



## A Comparative Study of Motivational Orientations Between Korean and German College English Learners in English as a Global Language Context

Hoyeol Ryu\*

Hankyong National University

### ARTICLE INFO

Received 16 December 2018

Revised 18 January 2019

Accepted 15 February 2019

Examples in: English

Applicable Languages: English

Applicable Levels: Tertiary

### KEYWORD

*motivational orientations/*

*comparative study/*

*sociolinguistic difference/*

학습동기요소/

비교연구/

사회언어학적 차이

### ABSTRACT

Ryu, Hoyeol. (2019). A comparative study of motivational orientations between Korean and German college English learners in English as a global language context. *Modern English Education*, 20(1), 42-52.

This study explores how Korean and German college students differ in their motivational orientations for learning English in the context of English as the world language. This is of particular interest in part because the students' native cultures are remarkably different in many aspects. Sixty students from two major Korean universities and 65 students from a major German university were given a questionnaire consisting of 30 items that seeks to ascertain their motivational orientations for learning English. Factor analysis was conducted on the collected data, and ten factors were identified for each group. The result indicates that the two groups were alike in their integrativeness to the target culture. However, whereas the Korean students seemed to be intrinsically motivated, the German students seemed to be affected by the understanding of the target culture in their learning of English. These results were a little unexpected, considering the significant cultural differences between Korea and Germany. The data was interpreted to reflect the characteristics of the Korean students and the German students' inherent cultural and historical heritages.

### I. INTRODUCTION

We live in a world where the importance of English cannot be overstated. The unprecedented influence of English on education, business, science, and other areas of human life has been observed throughout the world for more than half a century. For example, 26 out of 54 sub-Saharan African nations adopt English as either their sole official language or one of the official languages (Plonski, 2013). Their selection of English over indigenous or colonial languages signifies Africans' thinking

that English is critical to their survival and prosperity. This view of English is not limited to developing nations. In all 28 European Union member nations, 94 percent of upper secondary school students study English while only 23 percent study French and 19 percent German (Eurostat, 2017).

Although there seems little controversy in recognizing the importance of English across the world, it is inconceivable that all English learners are driven by the same motivational orientations for learning English. Clément and Kruidenier (1983) maintained that the orientations for

\* Author: Hoyeol Ryu (Hankyong National University, Professor)

the second language learning depended upon such contextual factors as who the learners are, what language is studied, and in what milieu the learning occurs. Further, the learners' identity as a member of a particular community is believed to play a decisive role in forming the orientations (Dörnyei, 2009; Dörnyei & Csizér, 2002). Similar educational and life experiences by the members of a particular community help form collective thought patterns and worldviews that are quite distinct from those of other communal groups. The distinctiveness of each community is also believed to be reflected on matters related to learning English, including orientations that drive its English learners to expend effort upon learning.

This study compares Korean and German college students' motivational orientations for learning English, in order to test the forementioned assumption that different communities collectively shape different orientations for the second language learning. German college students were selected to be compared with Korean peers because the two groups are believed to contrast greatly in many aspects. While both English and German are variants of Germanic language family, Korean has no linguistic ties with English. Further, since Germany is geographically close to the U.S. and U.K., German students are likely to have more opportunities to interact with the target language speakers and to understand their culture better than the Korean students. Finally, Korea and Germany greatly differ in their educational system. Unlike Korean secondary school students, most of whom are college-bound, German peers are not very eager to seek opportunities for higher education. Conclusively, this study may help us better understand what role contextual variables play in forming the second language learning motivation by comparing two critically dissimilar groups of English learners.

To study different motivational orientations for learning English between Korean and German college students, a survey was conducted in a large German university and two competitive Korean universities in 2015. The students were asked to respond to 30 questions in the questionnaire that aimed to elicit their attitudes toward the target culture and people and other issues related to their learning English. Their answers were analyzed using factor analysis to identify what underlies their answers. Factor analysis enables researchers to bind observed, correlated variables into a smaller number of unobservable variables called factors, thus allowing them to explain variability among the observed variables in a simple, systematic way. The comparison of the factors obtained from the two groups will illustrate what orientations operate underneath their learning of English and whether there are differences in their orientations. Overall, this study is expected to contribute to our understanding of the relationship between contextual variables and motivational orientations toward the second language learning by comparing those who were situated in remarkably distinct cultural and educational contexts.

## II. REVIEW OF THE RELATED STUDIES

### 1. Motivation for the Second Language Learning

In a cornerstone study of the second language learning motivation, Gardner and Lambert (1959) claimed that the second language learning motivation was an extension of the L1 motivation. They defined the L1 motivation as "a desire to be like valued members of the family and, later, of the whole linguistic community" (p. 266). Their dichotomous model of the second language learning motivation as either integrative or instrumental, however, has drawn significant criticism in a substantial number of the second language learning motivation studies (Clément, Dörnyei, & Noels, 1994, Csizér & Kruidenier, 1983; Csizér & Dörnyei, 2005a, 2005b; Dörnyei & Csizér, 2002; Gorges, Kandler, & Bohner, 2012; Lamb, 2004; Lanvers, 2017; McEown, Sawaki, & Harada, 2017; Yashima, Nishide, & Shimizu, 2004). For example, Clément and Kruidenier (1983) criticized the ambiguity of the integrative reasons and criticized that there was considerable variance as to what constitute the integrative reasons. They contested that superfluous adoption of the term in many studies led to considering anything other than "not financial or very concrete and pragmatic" (p. 274) as integrative. In their study of motivational orientations for learning the second language in different contexts in Quebec and Ontario, they focused on how different contextual variables affected the learners' motivation. The results showed that there were different orientations for learning depending on the context. For example, while Anglophones learning French in the milieu where only English was spoken showed orientations that included travel, respect, instrumental, understanding, and friendship, Francophones learning English in the surroundings where both English and French were spoken showed understanding, travel/friendship, social/cultural, identification/travel, and career instrumental orientations. With their findings, Clément and Kruidenier concluded that their study did not support the construct validity of the integrative orientation.

It was also pointed out that the research setting where Lambert and Gardner's study was conducted was irrelevant to most of the second language learning situations around the world, and that their findings, therefore, were of limited value (Clément et al., 1994; Csizér & Dörnyei, 2005a, 2005b; Dörnyei & Csizér, 2002). In a study investigating Hungarian English learners' motivational orientations in relation to context, self-confidence, affective predispositions, and classroom dynamics, Clément, et al. (1994) illustrated the learners' inability to develop attitudes toward the target community in a setting where contacts with the target group were very limited. Instead, they underscored instrumental orientation, general dispositions toward the second language learning, and value of the learning in the learners' community. After analyzing the data using factor analysis, they concluded that the learners' integrative motives such as instrumental-knowledge

orientation, linguistic self-confidence, and classroom environment evaluation were related to their second language learning behaviors and competence.

Csizér and Dörnyei (2005a, 2005b) explored Hungarian English learners' motivational orientations with respect to their learning behaviors. The results of both studies indicated that their second language learning motivation consisted of seven components: Integrativeness, instrumentality, vitality of the target community, attitudes toward the target language speakers and community, cultural interest, linguistic self-confidence, and milieu. In the studies, Gardner's definition of integrativeness as "emotional identification with another cultural group," (Gardener, 2001, p. 5) was criticized as conceptually vague and incompetent to account for the Hungarian students' motivational orientations for learning English. Instead of emphasizing the integrativeness, they insisted that motivation should "be seen as a desire to reduce the perceived discrepancies between the learner's actual and possible self" (Csizér & Dörnyei, 2005a, p. 29). They introduced two types of self, ideal and ought-to-self, to provide a more suitable explanation of the second language learning motivation in Hungarian context. Ideal-self represents the attributes that the learners wish to possess whereas the ought-to-self represents the quality they believe they ought to possess to avoid possible negative consequences. They contended that this self framework not only successfully explained high correlations between the integrativeness and instrumentality observed in their studies, but also had more generalizability to diverse second language learning settings.

Recent second language learning motivation studies have shifted their research focus from the quantity of the motivation to the quality (Ortega, 2009). This shift arose from dissatisfaction with Gardner and his colleagues' overlooking the learners' motivation at an individual level (Carreira, 2012; Georges et al., 2012; Yashima et al., 2004). Unlike Gardner and his colleagues' theory, self-determination theory assumes that self-determination at an individual level mediates second language learners' motivational orientations. The theory divides motivation into two types: Intrinsic and extrinsic motivation. Whereas intrinsic motivation refers to highly self-determined motivation, extrinsic motivation arises when a person is engaged in an activity in the anticipation for an outcome that is separated from the activity itself (Deci & Ryan, 2000). Moreover, there are four different levels of extrinsic motivation: External, introjected, identified, and integrated regulation with the gradual increment of self-determination in order. In her study of Japanese elementary learners of English, Carreira (2001) discovered that intrinsic motivation, identified- and introjected-regulation, and external regulation were meaningfully related with autonomy, competence, and relatedness with the target community, and concluded that the self-determination theory was a valid instrument explaining the second language learning motivation. Likewise, Georges et al. (2012) noted that German university students' goal orientation was related to their motivation for learning English. It was observed in

the study that mastery-goal orientation, which focuses on knowledge acquisition and skill development, led to more positive attitudes toward opportunities for learning the second language than performance-goal orientation, which stresses the importance of learning consequences.

## 2. Context of English Education in Korea and Germany

Korea is greatly different from Germany, in that its meaningful contact with Western world was made only in the late 19th century. During the enlightenment period in Korea, a large number of missionaries, particularly those from the U.S., arrived in the country. They established numerous educational institutions across the country where English was taught to a large number of Korean pupils for the first time in Korean history. Although these missionaries did not have proper teacher training and ability to speak Korean, they taught subjects like English, science, and Bible in English (B. Chang, 2009). Further, the end of the Second World War marked another beginning of strong American influence on Koreans' lives. American influence was particularly evident in the area of English education. The US Army Military Government in Korea (USAMGK), which governed South Korea from 1945 to 1948, introduced the Western public educational system to the country and issued the first middle school English curriculum (Y. Choi, 2006). Ever since, thanks to close ties between Korea and the U.S. in political, military, economic, and other spheres, Korea has been strongly influenced by American culture, and English has been regarded as a critical instrument for personal success and national survival and prosperity.

Although its history before the Second World War greatly differs from that of Korea, Germany is similar to Korea in terms of its suffering from the warfare and the strong influence of American culture. Clyne (1984) sought reasons for Germans' open attitudes toward internationalization and foreign influence partly from a reaction to the National Socialist (Nazi) era and the consequences of political and cultural development after the Second World War. The occupation of the former West Germany territory by American and British troops before the foundation of the Federal Republic provided an impetus for the widespread use of English. Mass media, such as newspapers, magazines, radio and TV broadcasts, and commercial advertisements, has been credited for this widespread use of English and American culture in Germany. This prevalence of English is manifested to the extent that English has completely replaced German in some academic and technological spheres. Another contextual variable that distinguishes Korea from Germany is their educational systems. Unlike Korean students most of whom are college-bound, it was shown that only about 30 percent of German upper-secondary school students attend gymnasium for seeking higher education (Blömeke, König, & Felbrich, 2009). Considering all educational and sociocultural differences between the two nations, it seems clear that such differences might well lead English learners of

each country to have distinct motivational orientations for learning the second language.

### III. METHODS

#### 1. Subjects

Sixty-five students from a major German university and 60 students from two highly selective Korean universities participated in the study by answering questions in a questionnaire (refer to Appendix for the questionnaire given to the German students). Though the German students were all English-major students, there were 23 English majors and 37 English education majors in the Korean group. There were 16 male and 49 female students in the German group. Their ages ranged from 19 to 30, and the average was 23.1. There were 12 males and 48 females in the Korean group. Their ages ranged from 20 to 27, and the average was 22.0. The German students were recruited from two introductory linguistics courses at the university. The Korean students at one university were recruited from an introductory English literature course, and those at the other university were from two English teaching methodology courses.

#### 2. Questionnaire

The questionnaire was constructed based on that used in Taguchi, Magid, and Papi's comparative study of Chinese, Japanese, and Iranian students' second language learning motivation (2009), and modified for the purpose of the current study. It consists of 30 questions in a statement form to which the students were asked to indicate the extent of their agreement (refer to Appendix for the complete questionnaire given to the German students). Depending upon the extent to which they agreed with the statement, they were given a range of values from one to five, one indicating 'strongly disagree' and 5 'strongly agree.' The questions were constructed for identifying the differences and similarities of the two groups' motivational orientations. Since Americans and the British and their respective cultures were perceived differently by the German students, separate questions were provided to account for students' perception of American and British culture and people. Further, despite the possible indiscriminate acceptance of American and British culture in Korean context, the identical questionnaire was given to the Korean students to avoid the possibility of unwitting contamination of the finding's interpretation. There were 18 queries about different matters.

Variables, which refer to students' answers to questions, can be classified into six groups in the study: Ethnocentrism, attitudes toward the target culture and people, integrative orientation, the depth of understanding the target culture, instrumental orientation, and matters related with learning English. This grouping was believed to clearly illustrate differences in the second language learning motivation based on contextual variables between the Korean and German learners of

English. The first three variables inquire about the students' ethnocentrism. The second group deals with their attitudes toward the target language, culture, and people. The 4th, 5th, 10th through 13th, 16th, 19th, 20th, and 29th variable fall under this group. The third group examines their integrative orientation, involving their interests in and desires for being integrated into the target culture and community. The 6th, 7th, 17th, 18th, and 21st through 25th variable fall to the third group. The 8th, 9th, 14th, and 15th variable fall to the fourth group, and they deal with the extent of their understanding of the target culture. The fifth group includes the 27th variable and is about their instrumental orientation. The final group investigates their English learning practices and include the 26th and 28th through 30th variable.

#### 3. Data Analysis

The collected data went through factor analysis. Factor analysis enables us to identify latent variables from observable variables. Observable variables that are correlated with one another but independent of other sets of variables are combined into factors (Tebachnic & Fidell, 1996). Factor analysis, therefore, reduces the number of variables to consider by grouping observable variables into a smaller number of factors and helps us to provide a simplified account for a given data.

While conducting factor analysis using the SPSS, it is required to determine an appropriate extracting and rotating method. First, there are two main ways of extracting factors: Principal component analysis and maximum likelihood method. Principal component analysis is based on the assumption that latent variables are uncorrelated, while maximum likelihood method assumes that variables are correlated. Since the current study is exploratory and seeks the simplest way to interpret its results, principal component analysis was employed with setting eigenvalue greater than 1, indicating that a factor accounts for more variance than a single observable variable.

After selecting principal component analysis for extracting factors, an appropriate rotating method needs to be determined. Rotation is performed for achieving a simple structure of factor loadings and makes the loadings either close to 1 in absolute value or 0, thus, allowing researchers to simplify the interpretation of the factors. The SPSS Version 21 for this study provides five rotating methods: Varimax, direct oblimin, quartimax, equamax, and promax. Whereas the varimax, quartimax, and equamax assume an uncorrelated relationship, the promax, and direct oblimin assume a correlated one (Brown, 2009). Among the rotation methods assuming an uncorrelated relationship, the varimax method was employed in the study for its advantage in allowing the clear interpretation of the results.

Since there were a small number of samples in the study, it was considered critical for the valid interpretation of the results that factor loadings should be bigger than those in a study with a more extensive sample size. Tabachnick and Fidell (2007) suggested that factor loadings should be at least .32 to be statistically meaningful, but factor loadings great-

er than .5 constitute factors in the current study, in order to compensate its small sample size to some extent. To test the suitability of the data for the analysis, the internal consistency of the data was measured by using Cronbach's alpha. Finally, independent samples *t*-test was conducted to look for any difference between the two group's answers to questions in the questionnaire.

## IV. RESULTS

### 1. Korean College Students' Orientations for Learning English

Ten factors were extracted from the Korean students' answers to questions in the questionnaire (see Table 1 for the complete result of the analysis). Cronbach's alpha measure for the internal consistency of the data was .829, which means the data was quite reliable and adequate for factor analysis. Factor 1 includes the four variables, variable 12, referring to the response to the 12th question in the questionnaire, 16, 17, and 28, each of whose factor loadings were higher than .5. Since these variables are all related to the Korean students' favorable attitudes toward American culture and people, factor 1 was, therefore, labeled as the 'positive attitude toward Americans.' Factor 2 includes five variables, variable 18, 19, 20, 21, and 22. These are related with interests in learning British culture, interests in learning American culture, positive attitudes toward the British, and making a friend with Americans and the British. Since all variables are related to the Korean students' interests in the target culture and making a friendship with the target people, factor 2 was named as the 'integrativeness to the target culture and people.'

Factor 3 includes variable 25, 26, and 30. The variables are related to enjoying English learning, confidence in their English abilities, and difficulties in learning English. Since the loading on variable 30 is negatively valued, it should be interpreted to mean the students' perception of little difficulties in learning English. Factor 3 was labeled as the 'positive attitudes toward English learning.' Factor 4 includes two variables, variable 11 and 13, which refer to the strong and positive impact of British culture on modern Korean culture. It was labeled as the 'influence of British culture on the native culture.' Factor 5 includes variable 23 and 24. Since these variables are related to the students' desire to live in the target country. it was labeled as the 'desire to live in the target country.' This factor has been considered a typical example of the integrative orientation (Carreira, 2012; Csizér & Dörnyei, 2005a, 2005b; Gardner & Lambert, 1959).

Factor 6 includes two variables, variable 4 and 5, which is concerned with the students' perception of dissimilarity between their native and target culture. The factor was named as the 'difference between the native and target culture.' This factor might come from the students' interest in learning about novel, unfamiliar culture. Factor 7 includes

two variables, variable 2 and 3, which manifest the students' sense of the superiority of their native culture over the target culture. The factor was labeled as the 'ethnocentrism.' Factor 8 includes three variables, variable 6, 7, and 10, which shows the students' favorable feelings toward the target culture and the influence of American culture on the modern native culture. This result could be interpreted as the students viewed the influence of American culture on the native culture favorably and this favorable view led to the favorable feelings toward the overall target culture. Thus, the factor was labeled as the 'positive emotions toward the target culture.'

TABLE 1

Rotated Factor Loadings in Korean Students' Dataset

	Factors									
	1	2	3	4	5	6	7	8	9	10
Variable 1										
Variable 2							.95			
Variable 3							.94			
Variable 4						.94				
Variable 5					.88					
Variable 6							.70			
Variable 7							.58			
Variable 8										-.67
Variable 9										-.66
Variable 10								.72		
Variable 11				.70						
Variable 12	.76									
Variable 13				.83						
Variable 14									.86	
Variable 15									.85	
Variable 16	.68									
Variable 17	.74									
Variable 18		.59								
Variable 19		.61								
Variable 20		.66								
Variable 21		.77								
Variable 22		.82								
Variable 23					.82					
Variable 24					.78					
Variable 25			.74							
Variable 26			.86							
Variable 27										
Variable 28										
Variable 29										
Variable 30										

Factor 9 includes two variables, variable 14 and 15, which have to do with the students' difficulties in understanding the target culture. The factor was named as the 'difficulties in understanding the target culture.' Finally,

factor 10 includes three variables, variable 8, 9, and 29, which involve the extent of their understanding of the target culture and the view of English as a world language. The negative loadings on variable 8 and 9 should be interpreted as the students' lack of understanding the target culture. It is interesting to see how these three variables could be correlated highly and form a factor. Two interpretations are possible to this factor. One possible interpretation might be that the status of English as a dominant language for international communication was de-emphasized to account for the importance of learning the target culture. Another possible interpretation is that regardless of the context, the students simply didn't reach an appropriate level of understanding the target culture. This factor was labeled as the 'lack of understanding the target culture in the context of English as a world language.'

Ten factors obtained from the Korean students' responses to questions in the questionnaire may be further grouped into three categories because some factors are more closely related than others in their properties. The first category is the Korean students' motives to integrate themselves into the target culture. This category includes factor 1, 2, 4, 5, and 8. Their positive attitudes toward the target culture and people and desire to integrate them into the culture evidently functioned as a motivator for learning English. The second category is demonstrated in factor 3 and related with the students' positive attitudes toward learning English. Confidence in English abilities and pleasure from learning it is a typical example of intrinsic orientation that drives the learners to expend greater effort on the learning.

Finally, factor 6, 7, 9, and 10 belong to the third category that relates to the students' ethnocentrism and perception of the great difference between the native and target culture. The ethnocentrism, which was expressed in their belief in the native culture's superiority over the target culture, might lead them to perceive the great distance between the native and target culture. However, the current study suggests that ethnocentrism, a strong form of the learners' identity with their native culture, and the perception of the target culture as being very different from their native culture should not be seen necessarily as detrimental to motivation for learning the second language (Norton, 2013). On the contrary, their deficient understanding of the target culture might be considered as a challenge to overcome in their learning of English. Overall, integrative and intrinsic motivational orientations for learning English are clearly observed in the Korean students' responses to questions in the questionnaire. As Noels, Pelletier, Clément, and Vallerand (2000) emphasized the robustness of intrinsic motivation in the second language learning, it seemed that the Korean students' motivation to learn English seemed were firmly grounded on their integrative and intrinsic orientations and would facilitate their future learning of English.

## 2. German College Students' Orientations for Learning English

The German students' responses to questions in the questionnaire also generated ten factors (see Table 2 for the complete result of the analysis). Cronbach's alpha measuring the internal consistency of the data was .735, which was at the acceptable level for factor analysis. Factor 1 includes seven variables, variable 6, 8, 12, 17, 19, 21, and 23, which involve their favorable attitudes toward American culture, understanding of American culture, positive influence of American on modern German culture, interests in learning American culture, positive attitudes toward Americans, a desire to make American friends, and a desire to live in the US. Since factor 1 includes a variety of integrative orientations to be integrated into American culture, it was labeled as the 'integrativeness to American culture.' Factor 2 includes five variables, variable 7, 9, 18, 20, and 24. These variables are related with the affinity with British culture, understanding of British culture, interests in learning British culture, positive attitudes toward the British, and a desire to live in the U.K. Since we can clearly see the German students' desire to be integrated into British culture and people, the second factor was named as the 'integrativeness to British culture and people.'

**TABLE 2**  
Rotated Factor Loadings in German Students' Dataset

	Factors									
	1	2	3	4	5	6	7	8	9	10
Variable 1			.82							
Variable 2			.72							
Variable 3			.73							
Variable 4				.82						
Variable 5				.87						
Variable 6	.85									
Variable 7		.81								
Variable 8	.56									
Variable 9		.61								
Variable 10						.54				
Variable 11									.76	
Variable 12	.53									
Variable 13					.72					
Variable 14								.75		
Variable 15								.73		
Variable 16										
Variable 17	.76									
Variable 18		.79								
Variable 19	.81									
Variable 20		.66								
Variable 21	.79									
Variable 22						.63				

Variable 23	.74		
Variable 24	.69		
Variable 25			.62
Variable 26		.80	
Variable 27		.	
Variable 28	.65	-.59	
Variable 29			.81
Variable 30			.84

Since factor 3 was extracted from variable 1, 2, and 3, which illustrate the German students' ethnocentrism, it was labeled as 'ethnocentrism.' Factor 4 involves two variables, variable 4 and 5. Those variables are related with their perception of the great difference between the native and target culture. The factor was labeled as the 'difference between the native and target culture.' Factor 5 is related to two variables, variable 13 and 22, which again show the German students' positive attitudes toward British culture and people. This factor was labeled as the 'positive attitudes toward British culture and people.' Factor 6 includes three variables, variable 10, 26, and 28, which are related with the strong influence of American culture on modern German culture the students' confidence in English skills, and willingness to practice English skills with the native speakers. It seemed that variable 10 might be a ground for other variables in the factor. That is, the strong influence of American culture on modern German culture might prompt them to actively pursue learning English. In this light, factor 6 was labeled as the 'influence of American culture on learning English.'

Factor 7 includes a single variable, variable 29, which is about the role of English as a world language. It was labeled as the 'status of English.' Factor 8 includes two variables, variable 14 and 15, which refer to the difficulties in understanding both British and American culture and was labeled as the 'difficulties in understanding the target culture.' Factor 9 includes two variables, variable 11 and 25, which deal with the influence of British culture on modern German culture and enjoyment from learning English. This factor was labeled as the 'influence of British culture on learning English.' Finally, factor 10 includes a single variable, variable 30, which is about the difficulties in learning English. The factor was labeled as the 'difficulties in learning English.'

The identified ten factors may be grouped into four categories. The first category is the integrativeness with the target culture. Factor 1, 2, and 5, the integrativeness with American and British culture and the attitudes toward British culture and people, fall under this category. The second category is the students' difficulties in understanding the target culture arising from their ethnocentrism and the perception of the differences between the native and target culture. This category consists of factor 3, 4, and 8. The third category is related to the influence of the target culture on learning English. The German students seemed to perceive that their English learning was affect-

ed by both American and British culture and the difficulty understanding them, strongly suggesting the role of the cultural understanding in the second language learning. Factor 6, 9, and 10 constitute the third category. The final category consists of a single factor, factor 7, and it is concerned with the status of English as the world language. Whereas the Korean students related their insufficient understanding of the target culture to the status of English as the world language, the German students seemed to be oblivious to the relationship between their understanding of the target culture and the statuses of English as a world language.

### 3. Difference Between Korean and German Students' Orientations

The comparison of the factors between the two groups of English learners indicates that there are both differences and similarities in their motivational orientations for learning English (see Table 3 for the complete result of the t-tests). The similarity between the two groups was that they possessed strong motivation to integrate themselves into the target culture and community. However, whereas the Korean students seemed to assume that understanding the target culture was indirectly related to learning English, the German group saw that they were directly related. Another difference was that while both groups perceived the difficulties understanding the target culture, the Korean students regarded such difficulties as a motivator which facilitates their learning of English. To the contrary, the German students merely considered the target culture as that which made their English learning difficult. The third difference was that while intrinsic motivation was apparent in the Korean group, the German students failed to show any sign of intrinsic motivation to learn English. Likewise, the German students seemed to pay attention to practical value of English as a world language. Overall, this study illustrates that while the German students were more sensitive to the influence of the target culture in their learning of English, the Korean group seemed to be more intrinsically motivated to learn English.

**TABLE 3**  
Significant Results of Independent Samples *t*-Test

		<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Variable 1	Korean	3.550	1.032	-2.247	.026
	German	3.153	.939		
Variable 5	Korean	4.000	.802	2.520	.013
	German	3.615	.896		
Variable 9	Korean	2.633	.938	2.387	.019
	German	3.046	.991		
Variable 12	Korean	3.200	.798	-2.515	.013
	German	2.830	.839		
Variable 14	Korean	2.716	.761	-2.613	.010
	German	2.307	.967		
Variable 15	Korean	2.916	.808	-2.262	.025
	German	2.569	.900		

Variable 16	Korean	2.983	.853	-5.634	.000
	German	2.169	.761		
Variable 19	Korean	3.510	.873	2.632	.010
	German	3.953	.975		
Variable 20	Korean	3.616	.825	3.661	.000
	German	4.138	.768		
Variable 21	Korean	3.783	.845	3.496	.001
	German	4.338	.923		
Variable 22	Korean	3.750	.913	4.989	.000
	German	4.476	.709		
Variable 23	Korean	3.283	1.165	-3.193	.002
	German	2.553	1.369		
Variable 25	Korean	3.733	.841	8.574	.000
	German	4.830	.574		
Variable 26	Korean	3.300	1.046	10.016	.000
	German	4.738	.476		
Variable 27	Korean	4.133	.853	3.394	.001
	German	4.600	.680		
Variable 28	Korean	3.683	.892	7.037	.000
	German	4.646	.623		
Variable 29	Korean	4.066	.820	4.149	.000
	German	4.615	.654		
Variable 30	Korean	2.833	.975	-5.522	.000
	German	2.000	.810		

Independent samples *t*-tests were conducted to confirm the differences between the Korean and German students' responses to questions in the questionnaire. The significant differences between the groups were found in their responses to 19 variables. First, the Korean students felt more pride in their nationality than the German students. Second, as it had been expected before the study, the Korean students felt a greater difference between the native and target culture than did the German students. This is affirmed in variable 9. While the German students reported a deeper understanding of British culture than the Korean students, the Korean students answered that they felt greater difficulties in understanding the target culture. However, it is interesting to note that the Korean students perceived the influence of American culture on their native culture more positively than the German students. The Korean students' more positive view on American culture and people was also identified in their more positive evaluation of American's role in world affairs and their stronger desire to live in the United States.

It seems that the German students' relatively negative view on the target culture and people were limited to political spheres. At an individual level, they showed more positive view on both Americans and the British than did the Korean students. The German students also showed greater willingness to make friends with the native English speakers. In relation to learning English, the German students were more eager to learn English and felt more confidence about their English abilities. They were also more aware of the pragmatic value of learning English and the importance of English as a world language than the Korean students.

## V. DISCUSSION AND CONCLUSION

This study explored Korean and German college students' motivational orientations for learning English by using factor analysis. This study was originally motivated by a question how cultural, historical, and other variables come into play in forming the second language learning motivation in two critically dissimilar groups of English learners in the context of English as a global language. Contrary to this initial expectation that there might be little in common between them in regard to their motivational orientations, this study generated mixed results. First of all, integrativeness to the target culture and community emerged as a strong motivator for learning English for both groups. Second, it seemed that both groups felt a great distance between the native and target culture. Ethnocentrism came into play in this perception only in the Korean students' group. That is, some part of their difficulties in understanding the target culture might be attributed to their strong attachment to the native culture in the Korean group. However, this difficulty in understanding the target culture didn't seem to demotivate either groups from learning English, but seemed to provide them with an academic challenge which could be converted to a motivational force for their learning of the target language and culture. These common features observed from the two remarkably different cultural groups might be attributed to the context of English as a world language. As Ushioda and Dörnyei (2017) claimed, we live in a world which is becoming monolingual and where linguistic and cultural diversities are being greatly threatened. In such context, it might be natural that the learners' purposes and orientations for learning English become similar around the world. In such regard, this study warrants the necessity of further studies comparing the second language learning motivation of those who are in different historical and cultural contexts.

The differences are also noticeable. The Korean students seemed to be intrinsically motivated, in that they had positive attitudes toward learning English itself. As E. Mang (2001) identified the relationship between motivation and learning outcomes, this might come from their past success in learning English. These students succeeded in getting admission to one of the top universities in the country in its notoriously competitive college entrance system. They might be proud of themselves and have confidence in their academic skills, including English skills. On the other hand, the German students seemed to consider that understanding the target culture played an important role in their learning of English. They also seemed to embrace the notion of English becoming a world language. These phenomena might come from the geographical proximity between Germany and the U.K. and U.S., along with their frequent contacts with the target language speakers. Thanks to these facts and the widespread use of English in Germany, the German students might be able to observe the dominant status of English in international communication more frequently than their Korean peers.

Moreover, the German students' positive attitudes toward the target culture may warrant further discussion. Since Germany is famous for its anti-war and anti-American movements among youngsters, particularly university students, the researcher expected that this might be reflected in the German students' responses. Indeed, it was reflected in their negative responses concerning the influence of American culture on modern German culture and the role of the United States in world affairs. However, it seemed that such political views did not affect their views on American culture and people overall. They seemed to differentiate their US-related political views from other areas of American culture and people. As Clyne (1984) suggested, the influence of mass media from the U.S. seems to contribute to such favorable attitudes.

Finally, a small sample size in this study which was caused by the practical difficulties to collect a large-sized German sample greatly limits the generalizability of its findings. In this regard, international cooperation among SLA researchers is greatly needed to conduct large-scale international comparative studies. The importance of the international cooperation has been becoming much stronger in the context of English as a world language. Another important point related to conducting this type of study is the difficulty of constructing survey questions. Dörnyei (n.d.) provided a large number of the detailed guidelines for constructing survey questions for those who want to conduct similar motivational studies. However, the survey questions should reflect the context and focus of the studies rigorously. Dörnyei's questions cannot be applied to every research context, and great caution and research effort should be exerted before the questions are created. Further, pilot studies to make the necessary revisions are required before finalizing the questions for the main study.

## REFERENCES

- Blömeke, S., König, J., & Felbrich, A. (2009). Middle school education in Germany. In S. B. Mertens, V. A. Anfara, Jr., & K. Roney (Eds.), *An international look at educating young adolescents* (pp. 255-286). Charlotte, NC: Information Age Publishing.
- Brown, J. D. (2009). Choosing the right type of rotation in PCA and EFA. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 13(3), 20-25.
- Carreira, J. M. (2012). Motivational orientations and psychological needs in EFL learning among elementary school students in Japan. *System*, 40(2), 191-202.
- Chang, Bok-Myung. (2009). Korea's English education policy innovations to lead the nation into the globalized world. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(1), 83-97.
- Choi, Yeon-Hee. (2006). Impact of political situations on the early history of English language education in Korea. *Journal of Research in Curriculum Instruction*, 10(1), 235-259.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-448.
- Clément, R., & Kruidenier, B. G. (1983). Orientations in second language acquisition: The effects of ethnicity, milieu, and target language on their emergence. *Language Learning*, 33(3), 273-291.
- Clyne, M. (1984). *Language and society in the German-speaking countries*. Cambridge: Cambridge University Press.
- Cook, V. (2001). *Second learning and teaching* (3rd ed.). London: Hodder Arnold.
- Csizér, K., & Dörnyei, Z. (2005a). The internal journal of structure of language learning motivation and its relationship with language choice and learning effort. *Modern Language Journal*, 89(1), 19-36.
- Csizér, K., & Dörnyei, Z. (2005b). Language learners' motivational profiles and their motivated learning behavior. *Language Learning*, 55(4), 613-659.
- Doci, E., & Ryan, R. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Dörnyei, Z. (n.d.). Motivation Questionnaires. Retrieved from <https://www.zoltandornyei.co.uk/motivation-questionnaires>
- Dörnyei, Z. (2009). The L2 Motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: A result of a longitudinal national survey. *Applied Linguistics*, 23(4), 421-462.
- Eurostat. (2017). Foreign language learning statistics. Retrieved from [http://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign\\_language\\_learning\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign_language_learning_statistics).
- Gardener, R. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Tech. Rep. No. 23, pp. 1-19). Honolulu, HI: University of Hawaii Second Language Teaching and Curriculum Center.
- Gardener, R., & Lambert, W. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13(4), 266-272.
- Gorges, J., Kandler, C., & Bohner, G. (2012). Internationalization at home: Using learning motivation to predict students' attitudes toward teaching in a foreign language. *International Journal of Educational Research*, 53, 107-116.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32(1), 3-19.
- Lanvers, U. (2017). Language learning motivation, global English and study Modes: A comparative study. *Language Learning Journal*, 45(2), 220-244.

- Mang, Eun-kyung. (2001). The effects of motivation on language learning. *Modern English Education*, 2(2), 157-170.
- McEown, M., Sawaki, Y., & Harada, T. (2017). Foreign language learning motivation in the Japanese context: Social and political influences on self. *Modern Language Journal*, 101(3), 533-547.
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50(1), 57-85.
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Bristol: Multilingual Matters.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
- Polonski, P., Teferra, A., & Brady, R. (2013, November). *Why are more African countries adopting English as an official language?* Paper presented at the meeting of African Studies Annual Association Annual Conference, Baltimore, MD.
- Tabachnick, B., & Fidell, L. (1996). *Using multivariate statistics* (3rd ed.). New York: Harper Collins.
- Tabachnick, B., & Fidell, L. (2007). *Using multivariate statistics* (5th ed.). Boston: Allyn & Bacon.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self system amongst Chinese, Japanese, and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Bristol: Multilingual Matters.
- Ushioda, E., & Dörnyei, Z. (2017). Beyond global English: Motivation to learn languages in a multicultural world: Introduction to the special issue. *Modern Language Journal*, 101(3), 451-454.
- Yashima, T., Nishide, L., & Shimizu, K. (2004). The influence of attitude and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119-152.

**APPENDIX**

Questionnaire Form for German Students

I am interested in studying how you think about learning English and the related elements. The result of the survey will be solely used for research purposes. Your cooperation would be deeply appreciated and contribute to the development of English studies.

Gender: male female

Age:

Answer the following two questions with yes or no.

1. Do you have an experience to stay in either the US or UK more than a month?
2. Do you have (a) friend(s) from the US or UK?

Mark the degree of your agreement with the statement. If you perfectly agree with the statement, mark 5. If you totally disagree with the statement, mark 1.

1. I am proud of being a German.	1-2-3-4-5
2. German culture is superior to American culture.	1-2-3-4-5
3. German culture is superior to British culture.	1-2-3-4-5
4. German culture is very different from American culture.	1-2-3-4-5
5. German culture is very different from British culture.	1-2-3-4-5
6. I like American culture.	1-2-3-4-5
7. I like British culture.	1-2-3-4-5
8. I have deep understanding of American culture.	1-2-3-4-5
9. I have deep understanding of British culture.	1-2-3-4-5
10. American culture has strongly influenced modern German culture.	1-2-3-4-5
11. British culture has strongly influenced modern German culture.	1-2-3-4-5
12. American culture has influenced German culture positively.	1-2-3-4-5
13. British culture has influenced German culture positively.	1-2-3-4-5
14. American culture is difficult to understand.	1-2-3-4-5
15. British culture is difficult to understand.	1-2-3-4-5
16. I have a positive view on the roles Americans play in world affairs.	1-2-3-4-5
17. I am interested in learning American culture.	1-2-3-4-5
18. I am interested in learning British culture.	1-2-3-4-5
19. I have positive attitudes toward Americans.	1-2-3-4-5
20. I have positive attitudes toward the British.	1-2-3-4-5
21. I want to make a friend with Americans.	1-2-3-4-5
22. I want to make a friend with the British.	1-2-3-4-5
23. I want to move to the US and live there.	1-2-3-4-5
24. I want to move to the UK and live there.	1-2-3-4-5
25. I enjoy learning English.	1-2-3-4-5
26. I can communicate in English without difficulty.	1-2-3-4-5
27. I must develop English skills for my future career and other practical purposes.	1-2-3-4-5
28. I try to make opportunities to communicate with English-native speakers.	1-2-3-4-5
29. I have a positive view on the role of English as the world language	1-2-3-4-5
30. English is difficult to learn.	1-2-3-4-5