

Students' Attitudes, Goal Orientations and Imagined Success in L2 Learning: A Case of Korean EIL Context

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This study examines university students' attitudes toward learning English as a second and foreign language (L2) in Korea. 121 university students were measured on their attitudes toward English, goal orientations and definitions of success in L2 learning using a questionnaire and English learning reflection essays. The participants also reported their L2 proficiency through self-rated English competence and their TOEIC scores. The study shows that students revealed a strong cognitive orientation toward the importance of English learning based on their perception of EIL and the pervading need for functional ability to communicate in English, yet such cognized significance of English was not fully realized in their attitudes behaviorally and motivationally. The social demand for high English proficiency within the nation was positively conceived, yet students' attitudes toward the exclusive role of English as an official language and as the only medium of instruction were negative. English in general is still seen as a linguistic construct that needs to be studied for assessment, not as a skill that needs mastery for its functional use; despite the growing concern with intelligibility as a practical norm for international communication, the standard varieties yet remain effective as the criterion for their success in L2 learning.

[language attitudes/ English as an international language/ communicative competence/ L2 proficiency/ 영어학습태도/ 세계어로서의 영어/ 의사소통능력/ 제2언어숙달도]

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I. INTRODUCTION

With the spread of English as an international language (EIL), the linguistic map of the world has changed to the extent that EFL countries contain the greatest number of English-knowing and English-using population (Brutt-Griffler, 2002, 2010; Graddol, 2007). This demographic distribution of English speakers has brought the notion of intelligibility (Jenkins, 2000, 2002, 2007, 2009; Kachru, 1992; McKay, 2002) as an emerging norm, as L2 learners' need for international communication is correspondingly on the rise. What is more noticeable is that the unprecedented diffusion of English via education systems around the world, either as a second or foreign language, has caused changes to people's attitudes toward English, oftentimes obscuring the conventional understanding of the language as solely belonging to Anglo-American and British people. Scholarly debates so far over the ownership of the English language have ended up with transferring the right to those who actually use the language (Brutt-Griffler, 2002, 2010; Canagarajah, 1999, 2006; Widdowson, 1994), and in the circumstances where the majority of English speakers are virtually nonnative, English users' attitudes toward the language may no longer sustain as they used to be (Jenkins, 2007, 2009). This matter of language attitudes surrounding English has received considerable research attention so far but has been mainly investigated in multilingual contexts where the language serves as a medium of natural communication (see Jenkins, 2007), and hence, those learners in the educational settings have been largely out of researchers' primary concern.

Theoretically conceived, language learning attitudes are a key element in explaining individual differences in L2 achievement and further determining the successibility of learners' endeavor to master the language (Baker, 1992; Gardner, 1985, 2001, 2005). The literature hitherto underscored the importance of attitudinal factors as the base for learners' motivational persistence in English learning (see Dörnyei, 1994, 2001, 2005 for full discussion); yet the theory-driven elements in English learning attitudes, for example 'integrativeness' in Gardner's (1985, 2001) socioeducational model, assume a clear separation of English speakers by dividing them into native versus nonnative groups. As observed worldwide, it is hardly possible to draw a distinction in our thinking who is and who is not a native speaker when people use English on a daily basis. As increased exposure to English may incur changes in individuals' perception to the language, it is hence necessary to examine how learners of English in EIL context, particularly those in the educational settings, perceive English learning attitudinally and how such perception relates to their goal orientations and definitions of success in English learning. While considering the current trend in English education in Korea which emphasizes the learner's global competency and intercultural sensitivity as the primary goals for English teaching, an investigation of students' attitudes toward English is seemingly a necessary step. The

purposes of this study are first to examine university students' attitudes toward English learning in EIL context of Korea in a way to get a distinctive view of Korean L2 learners' attitudes toward English, and second to identify the qualitative contents of goal orientations and definitions of success in English learning in students' own words. The following research questions have guided the current study.

- 1) What attitudes do Korean university students have toward English in terms of cognitive, affective and behavioral components?
- 2) What perceptions do these students have about EIL?
- 3) What goal orientations and definition of success do they have in learning the English language?

II. THEORETICAL BACKGROUND AND LITERATURE REVIEW

1. Defining Second Language (L2) Attitudes

An earlier account on language attitudes is found in Gardner (1985), who described the term as a composite of the three components. Admitting multifarious aspects of the notion, he poses that "attitudes are said to have cognitive, affective, and conative components" (p. 8) where the cognitive component refers to the individual's belief structure, the affective to emotional responses, and the conative to the inclination to behave toward the attitude object. Discussing the difficulties in measuring an individual's attitudes, he employs an operational definition of the concept by stating that "attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 9). But this operational definition does not include the conative component in that behavioral aspects may not be germane to the definition of attitudes, and this exclusion also takes into account the evidence that individuals' attitudinal differences do not correlate that highly with their behavior. Later he explains the behavioral aspect as a component of motivation (Gardner, 2005).

Following such, Baker (1992) defines the term in three components: cognitive, affective and behavioral. He employs Gardner's descriptive terms for the definitions except for the last cluster where conative becomes behavioral. He suggests that the cognitive component indicates an individual's beliefs about English and in many cases this component of attitudes is influenced by external factors and it is thus socially formed rather than an inborn attribute. The second component, affective, that covers an individual's feelings or emotion toward an object pertains to favorable and unfavorable responses to features of the English language (for example, liking or disliking of a non-standard accent or

pronunciation of English). Lastly, the behavioral component deals with an individual's predisposition to behave in certain ways relating to the attitude object and the tendency to adopt various aspects of behaviors in relation to English learning.

Despite a close match in the taxonomy of the two cases, there has been substantial debate over the precise role of attitudes in explaining certain behavior and the correlational relations among the three components (Gardner, 1985). Also, the difficulty often lies in the observation that a person's behavior does not necessarily reflect that person's inner attitudes such as cognitive and affective components (Baker, 1992). The complexity of investigating language attitudes essentially involves the fact that attitudes are not directly observable and thus not easy to pose a relation with observed behavior. Yet, it is evidence-supported assumption that "attitudes are related to behavior, though not necessarily directly" (Gardner, 1985, p. 9), and it forms the basis of individuals' variance in L2 achievement.

2. Changing Attitudes toward English: Intelligibility or Proficiency

Language attitudes in the contemporary era are closely associated with the global expansion of English as the world language (Coetzee-Van Rooy, 2006; Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2011; Ushioda, 2006). The basic reasoning here involves the shared conception that English as a global language has caused many changes to learners' attitudes toward English in that the soaring number of nonnative English speakers worldwide began to denationalize the ownership of the language (Brutt-Griffler, 2002; Seidlhofer, 2011; Widdowson, 1994) and English learners' contribution to the development of the world language is conceived as legitimate efforts (Matsuda, 2002, 2003; McKay & Bokhorst-Heng, 2008). These changes are directly and indirectly associated with attitudinal dimensions in the learner, and the relevance is readily found in the fact that the daily based language use and increase in direct and indirect contact with the language expanded learners' sense of belonging to the international community. This conceptual disintegration from the image of 'a native speaker' as a model for their language acquisition is a potential cause for questioning the stability of the traditional construct of language attitudes; particularly the concept of integrativeness (Gardner, 1985, 2001) is on the challenge as the notion's assumption of psychological affiliation with the native speaker community began to be replaced by the importance of individuals' communicative proficiency, in which intelligibility serves the key to the success in L2 communication.

One of the most compelling comments on changing attitudes came with Csizer and Dörnyei (2005), who pose that English is "turning into an increasingly international language, rapidly losing its national cultural base and becoming associated with a global culture" (p. 30). The central point in their discussion is that language learners' attitudes

need to be expanded to the extent that the increasing role of English in the international society should be explicit in their perception and attitudes and such expansion needs to embrace a cultural component within it. More enhanced discussion of learners' attitudes in the globalizing context came with Ryan (2006), who posits that learners' conception of EIL and intercultural understanding form the base for developing a social identity as a global member. As such, the impact of globalization on language learning attitudes is far reaching in the literature; the additive accounts are found in Dörnyei and Csizer (2002), where the affective dimension is underscored in explaining L2 learning motivation. Their interpretation is that there is "some sort of psychological and emotional identification" (p. 453), but this identification, they suggest, should be understood with the changing role of English within the context of globalization, not as part of the conventional view of integrativeness in which English is closely tied with the native speaker community (also Ryan, 2006). Similar accounts are found in Lamb (2004), who investigated the Indonesian school population and argued that English in the learners' attitudes are no longer associated with the conventional L2 community "but with spreading international culture" (p. 5). This positioning is also supported in the Japanese context, where it is argued that "one of the most noticeable recurring patterns in the Japanese EFL university context is a positive orientation to foreign travel without any apparent desire to integrate into the TL [target language] culture" (Irie, 2003, p. 91).

Studies on EIL also deal with the issue of attitudes toward different varieties of English. Tsui and Bunton (2000), for example, conducted a survey to investigate English teachers' attitudes to the Hong Kong variety of English using web-based messages among the participants. What they found is that Hong Kong English is not mainly conceived as a legitimate form of English and further native English is preferred as a model for classroom English teaching. Kirkpatrick and Xu (2002) also conducted a similar survey to examine Chinese university students' attitudes toward Chinese English and concluded that students are increasingly open to the Chinese variety in their perception but their preference is given to the standard varieties rather than Chinese English.

In Korean context, R. J. Shim (1994) investigated Korean English teachers' attitudes toward varieties of English and reported that the majority of the participants presented favorable attitudes toward American English as the best model of teaching, but regarding the other local varieties, their attitudes are almost close to rejection in a virtual sense. R. J. Shim (2002) also found in her later work with 57 university students that Korean students' attitudes toward different varieties of English are virtually underdeveloped but there is a growing awareness of the existence of different forms of English. In a more recent work, Ahn (2014) explored Korean teachers' attitudes toward Korean English and found that most participants showed a positive attitude toward the Korean variety of English in the cognitive component, yet they revealed somewhat confusing and conflicting attitudes

behaviorally.

3. English in Korea: Is it EFL or EIL?

Korea is an important site in examining the meaning of the spread of English in the world. Theoretical explications of the expansion of English as the world language have focused more on the ideological issues as suggested by linguistic imperialism (Canagarajah, 1999; Phillipson, 1992) in which the language spread was seen as the result of the expansion of imperial powers by the Inner Circle countries, particularly the US. However, many cases in the EFL nations indicate that each nation's adoption of English as the international language was for their national interest, not for any other ideological reasons, and their basic concern in promoting the English language education at the national level was to raise their national competitiveness in the global community. The spread of English into Korea was a typical case for this situation.

Since the nation's educational reforms following *segyehwa* policy in 1994, English in Korea has been at the core of the national projects aiming for the nation's competition for the global standard at all levels in the society (O. Kwon, 2000 for full discussion) and in such endeavor, its school youth's English competence was considered as a potential tool to achieve that aim. First, the age for compulsory English education was lowered to the 3rd graders in the elementary school starting 1997, and this innovative decision offered a momentum for considerable changes within the nation's English education and its offspring involves the exponential growth of the private institutions and the seeable expansion of the number of young learners moving to English-speaking countries to improve their English ability. Observing that the national expenditure on English private education is ever growing and such trend seems to continue for the coming years, it serves as an indication that English is firmly entrenched in Korean society as *the* international language.

Another indication of the place of English within Korea is related to the growing dominance of English bilingualism among Korean people, particularly the young generation. The primary reason for this change dates back to the nation's adoption of Communicative Language Teaching (CLT) as part of the nation's 1994 education reforms. Based on such thematic change in English teaching methods, the traditional teaching approach that mainly focused on nurturing grammar and lexical knowledge among the school youth had to concede providing as a turning point toward developing students' functional skills in communicating using English. Though the actual change in the classroom has been gradual, yet it seems obvious that Korean people's understanding of the goal for learning the English language began to converge on improving communicative competence as the target skill for L2 learning. The changes in the society following the

adoption of CLT have been far-reaching; introduction of speaking test in the standardized testing such as TOEIC speaking and OPIc (Oral Proficiency Interview – computer), and the adoption of English-medium instruction among higher education institutions, and the promulgated adoption of the criterion-referenced English test for Korean university entrance exam starting 2018, just naming a few. The expansion of English into the nation, as such, and people's growing contact with the language have widened the base for the condition where English is seen as international, not foreign any longer in Korean society. The perceptual affinity we feel toward English in every encounter may serve as the evidence.

III. METHOD

1. Participants

A total of 121 university students studying intensive English programs ('Global English' designed by the school to train students' global competency) in a metropolitan city of Korea participated in the study. These students were taking 3 different classes with two native English teachers and a Korean English instructor. As shown in Table 1, this sampling consists of 68 female and 53 male students in gender, and their majors vary from engineering to social sciences with a dominant ratio of humanities students. About 33% of the participants reported that they use English out of class on a daily basis, and about 67% of them reported as zero. The mean of participants' TOEIC scores was 702.

TABLE 1
Summary of Participants (N = 121)

Description	Specifications
Gender	68 females / 53 males
TOEIC <i>Mean</i>	702
Daily use of English	Yes-33% / No-67%
Majors	Humanities, Engineering and Social Science
Study-abroad experience	None of them

2. The Instrument and Data Collection

1) The Survey Questionnaire

The major instrument used in the study is a questionnaire that measures participants' attitudes toward English learning. The instrument comprises a total of 48 items including

both 5-point Likert scales and open-ended questions about L2 learning goals and definitions of success in L2 learning. The items regarding attitudinal components deal with the three categories (cognitive, affective and behavioral aspects) and each category was computed for its reliability score. As shown in Table 2, the cognitive component includes 11 items ($M = 3.71$) with the reliability of .552; the other components include 8 items ($M = 3.70$) for the affective and 9 items ($M = 3.56$) for the behavioral components with the reliability scores of .705 and .809, respectively.

TABLE 2
Reliability of the Components of L2 Attitudes

Description	Reliability (Cronbach's alpha)	Number of Items	Means
Cognitive	.552	11	3.71
Affective	.705	8	3.70
Behavioral	.809	9	3.56

Please note that the reliability of the cognitive component is comparatively mild; as the study intends to discover qualitative contents of students' attitudes toward English and therefore chose to include the items designed for this purpose rather than removing any of them for a higher number in reliability. In the part of the survey, the participants also reported their TOEIC scores and this was used as reference to their L2 proficiency.

2) English Learning Reflection Essays

The participants also wrote English learning essays reflecting their experience as L2 learners. No specific topic was given for their writing, as the aim of collecting these papers was to uncover the descriptive contents of the participants' understanding and perception of English learning including their goal orientations for learning the language. The researcher explained the purpose of the current study to the students in each participating class encouraging them to present their own feeling and reasoning regarding English learning. As a result of this, a total of 65 essays were collected and the essays varied in length from a single sentence to a couple of paragraphs for the longest ones.

3. Procedure and Data Analysis

The researcher visited each of the three classes in the summer of 2012 and explained the purpose of the study. After obtaining consent agreements of the research from the participants, the researcher distributed the survey questionnaire during the class, and later each instructor gathered the students' responses and returned them to the researcher. The

participation was voluntary and thus there was no compensational reward to them. After the three-day survey, the data were reviewed and classified into the three attitudinal components, i.e., cognitive, affective and behavioral, for statistical measures. Each component was analyzed for their descriptive statistics and reliability scores using SPSS. Following such, open-ended items were analyzed for a collective review of the entire data sets. As a follow-up of the analyses of the Likert-scale items, the students' essays were reviewed conceptual peculiarities regarding English learning in this population. In analyzing the students' essays, the purpose was to find out the common themes among the essays, rather than assessing the quality of each writing piece. Hence the reliability of this qualitative analysis is not computed statistically; instead, the 'open coding' scheme was used to develop concepts from the student texts (Strauss & Corbin, 1998). To ensure the credibility of this procedure, the study adopted the three-step coding, i.e., open coding (identifying thematic concepts from the data), axial coding (narrowing down the theme categories) and as a last step selective coding (a final process of integrating and refining the categories), guided by the analytic approach suggested by Strauss and Corbin (1998). The qualitative contents based on such analyses are reported selectively.

IV. RESULTS AND DISCUSSION

1. Analyses of Students' Attitudes toward English

1) Discrepancies in Cognitive, Affective and Behavioral Attitudes

The study first examined the three components of L2 attitudes: cognitive, affective and behavioral aspects, drawing on Baker's (1992) theoretical model. It is noticeable that while these components present a systematic complex in explaining learners' L2 attitudes, among the three compositions, the behavioral component is conceived as most closely related to the activation of motivation in the actual learning stage, as motivation in nature is action-oriented (Baker, 1992; Dörnyei, 2001, 2005; Gardner, 1985). That is, when other conditions are equal, students with stronger behavioral attitudes tend to achieve better in their L2 performance, and in this process the positive inclination in cognitive and affective attitudes offers a good base for such motivational arousal (Gardner, 1985).

The first feature from the current data sets indicates that these participants are not equal in the attitudinal composition where cognitive and affective attitudes are stronger than the behavioral attitudes (for descriptive statistics of each component, see Appendix A). These participants reveal very positive attitudes cognitively and affectively, but such positivity is not observed in their behavioral component. While the strongest means among the

cognitive section are found in learners' self-awareness of the role of English as a medium of international communication ($M = 4.48$) and their perceived significance of learning English ($M = 4.45$), their positive understanding of the values of learning English seems to provide the base for their perception where English is seen as a key to their social mobility in Korean society ($M = 4.37$). However, it may be inconsistent with their perception of the practical values of learning the English language that the participants have a negative attitude toward solely instrumental purposes for English learning; they assert that gaining good test scores is important but it cannot precede becoming functionally skillful in communicating in English. To summarize the cognitive side of L2 attitudes in this population, English is conceived as an important language by this cohort and this relates to their needs for the improvement of English communicative competence; English serves as a criterion for their access in the society but such instrumental goals cannot replace their genuine interest in becoming a fluent speaker of English.

Also noticeable is that these students have positive attitudes in their affects toward English in general. These learners have strong emotional commitment to pursue English learning ($M = 4.07$), and also they are attitudinally positive toward learning the English language itself ($M = 3.37$). In many cases, the positive affects observed among this population may seemingly relate to the attractions attached to English; students agree that English is a cool language ($M = 3.95$) and they believe it will make them a knowledge person ($M = 3.71$). In sum, the students' positive affection toward English seems to be closely related to the benefits, either implicit or explicit, which they believe they can enjoy by learning the English language.

The overall mean of the behavioral component, however, is lower than the other counterparts. The items in this category mainly concern their involvement in international society either in the form of a career or traveling, and their engagement in English-medium classes and daily-based use of English with others. Though they show positive behavioral attitude toward performing English by engaging in international communities, the mean score of getting engagement in English-only classes is very low ($M = 2.86$), suggesting that oral engagement in the L2 is still a difficult job for them. This interpretation is also supported by the low mean in the frequency of English communication with friends and teachers ($M = 2.35$).

2) Intercultural Sensitivity and Desire for Communicative Competence

The findings in this section involve students' responses in reflections essays. Consistent with the results in the survey, the students' general liking of English is also observed in their reflection papers and the major theme therein involves strong interest in foreign cultures, as shown in Table 3.

TABLE 3
Analyses of L2 Attitudes

Description	Positive Contents	Negative Contents
Cognitive Attitudes	Significance of English learning	Recognition of local varieties of English
	Perception of EIL	English as an official language in Korea
	Values of English in the global and local society	Using English between Koreans
	American English as the standard variety	Good test scores should precede developing communicative ability
Affective Attitudes	Intrinsic liking of English	Natural disliking of English
	Interest in foreign culture	
	English is a cool language	
	English makes me a knowledgeable person	
	Preference of native English speaking teachers	
Behavioral Attitudes	Preference of Korean English teachers	
	To be a global leader	Using English to communicate with friends/ teachers
	When speaking English, I feel proud of myself	Engage in English only classes
	Commitment to continue English learning	
	To engage in international workplace	
	Travel to foreign countries	
	To be a fluent speaker of English	

Their positive attitudes mostly involve their intrinsic liking of the English language; in their understanding, English symbolizes an access to foreign culture and perhaps for this reason, English is conceived as a cool language by this L2 learning cohort. Another dimension in their underscoring of the needs for studying English relates to their desire for advancing English communicative competence; in many cases, students report that their learning is primarily based on utilitarian purposes of achieving good scores in job related exams, but beyond such social perceptions there seems to be a line of intrinsic propensity surrounding English learning in their mind, which presumably gets involved in their general aspiration to become a good speaker of English. In their mind, speaking good English means a representation equal to becoming a knowledgeable person; this positive connotation attached to good English ability, whether it's social or individual, appears to provide base for students' positive affects toward the English language.

2. Students' Attitudes toward English as an International Language

1) American English is the Best Model for English Learning

With respect to the varieties of English, the participants show that the standard model for their English learning is American English ($M = 3.79$). They present that American English is the standard that provides norms for Englishes in the world ($M = 3.72$). Some cases in

their reflection indicated that they want to speak American English as they will work in an international business. In a summative sense, these students' perception of the Standard English is strongly attached to American English.

However, their preference for language teachers goes to Korean English teachers ($M = 3.69$), which is slightly above their choice for native English-speaking teachers ($M = 3.39$), presenting that learning English in Korea is not simply a matter of nurturing communicative ability and showing a clear discretion between ideal goals and practical needs in L2 learning.

TABLE 4
Students' Attitudes toward English as an International Language

Item Contents	Mean (<i>SD</i>)
English learning is important	4.45 (.77)
English is an international language	4.48 (.75)
English is essential to become a global leader	4.25 (.78)
American English is the standard for my English learning	3.79 (.99)
American English is the global standard	3.72 (1.17)
Indian English is also the standard	2.88 (.92)
English should be authorized as an official language	2.47 (1.14)
English is essential for success in Korean society	4.37 (.75)
My goal is to become a global leader	3.77 (1.10)
Good English test scores are more important than actual communicative ability	2.62 (1.35)

As well, negative attitudes are observed in acknowledging other varieties like Indian English as legitimate varieties equal to the Standard English ($M = 2.88$). Also, concerning the spread of the world language into Korean society, these students reveal a negative attitude toward authorizing English as an official language of the nation ($M = 2.47$). Their negative sense of using English for communication between Koreans, whatever proficiency levels or situations, could be understood broadly in the same line of such ethnocentric position.

As shown in Table 4, these students have a strong sense of the importance of English, and this sense of perceptual magnitude is deemed to relate to their recognition of the language as an international language. Yet, despite such tangible recognition of EIL, their perception of the varieties of English still tends to be leaning toward the dominance of American English as the valid standard variety as a whole. Likewise, their attitudes towards local varieties are virtually negative. This finding is somewhat self-conflicting in that open attitudes toward international society may keep in its essence cultural and linguistic diversity. Hence, such contradictory results suggest that there should be a systematic effort within the nation's education circle to proliferate senses of international understanding among L2 learners and thus to broaden students' perspectives to embrace intercultural and cross-linguistic diversity. With all of such, English still holds good in

these students' mind as a dominant tool for communication for international encounters and transactions, which is strongly reflected in their favorable attitudes toward English bilingualism as described below.

2) Growing Sense of English Bilingualism

The students' favorable perception about daily-based use of English seems to be a revelation of a growing sense of English bilingualism at large. Their positive attitudes concern a tangible sense of global membership by engaging in international work or traveling to foreign countries. Hence, the strong desire to be functionally skillful in communicating in English observed in this cohort seems to be a ready establishment in their perception. However, students' sense of commitment to employing English to communicate is virtually limited to their talk with foreign people; their perception of communicating in English with Korean cohorts even in their sufficient functional ability to use English is virtually negative. Also, their attitudes toward engaging in English-only classes are negative. But it seems that these negative cases cannot override the general and positive tendency toward the growth of English bilingualism.

3. Proficiency-based Analysis of Goal Orientations and Definitions of Success in L2 Learning

To answer the third research question, the study analyzed the open-ended items in the questionnaire; the main themes involve the participants' goal orientations and their own definitions of success in English learning. As it may be that students' English learning goals may differ depending on their English proficiency, all the participants are divided into two groups according to their proficiency levels (defined by TOEIC scores): high proficiency group above the overall mean of 702 and low proficiency group below the mean, as shown in Table 5.

The results show that students' descriptive accounts on their L2 learning goals concern mainly three themes, i.e., communication-oriented, job-oriented, and orientation toward linguistic mastery of the L2 and its culture. Despite the ratio differences between them, the two groups share these themes as a composite of learning goals and Table 5 provides the specificity of the contents in each group.

TABLE 5
Goal Orientations and Definitions of L2 Success by Proficiency Levels

Descriptions	High proficiency (%)	Low proficiency (%)
Goal Orientations		
Communication-oriented	39.6%	43.7%
Job (TOEIC scores)-oriented	43.8%	51.8%
Orientation for linguistic(L2) mastery & cultural interest	16.6%	4.5%
Definitions of L2 Success		
Communication ability	45.0%	54.29%
Self-confidence/ persistence	30.0%	15%
Linguistic mastery of L2 (4 skills)	15.0%	18.6%
Cultural understanding & Job	10.0%	12.1%

The highest proportion of goal orientations in this population is found in their concern with gaining good test scores, sometimes coupled with their desire for a good career; the percentage in high proficiency group approaches about 44% while the lower group reveals a lot higher percentage (about 52%). That is, students with both high and low proficiency agree that their English learning is basically driven by their practical concern with good English scores which they believe will allow them to succeed in later life. Noticeably yet, this propensity is a lot stronger among the low-achievers as indicated in the percentage.

Next, developing communicative competence comes as the second best goal for both groups, followed by the orientation of linguistic mastery of English and its culture. A noticeable group difference in goal orientations is found in the fact that the total of the two types of orientations, i.e., job-oriented and communication-oriented, takes up over the 95 percent of the responses in the lower group, yet the other group reveals more of flexibility in its goal distributions suggesting that goal presentation keeps a margin of motivational discretion for the high performing group but this discretion is not readily applicable to the lower group.

In terms of success in L2 learning defined by these students, it appears rather intriguing that both groups indicate obtaining communicative competence as the best definition of L2 success; this agreement approaches nearly half of the total responses in the high performing group and exceeds far half in the low achievers. Another noticeable between-group difference in the definitions of L2 learning success is that high performers agree gaining self-confidence in L2 learning is essentially important in achieving success in L2 learning and this agreement reaches almost 30% of the total responses in the group; however, in the lower group the percentage goes to half of the other group (15%), potentially indicating that it is high performing students who concern more of self-confidence in the process of language learning such that it may mean that they need

enhanced input from motivational standpoint to sustain their L2 learning. That is, gaining sufficient self-confidence is relatively a matter of greater concern for the high achieving students but the same matter diminishes its influence on the lower group (Y. Cho, 2013). With all of this, it is the lower proficiency group that gives higher percentage to linguistic mastery of the L2 in their defining of a success, which offers a self-reflection of the group's low L2 ability linguistically. Last but not least, the mismatch between the primary L2 learning goal (job-oriented) and the best definition of success (underscoring communicative competence) reveals that language learning in its ideal sense does not correspond fully to practical and realistic concerns that occur in the society. In the Korean context, this can be construed as meaning that students' goals orientations mirror social reality where English ability in terms of standardized proficiency test scores serves as a critical criterion for an individual's success in the society, and conversely, such discrepancy reveals that there is a gap in the current L2 educational system that needs to be filled to achieve the desired success in learning the L2.

V. CONCLUSION

L2 learning attitudes in the context of EIL are aligned with the changes in the demographic landscape of English using population in the world. People's increased access to the target language and its culture, mainly due to the expanded infrastructure worldwide in which English is a dominant medium of communication and information transactions, paves the base for such changes. In this vein, the conventional attitudinal construct that was preconceived to exist in L2 learners' mind, namely integrativeness, needs to be challenged to reform its contents to address the newly formed global environments.

L2 learners' attitudes in the era of globalization are deemed to converge on the two major features as widely discussed in the literature: growing tendency toward English bilingualism and shared respect for different varieties of the English language and their affiliated culture. The first point concerns the increased use of English for communication at both societal and individual levels; the added gravity of this matter is that the expanded diffusion of English as a means of communication as such is often seen as the result of each nation's efforts to bid for its global competitiveness (Bolton, 2008; Brutt-Griffler, 2010; McKay & Bokhorst-Heng, 2008; Tollefson, 1991; Tsui & Tollefson, 2007). In many cases, each nation's identity and power in the global community are closely tied up with its school youth's English using ability; and this line of reasoning comes to fill in the official thinking of each nation that prescribes the nation's English education policy. The second point, i.e., shared respect for different varieties of English and culture, involves another dimension of language attitudes which have been researched more recently. The key

argument in such a line of research has been on investigating the relationship between language use and speakers' sense of identity. As the way L2 learners are conceived in their communication using their local variety is keenly related to their sense of who they are, the negative attitudes they feel directed to themselves from interlocutors clearly form a negative influence on their conception of identity (e.g., Jenkins, 2007, 2009). As Jenkins (2007) notes, it may be that "language identity is a complex phenomenon that cannot be divorced from [...] language attitudes and ideologies" (p. 198).

The findings of the present study reveal that Korean university students' are strongly positive in their affective and cognitive attitudes toward English and such psychological projections are based on their self-awareness of the role of English in the globalizing world and its relevance to their imagined future. This finding is quite compatible with studies in other contexts (e.g., Csizer & Dörnyei, 2005; Lamb, 2004). Yet, such global propensity in these students' mind is not that positive toward using different varieties of English as a model for their English learning; the majority of the participants reported that they prefer to speak the American English as they believe it is the standard form among others. This result confirms the finding of Kirkpatrick and Xu's (2002) study in the Chinese context.

Concerning the behavioral component that showed the lowest mean score, an interpretation is that the gap in behavioral attitudes from the two other components may suggest these learners' lowered motivation in performing L2 learning. That is, as Dörnyei (2001) notes, "motivation, by definition, is related to action and therefore motivational relevance can only be specified in the light of the target behavioral domain" (p. 187); conversely, comparatively lower positivity in the behavioral component may indicate a motivational reduction in their L2 learning behavior.

The study mainly examined English learning attitudes among university students using a survey and reflection papers; as students' marking on the questionnaire may not fully reflect their genuine attitudes, it will be useful for future studies to diversify the sources of data not simply relying on a survey. At the same time, language attitudes may change according to contexts, and thus it is very difficult to generalize the current findings as a full description of Korean English learners. Hence it is desirable for future research of this line to narrow down the participants to a specific group in a specific context and to consider various factors associated with the context. As students' behavior in L2 learning is likely to be conditioned by many environmental factors such as teaching methods employed by teachers, contents of language syllabi, and broadly the nation's English education policy; hence it is suggested that a closer attention needs to be paid to invigorate learners' behavioral attitudes yet without losing the cohesion among the three attitudinal constructs.

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APPENDIX A

Descriptive Statistics of L2 Attitudes

Cognitive Components

Item Contents	Mean (SD)
English learning is important	4.45 (.77)
English is an international language	4.48 (.75)
English is essential to become a global leader	4.25 (.78)
American English is the standard for my English learning	3.79 (.99)
American English is the global standard	3.72 (1.17)
Indian English is also the standard	2.88 (.92)
ESL context is more useful for learning English	3.74 (1.05)
English should be authorized as an official language	2.47 (1.14)
English is essential for success in Korean society	4.37 (.75)
Koreans can communicate in English each other if they are sufficient in their English ability	2.64 (1.30)
Good English test scores are more important than actual communicative ability	2.62 (1.35)

Affective Components

Item Contents	Mean (SD)
I like English learning	3.37 (1.09)
I'm interested in foreign culture	3.64 (1.15)
I want to continue studying English	4.07 (.96)
English is a cool language	3.95 (1.01)
English makes me a knowledgeable person	3.71 (1.03)
I don't like studying English	2.00 (1.05)
I prefer a native English teacher	3.39 (1.12)
I prefer a Korean English teacher	3.69 (.95)

Behavioral Components

Item Contents	Mean (SD)
My goal is to become a global leader	3.77 (1.10)
I communicate in English with friends and teachers	2.35 (1.16)
I feel proud when I speak English	3.21 (1.15)
I will actively engage in English-only classes	2.86 (1.19)
I will continue to study English after graduation	3.88 (1.02)
I want to work at an international workplace	3.58 (1.29)
I want to travel to foreign countries	4.46 (.86)
I want to become a fluent speaker of English	4.02 (1.12)

APPENDIX B

Sample Questionnaire Questions

Items	Question types
What are your goals for studying English?	Open-ended
How do you define your success in English?	Open-ended
How would you rate your overall English proficiency?	5-point Likert scale
How would you rate your 4 skills in English?	5-point Likert scale
Please indicate your opinion about the questions below by marking the number (1 for 'strongly disagree' and 5 for 'strongly agree').	Below all are in 5-point Likert scale
English is essential to become a global leader	

American English is the standard for my English learning

Indian English is also the standard

My goal is to become a global leader

I communicate in English with friends and teachers

I feel proud when I speak English

I will actively engage in English-only classes

I want to work at an international workplace

I want to become a fluent speaker of English

Examples in: English

Applicable Languages: English

Applicable Levels: Secondary/Tertiary

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