategies in order to promote students' balanced L2 self development.

[Conversational English Teachers/L2 motivational self system/student perception on teachers/  
/ 2 / ]

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I.

가

가 , ( , 2012).

가 가 (National English Ability Test, NEAT)

가 .  
가

( , 2012; , 2010).

가

( , 2012).

( , , 2011), 2012

(2010)

가

가  
( , 2010).

( , 2011).

가 ,  
가

가

가 2

293

2001 「 . 4 」  
10

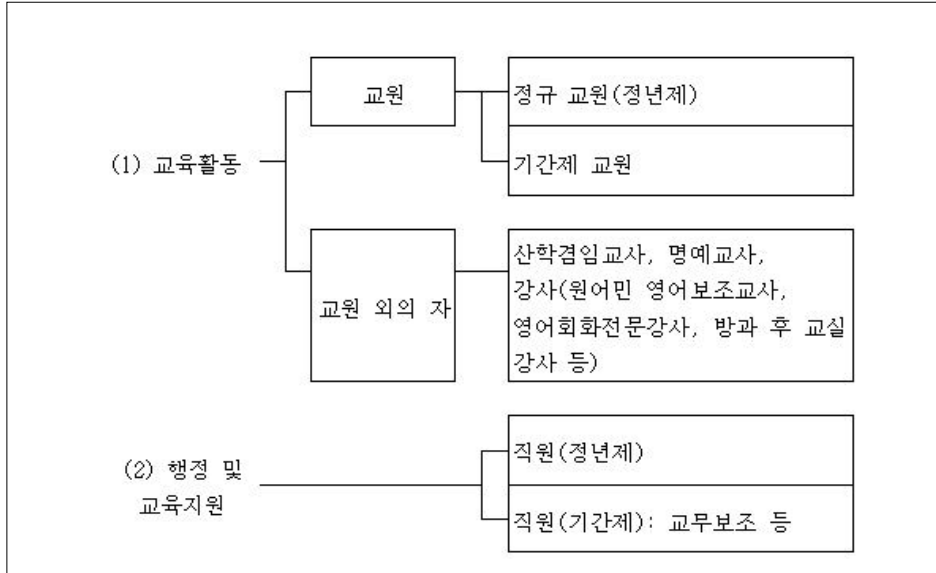
## II.

### 1.

‘ , . 2008  
가 3·4 2 , 5·6  
3 가 가 가  
가  
가  
가 , 가  
가

EPIK(English Programs in Korea)  
TaLK(Teach and learn in Korea) 가 ,  
EPIK TaLK 가 .  
 , EPIK TaLK ,

(2010) , 가  
" , 가  
" (p. 3) .  
1 . 2009  
2010 , 2011  
(2012)  
, 2009 2011 가 3 317 , 1000  
1330 가 ,



1 ( , 2010)

( ) , (2012) ,  
 (2010) 가 ,  
 가 (2011) 가 ,  
 가 가 ,  
 가 ,  
 가 1 가 ,

가 2

295

「 • 」 42

5

4

가 가 ,

2. : Dörnyei 2

가

Dörnyei 2

(Dörnyei, 2005, 2009)

Robert Gardner

가

가

(Gardner, 2001, 2010).

Dörnyei

가

2

가

가

Dörnyei Higgins(1987, 1998)

(self-discrepancy theory)

Markus

Nurius(1986)

가

(possible

self theory)

2

(ideal L2 self),

2

(ought-to L2 self)

2

2

가 . 2  
 “ 가 (Dörnyei, 2009, p.  
 13) . 가 , , 가  
 , , 2  
 “ 가 가 (p. 13)  
 . 가 ,  
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 2 , 2  
 2 , ,  
 2 가 2  
 가  
 , , ,  
 , , 가  
 가 , , 가  
 , , 가  
 2 가  
 , Taguchi, Magid  
 Papi(2009) , EFL 2  
 (L2 motivational self system)  
 . J. S. Yang T. Y.  
 Kim(2011) , ,  
 2 , ,  
 .  
 Dörnyei 2  
 가 ,  
 .



가, ( ). , ,  
 가, 가 가  
 가 가 ,  
 가 . .

2

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	가	가	(2002)
			(2010) J. S. Yang(2012)
			T. Y. Kim(2012) Taguchi et al. (2009)
	2		
2	가		J. S. Yang & T. Y. Kim(2011) Dörnyei(2005, 2009)
	가		

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Y. Kim(2012)

2

Dörnyei(2001), T.

가

가

2

(Q2:

),

2

(Q3:

),

(Q1:

가

),

(Q6:

가

),

(Q8:

)

(Q9:

)

가

2

(Ideal L2 Self),  
(prevention-based Motivation)

(promotion-

based Motivation),

### 3. 가

1)

가 가

, 가

( ,

, 2010).

가 가

가가

(Dörnyei, 2001).

가

가

300

가가

가

가

H1:

H2:

2)

2

가

(+)

가

. Barcelos(2003)가

2

(Oyserman, Bybee & Terry, 2006).

가

가

H3:

H4:

H5:

H6:

H7:

H8:

IV.

(measurement model)

(structured model)

(2010)

(p. 389)"

가

2

1

2

가

3

(Cronbach's  $\alpha$ )

가

(Estimate)가  $\pm .5$

(construct validity)가

(, 2010).

3

.7

(Average Variance Extracted) 0.5

(convergent validity)

## 3

		1			
	Q102	.831	.309		
	Q103	.854	.270	.874	.696
	Q104	.818	.330		
	Q112	.817	.332		
	Q113	.854	.270	.854	.664
	Q115	.771	.405		
	Q204	.704	.504		
	Q208	.822	.324	.811	.591
	Q209	.776	.397		
	Q201	.676	.543		
	Q203	.721	.480	.785	.550
	Q206	.822	.324		
	Q302	.818	.330		
2	Q307	.871	.241	.886	.751
	Q312	.862	.256		
	Q305	.616	.620		
	Q308	.705	.502	.725	.517
	Q322	.733	.462		
	Q310	.742	.449		
	Q315	.722	.478	.787	.554
	Q321	.766	.413		

<sup>1</sup> Item:

4

<b>.834</b>						
.715	<b>.814</b>					
.301	.342	<b>.768</b>				
.478	.632	.563	<b>.741</b>			
.348	.342	.747	.392	<b>.866</b>		
.281	.331	.327	.273	.352	<b>.719</b>	
.306	.256	.302	.200	.430	.710	<b>.744</b>

, 가

(IFI), (GFI), (AGFI), (CFI),  
 (X2/df) (RMSEA)가  
 , 가 ( ,  
 2010). 5 .

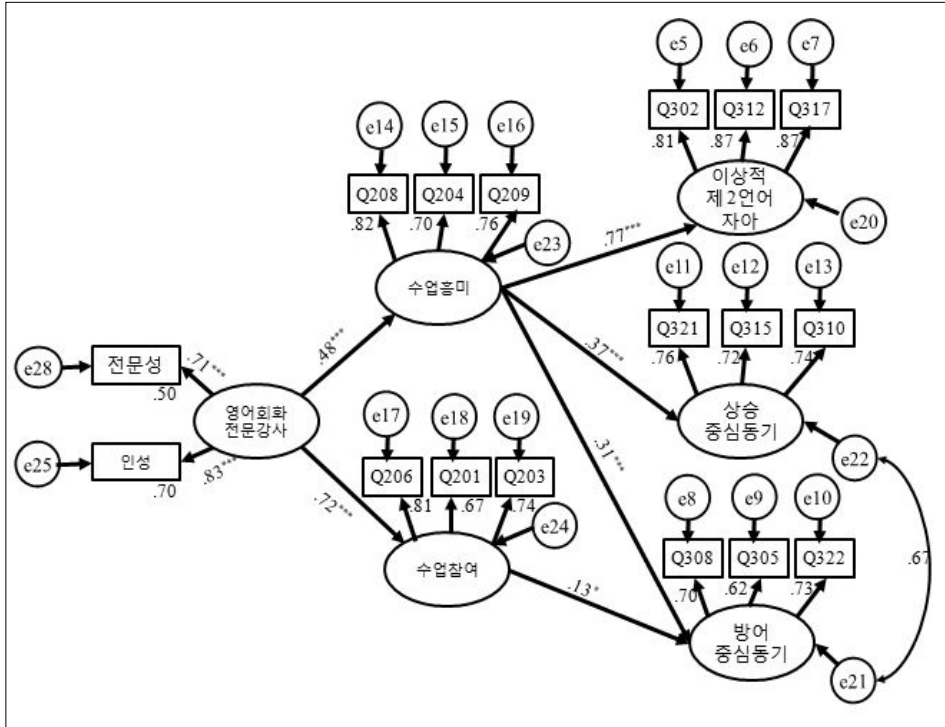
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Models	IFI	GFI	AGFI	CFI	X2/df	RMSEA
	.978	.940	.917	.978	1.485	.036
	≥0.9	≥0.9	≥0.8	≥0.9	≤3.0	≤0.1

V.

AMOS 18.0

( 2 ).



2

Note:  
 Note: \*  $p < .05$ ; \*\*\*  $p < .001$

240.3 (df= 112,  $p = .000$ ), GFI= .927, AGFI= .900, RMSEA= .056, NFI= .914, CFI= .952

6

가  
 가

2

6  
가

가				<i>t</i>	가
H1:	→	.48	.077	7.365	가
H2:	→	.72	.081	9.965	가
H3:	→	.77	.057	12.49	가
H4:	→	.37	.054	5.685	가
H5:	→	.31	.058	4.304	가
H6:	→	.06	.060	1.023	가
H7:	→	.02	.050	.468	가
H8:	→	.13	.053	2.075	가

Note:

VI.

가

가  
6  
.72  
.48  
(.77\*\*\*),  
(.37\*\*\*), (.31\*\*\*)  
(.13\*)  
/ 가  
가  
가  
Papi(2010)가 , 가 2 가

. T. Y. Kim(2012)

가 가

가 2

가 . Carver, Reynolds Scheier(1994)가

가 , /

가 가

가

가 . J.-S. Yang(2012)

가 2

가

가

2

(T. Y. Kim, 2009),

2

**VII.**

( , 2006).

가 ,





가

가

, (2011).  
 . (2010). , 12(2), 49-73.  
 . (2010). :  
 . (2010). *Amos 18.0* :  
 . (2002). EFL  
 , 14(1), 71-96.  
 . (2010).  
 . , 16(2), 157-184.  
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 . (2011 11 7 ). [ & ] ‘ ’3 ...  
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 , 19(2), 109-141.  
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 27(2), 203-231.  
 , (2010).  
 : , 22(4), 185-209.  
 . (2010). :  
 . (2010). , 65(4),  
 283-311.  
 . (2011). :  
 ,  
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 , 16(1), 121-146.

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**Part 1:**


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11

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**Part 2:**


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1

가

2

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4

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6 가

7 10 가

8

9

10

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**(Examples in): English**

가 (Applicable Languages): English

가 (Applicable Levels): Secondary

Curriculum, Teaching and Learning  
Ontario Institute for Studies in Education  
University of Toronto  
252 Bloor Street West, Toronto, ON, Canada, M5S 1W4  
Tel: 647- 882-0436  
Email: jiinsuk.yang@mail.utoronto.ca

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