



Second Language (L2) Motivational Self-System and L2 Achievement: A Study of Korean High School Learners*

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ABSTRACT

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This study aims to investigate the relationship between the Second language (L2) motivational self-system of Korean high school students and their L2 achievement. The researcher employed 50 questionnaire items, which is based on Dörnyei's (2005) L2 motivational self-system. The participants were 87 high school students in South Korea. This study used the National Achievement Test of South Korea to obtain the data of the L2 achievement level. The results of the study suggested that 1) Ideal L2-Self, 2) Attitudes to Learning English, 3) Criterion Measures, and 4) Cultural Interest positively correlated with L2 achievement. Also, the result of the intermediate level only had a significant correlation while there was no significant correlation between motivation and L2 achievement for the advanced-level and low-level students. Moreover, the data revealed that there were differences based on gender. While Attitudes to Learning English and Criterion Measures of the male high school students had a positive relationship with L2 achievement score, Ideal L2-Self of the female high school students had a positive relationship with L2 achievement score.

I. INTRODUCTION

Many English teachers in South Korea try to provide meaningful and communicative lessons to students by using various teaching techniques, materials, and the latest technology. However, most students with no interest, motivation, or low level of English do not participate actively in class. It is especially hard to make demotivated students actively engage in the classroom. Motivation is an essential element in learning English. According to Dörnyei (2005), motivation is vital in Second Language Acquisition (SLA) because it is a necessary stimulus to learn a

second language (L2) and a driving force for sustained learning. As such, the motivation which could become the driving force of English learning has been a field of great interest in Korean English education.

In recent years, there has been a rising request for more appropriate ways to form an idea of L2 motivation for a globalized world (Y. Kim & T. Kim, 2012). In addition, changes in a cognitive-situated and a process-oriented approach are underway in studying motivation, which emphasize the process or self-concept associated with the second language motivation. (Koizumi and Matsuo, 1993; Moskovsky, Assulaimani, Racheva, & Harkins, 2016;

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Tachibana, Matsukawa, and Zhong, 1996). Also, L2 researchers were interested in the power of imagination and its impact on future self-images (Y. Kim & T. Kim, 2012).

Notably, many researchers conducted studies based on the motivational L2 self-system (Csizer & Dörnyei, 2005; H. Kim, 2016; T. Kim, Y. Kim, and J.Kim., 2017; Y. Kim & T. Kim, 2012; I. Kym, 2008; Y. Lee & K. Ahn, 2013; Taguchi, Magid, & Papi, 2009; J. Yang & T. Kim, 2011). Those empirical studies focused primarily on studying the types of the L2 motivational system and the relationships among L2 motivational variables. There were few studies which investigated the relationship between L2 learning motivation and L2 achievement, especially in Korea (T. Kim et al., 2017; Y. Kim & T. Kim, 2018; I. Kym, 2008; Y. Lee & K. Ahn, 2013). Also, most participants of the study were elementary school students (I. Kym, 2008; Y. Lee & K. Ahn, 2013) or college students (H. Kim, 2016; T. Kim et al., 2017). Some studies were conducted in countries other than South Korea (Moskovsky et al., 2016; Rosheen Khan, 2015).

Therefore, this project aims to understand the L2 motivational self-system of Korean high school learners and find out the relationship between the L2 motivational system and the L2 achievement. The primary research questions are 1) What is the relationship between the L2 motivational self-system of Korean high school students and their L2 achievement? 2) Are there differences in the relations between L2 motivational self-system and L2 achievement across the achievement levels (Low, Intermediate, and Advanced)? and 3) Are there differences in the relations between L2 motivational self-system and L2 achievement across the gender?

II. LITERATURE REVIEW

1. Motivation in Second Language Learning

For understanding how motivational perspective developed, this chapter will briefly demonstrate the change of the three motivational perspectives: 1) The socio-educational model, 2) self-determination theory, and 3) the process-oriented model. Firstly, the socio-educational model made a difference regarding studying motivation, in that the model gives a new perspective of motivation based on social psychology. Gardner and his colleagues in Canada opened the doors of the social psychological period in the 1960s (Dörnyei, 2005). It was required to supplement existing L2 motivation studies using social psychological perspectives and methods, which was an entirely new integrated technique (Dörnyei, 2005). Before the 1960s, L2 motivation studies focused primarily on individuals. On the contrary, the socio-educational model focuses on social perspectives and learners' attitudes rather than focuses on individual features on motivation. The roles of students' diverse personal features in a second language learning are considered in the socio-educational model (Gardner &

MacIntyre, 1993). Based on the social psychological perspective, learners' attitudes were important factors to study L2. Gardner (1985) emphasized that students' mindsets for particular language group would have an impact on how successfully they can integrate features of that language. He defined motivation as "the effort, want (desire), and affect associated with learning a second language" (Gardner, 1985, p. 147).

Secondly, the self-determination theory focuses on diverse types of intrinsic and extrinsic motivation (Dörnyei, 2005). "Intrinsic motivation is most commonly defined as "doing something for its own sake," ... Extrinsic motivation, in contrast, refers to the pursuit of an instrumental goal, ..." (Reiss, 2012, p.152). Deci and Ryan (1985) stated that intrinsic motivation is based on the inherent organic requirements for capability and self-determination. Likewise, the intrinsic motivation and extrinsic motivation are the absolute basis for the self-determination theory. They argued that self-determination is essential for improving and exercising of extrinsic and intrinsic motivation. Lastly, motivation's dynamic character and temporal variation had become another feature of motivation during the process-oriented period (Dörnyei, 2005). Dörnyei and Ottó (1998) proposed three stages of the process model of L2 motivation: Pre-actional stage, Actional stage, and Post-actional stage. They argued that motivation has to be created, which consists of setting purposes, forming goals, and starting purpose enactment in the first, pre-actional stage. They described that the motivation produced during the lasting a particular behavior must be vigorously continued and protected in the actional stage. They demonstrated that the primary processes during the post-actional stage include not only evaluating the results of achieved actions but also inferencing future actions. This stage also follows a motivational reference to a past event associated with a retrospective assessment of how the learner progressed (Dörnyei & Ottó, 1998). The process-oriented paradigm could explain the daily and continuing changes and of the learning motivation (Dörnyei, 2005).

2. L2 Motivational Self-System

Dörnyei (2005) proposed that L2 learning motivation should be integrated into one concept rather than separating it into integrated motivation and instrumental motivation. He approached the existing L2 learning motivation based on 'Self-system'. In this proposal, he made the concept of motivational self-system. Dörnyei (2005) suggested a system of three aspects related to the significant components of motivation: Ideal L2-Self, Ought-to L2-Self, and L2 Learning Experience. According to him, Ideal L2-Self, which is the L2 specific aspect of the Ideal-Self, is a potent motivator to learn a foreign language because it makes learners to have the desire to reduce the difference between real and virtual selves. Ought-to L2-Self relates to the attributes that L2 learners think they should possess. The traits are various obligations to avoid having possible negative consequences. L2 Learning Experience is about

situational motives connected to the right learning situations and experience.

There have been some studies to demonstrate the validity of the L2 motivational system and to find out the relationship between the motivational variables (Csizer & Dörnyei, 2005; Y. Kim & T. Kim, 2012; Taguchi, Magid, & Papi, 2009). Those studies showed that the L2 motivational system had validity. Taguchi et al. (2009) conducted the comparative motivational study to confirm Dörnyei's L2 Motivational Self-System. The results showed that the notion of the integrativeness could be re-explained in the Ideal L2-Self. Also, the Ideal L2-Self accomplished better explanations of the students' intentional endeavors. In addition, the results checked that instrumentality can be divided into two obvious factors relating to the tendencies of promotion or prevention, which rely on the degree of internalization of outside inducements.

3. Empirical Studies on the Relationship Between L2 Motivational Self-System and the L2 Achievement

Checking the relationship between the L2 motivational self-system of Korean high school students and their L2 achievement is the first research question. Before exploring this research topic, it is necessary to look at related existing studies for a deeper understanding. Some studies investigated the relationship between L2 learning motivation and L2 achievement (I. Kym, 2008; Moskovsky et al., 2016; Rosheen Khan, 2015). I. Kym's (2008) study addressed the relationship between the Korean primary students' L2 learning motivation and L2 achievement. The results indicated that the learners' structures of motivation were different based on the level. High-level students had a comparatively more positive attitude toward L2 learning than other levels while low-level learners demonstrated a more negative outlook than others. All the students had the instrumental functions of English learning, such as learning for the future or college entrance exam and learning English as a global language. Only the high-level students showed the tendency of the goal-centered aspects like mastery, performance, and awareness of the particular aim. This study examined the relationship between L2 motivation and achievement. The participants of the study were elementary school students. Motivational research investigating the relationship between L2 learning motivation and L2 achievement is needed for high school students in Korea.

Rosheen Khan (2015) conducted the study to explore the relationship between the L2 motivational selves and the L2 achievement of the female students (aged 18-20) in Saudi Arabia. The author used the concepts of the L2 selves (Ideal and Ought to), students' intended efforts to learn English, and their achievement. The results showed that not only the motivational level to study L2 but also their L2 achievement were significantly affected by the L2 Ideal-Self, while the participants' endeavors to learn English (Criterion Measure) were only influenced by Ought

to L2-Self.

Moskovsky et al. (2016) investigated the primary factors of the L2 motivational system with 360 students. English as Foreign Language (EFL) reading and writing tests measured the participants' L2 proficiency. The finding suggested that the factors of the L2 MSS were a good predictor of the students' intended learning endeavors. However, the study demonstrated that these motivational factors were not connected continuously to L2 achievement. They had a different result from what they predicted. Intended Learning Behavior had a negative correlation with L2 achievement, whereas Perceived Learning Efforts did not predict L2 achievement. In the study, the Ideal L2-Self predicted the achievement scores through the Positive L2 Learning Experience and the Intended Learning Behavior. However, the Ideal L2-Self, the Intended Learning Behavior, and the Positive L2 Learning Experience had a negative correlation with the achievement results. They concluded that behavioral outcomes do not always come from self-reported motivation. Since these studies (Moskovsky et al., 2016; Rosheen Khan, 2015) were conducted in Saudi Arabia, there is a possibility that different results would be derived from the case of Korea because of the cultural differences.

Y. Kim and T. Kim (2018) investigated 334 male high school students' (Grade 10) features of motivation and the relationship between L2 motivational self and the achievement. The finding demonstrated the Ideal L2-Self and intrinsic motivation directly influenced their motivated L2 behavior. In addition, the motivated L2 behavior mediated English. The authors suggested that activities to improve motivation were needed to achieve the creation of the Ideal L2-Self among male high school students.

III. METHODOLOGY

This study used an online survey to collect the data. The collected data was analyzed through statistical analysis. In Korea, teachers and students mostly accepted "L2 achievement" as L2 proficiency level or English grade. Thus, the researcher defined "L2 achievement" as L2 proficiency level in this study. To obtain the data of the L2 achievement levels of the participants in this research, this study used the English section of the National Achievement Test designed by Korea Institute of Curriculum & Evaluation. In Korea, first-grade high school students (aged 17) take the National Achievement Test in March. Therefore, as part of this research design, the researcher decided to use this test to determine the achievement levels of the participants. The test divides students' achievement levels into nine categories. In this study, these categories were used for the L2 achievement scores. As shown in Table 1, each category designated new L2 achievement scores. The reason for assigning a new achievement score to the category was that the higher the student's level, the smaller the number. This may lead to the opposite result in determining the relationship between the L2 motivational self-system and students' L2 achievement.

TABLE 1
L2 Achievement Scores

Category	One	Two	Three	Four	Five	Six	Seven	Eight	Nine
L2 achievement scores	9	8	7	6	5	4	3	2	1

1. Participants

The total number of the participants in this study included 87 Korean high-school students from two different schools (Grade 1, aged 17) in Gangwon Province. Eight responses were excluded due to clicking “No” sections for the consent form or incomplete items. For this reason, this study analyzes 79 students, 43 of which (54.4 %) were male students and 36 (45.6 %) were female students. Based on the results of the English section of the national achievement test on March 2018, students were divided into advanced (Category One to Three, $n = 22$), intermediate (Category Four to Six, $n = 40$), and low level (Category Seven to Nine, $n=17$) (see Table 2).

TABLE 2
Participants' Category of National Achievement Test and Division of the Group Based on the Level.

	<i>n</i>	Percent	
Category	One	4	Advanced Level ($n = 22$)
	Two	6	
	Three	12	
	Four	11	Intermediate Level ($n = 40$)
	Five	7	
	Six	22	
	Seven	9	Low Level ($n = 17$)
	Eight	6	
	Nine	2	
Total	79	100.0	

2. Questionnaire

In this study, Taguchi et al.'s survey questionnaire (2009) which consists of 50 items was used because it was well organized for checking the validation of Dörnyei's L2 motivation theory. The questionnaire was translated into L1 (Korean) to get more precise data from the participants since they had various achievement levels of English. The questionnaire included ten motivational variables: Criterion Measures (6 items), Ideal L2-Self (5), Ought-to L2-Self (7), Family Influence (5), Instrumentality (promotion) (8), Instrumentality (prevention) (5), At-

titudes to Learning English (4), Cultural Interest (3), Attitudes to L2 Community (4), and Integrativeness (3).

3. Data Analysis

For analyzing the data from the questionnaire, this study employed descriptive and inferential statistics using Statistical Package for the Social Science 25 (SPSS). To begin with, this study checked the internal reliability of each learning motivation variables in the questionnaire. To be specific, the researcher analyzed the internal reliability of each learning motivation variables. The SPSS automatically showed both the Cronbach's Alpha and Cronbach's Alpha if Item Deleted. Based on this information, the researcher deleted the item number 3, 41, 34, 43, 6, 7, and 9 for increasing the internal reliability. Notably, this study excluded three items (item number 10, 20, and 30) for Integrativeness since the Cronbach's alpha of the three items for Integrativeness is less than 0.6 (0.543). Secondly, this study employed the Pearson correlation analysis for checking the relationship between the L2 motivational system and L2 achievement.

IV. RESULTS

1. Overall Correlation Between the L2 Motivational Self-system and L2 Achievement

Regarding the first research question, the results of the Pearson correlation indicated that there was a significant positive relation between 1) Ideal L2-Self, 2) Attitudes to Learning English, 3) Criterion Measures, 4) Cultural Interest and L2 Achievement. To be specific, Ideal L2-Self [$r(78) = .314, p = .005$] and Attitudes to Learning English [$r(78) = .307, p = .006$] had a moderate positive relationship with L2 achievement. Criterion Measures [$r(78) = .229, p = .42$] and Cultural Interest [$r(78) = .227, p = .044$] had a weak positive relationship with L2 achievement (see Table 3).

2. Correlation Between the L2 Motivational Self-system and L2 Achievement Based on the Level

The relationships between L2 motivational self-system and L2 achievement across the achievement levels were tested, and it was found that there was no significant correlation between them. To be specific, there was no signif-

TABLE 3
Correlation Between the L2 Motivational Self-system and L2 Achievement

	Criterion Measures	Ideal L2-Self	Ought-to L2-Self	Family Influence	Instrumentality Promotion	Instrumentality Prevention	Attitudes to Learning English	Cultural Interest	Attitudes to L2 Community	
L2 Score	Pearson correlation	.229*	.314**	-.010	-.107	.068	-.054	.307**	.227*	.159
	Sig. (2-tailed)	.042	.005	.932	.346	.551	.634	.006	.044	.161
	<i>n</i>	79	79	79	79	79	79	79	79	79

* $p < .05$, ** $p < .01$

ificant correlation between the L2 motivational self-system and L2 achievement for the advanced-level and low-level students. Only the result of the intermediate level had a significant correlation.

1) The L2 Motivational Self-system and L2 Achievement of Advanced-level Students

Advanced-level consisted of 22 students who belonged to the category (One to Three). As shown in Table 4, the mean score of the L2 achievement scores of the advanced-level was 7.64. Also, the advanced-level students had Cultural Interest ($M = 5.05, SD = 0.71$) more than Attitudes to L2 Community ($M = 4.70, SD = 1.08$) and Ideal L2-Self ($M = 4.47, SD = 0.93$). However, there was no significant correlation between the L2 motivational self-system and L2 achievement for the advanced-level students (see Table 5).

TABLE 4
Descriptive Statistics of Advanced Level Student

	<i>M</i>	<i>SD</i>	<i>n</i>
L2 Score	7.64	0.79	22
Criterion Measures	4.09	0.88	22
Ideal L2-Self	4.47	0.93	22
Ought-to L2-Self	3.51	1.03	22
Family Influence	2.48	1.06	22
Instrumentality Promotion	4.17	0.83	22
Instrumentality Prevention	3.99	1.06	22
Attitudes to Learning English	3.92	1.12	22
Cultural Interest	5.05	0.71	22
Attitudes to L2 Community	4.70	1.08	22

2) The L2 Motivational Self-system and L2 Achievement of Intermediate-level Students

Intermediate-level consisted of 40 students who belonged to the category (Four to Six). The mean score for

L2 achievement was 4.73 ($SD = 0.88$). The intermediate-level students had Cultural Interest ($M = 4.39, SD = 1.19$) most. Attitudes to L2 community ($M = 4.32, SD = 1.12$) followed Cultural Interest. And Attitudes to L2 Community was followed by Instrumentality Promotion, Criterion Measures, Instrumentality Prevention, Ideal L2-Self, Attitudes to Learning English, Ought-to L2-Self, and Family Influence (Table 6).

TABLE 6
Descriptive Statistics of Intermediate Level Student

	<i>M</i>	<i>SD</i>	<i>n</i>
L2 Score	4.73	0.88	40
Criterion Measures	3.99	1.19	40
Ideal L2-Self	3.82	1.37	40
Ought-to L2-Self	3.41	1.34	40
Family Influence	2.91	1.40	40
Instrumentality Promotion	4.17	1.04	40
Instrumentality Prevention	3.96	1.41	40
Attitudes to Learning English	3.62	1.42	40
Cultural Interest	4.39	1.19	40
Attitudes to L2 Community	4.32	1.12	40

The results indicated that 3 out of 7 correlations were significant (see Table 7). In the intermediate-level group, Attitudes to learning English had a moderate positive correlation with L2 achievement score, $r(39) = .424, p = .006$. In addition, Criterion Measures was positively correlated with L2 achievement score ($r(39) = .362, p = .022$). After that, Ideal L2-Self and L2 achievement scores were positively related to each other ($r(39) = .350, p = .27$).

3) The L2 Motivational Self-system and L2 Achievement of Low-level Students

Low-level consisted of 17 students who belonged to

TABLE 5
Correlation Between the L2 motivational Self-system and L2 Achievement of Advanced Level Students

	Criterion Measures	Ideal L2-Self	Ought-to L2-Self	Family Influence	Instrumentality Promotion	Instrumentality Prevention	Attitudes to Learning English	Cultural Interest	Attitudes to L2 Community	
L2 Score	Pearson correlation	-.246	-.222	.214	.402	.160	.236	-.194	.230	-.395
	Sig. (2-tailed)	.270	.320	.338	.064	.476	.291	.387	.303	.069
	<i>n</i>	22	22	22	22	22	22	22	22	22

TABLE 7
Correlation Between the L2 motivational Self-system and L2 Achievement of Intermediate Level Students

	Criterion Measures	Ideal L2-Self	Ought-to L2-Self	Family Influence	Instrumentality Promotion	Instrumentality Prevention	Attitudes to Learning English	Cultural Interest	Attitudes to L2 Community	
L2 Score	Pearson correlation	.362*	.350*	-.111	-.027	.221	-.092	.424**	.147	.126
	Sig. (2-tailed)	.022	.027	.494	.870	.171	.574	.006	.366	.439
	<i>n</i>	40	40	40	40	40	40	40	40	40

* $p < .05$, ** $p < .01$

the category (Seven to Nine) of English section of the national achievement test. The mean score for L2 achievement was 2.41 ($SD = 0.71$). The low-level students had Cultural Interest ($M = 4.65, SD = 0.73$) most. Instrumentality Promotion ($M = 4.252, SD = 1.02$) followed Cultural Interest. Instrumentality Promotion was followed by Instrumentality Prevention ($M = 4.250, SD = 1.00$), Attitudes to L2 Community, Ideal L2-Self, Ought-to L2-Self, Criterion Measures, Attitudes to Learning English and Family Influence (Table 8). However, there was no significant correlation between the L2 motivational self-system and L2 achievement for the low-level students (Table 9).

TABLE 8
Descriptive Statistics of Low-Level Students

	<i>M</i>	<i>SD</i>	<i>n</i>
L2 Score	2.41	0.71	17
Criterion Measures	3.56	0.90	17
Ideal L2-Self	3.64	1.19	17
Ought-to L2-Self	3.61	1.08	17
Family Influence	3.00	1.27	17
Instrumentality Promotion	4.25	1.02	17
Instrumentality Prevention	4.25	1.00	17
Attitudes to Learning English	3.06	1.17	17
Cultural Interest	4.65	0.73	17
Attitudes to L2 Community	4.20	1.15	17

3. Correlation Between the L2 Motivational Self-system and L2 Achievement Based on Gender

The result indicated that the L2 motivational self-system and their achievement are correlated based on gender. In detail, Attitudes to learning English and Criterion Measures of the male high school students had a positive relationship with L2 achievement scores, while Ideal L2-Self of the female high school students had a positive relationship with L2 achievement scores.

1) The L2 Motivational Self-system and L2 Achievement of Male Students

Table 10 shows the correlation between the L2 motivational self-system and L2 achievement of male students. Attitudes to learning English was positively correlated with L2 achievement score ($r(42) = .389, p = .01$). In addition, the correlation between Criterion Measures and L2 achievement score was found to be significant, $r(42) = .325, p = .033$. They had a moderate positive relationship.

2) The L2 Motivational Self-system and L2 Achievement of Female Students

Table 11 displays the correlation of the L2 motivational self-system with L2 achievement of female students. The results indicated that only Ideal L2-Self had a positive cor-

TABLE 9
Correlation Between the L2 Motivational Self-system and L2 Achievement of Low-Level Students

	Criterion Measures	Ideal L2-Self	Ought-to L2-Self	Family Influence	Instrumentality Promotion	Instrumentality Prevention	Attitudes to Learning English	Cultural Interest	Attitudes to L2 Community	
L2 Score	Pearson correlation	.221	.278	.236	.069	.352	.087	.320	.217	.252
	Sig. (2-tailed)	.394	.281	.361	.791	.166	.739	.211	.404	.330
	<i>n</i>	17	17	17	17	17	17	17	17	17

TABLE 10
Correlation Between the L2 Motivational Self-system and L2 Achievement of Male Students

	Criterion Measures	Ideal L2-Self	Ought-to L2-Self	Family Influence	Instrumentality Promotion	Instrumentality Prevention	Attitudes to Learning English	Cultural Interest	Attitudes to L2 Community	
L2 Score	Pearson correlation	.325*	.297	.044	-.035	.060	-.124	.389**	.247	.218
	Sig. (2-tailed)	.033	.053	.780	.825	.700	.428	.010	.111	.161
	<i>n</i>	43	43	43	43	43	43	43	43	43

* $p < .05$, ** $p < .01$

TABLE 11
Correlation Between the L2 Motivational Self-system and L2 Achievement of Female Students

	Criterion Measures	Ideal L2-Self	Ought-to L2-Self	Family Influence	Instrumentality Promotion	Instrumentality Prevention	Attitudes to Learning English	Cultural Interest	Attitudes to L2 Community	
L2 Score	Pearson correlation	.358*	-.101	-.247	.081	.037	.206	.211	.063	
	Sig. (2-tailed)	.467	.032	.557	.146	.639	.830	.227	.217	.716
	<i>n</i>	36	36	36	36	36	36	36	36	

* $p < .05$, ** $p < .01$

relation with L2 achievement score, $r(35) = .358, p = .32$.

4. Overall Description of the L2 Motivational Self-system of Korean High School Students

To understand the overall tendency of L2 motivational self-system of Korean high school students, the descriptive analysis of the motivational variables is needed. Table 12 indicates the mean and standard deviation of each L2 motivational self-system. The total mean score for Cultural Interest demonstrated the highest motivational factor ($M = 4.63, SD = 1.02$). The mean Attitudes to L2 Community score ($M = 4.40, SD = 1.12$) followed Cultural Interest. The mean Instrumentality Promotion score was 4.19 ($SD = 0.97$). The other factors of L2

motivational self-system followed Instrumentality Promotion.

To better understand the L2 motivational self-system of Korean high school learners, the overall correlations among L2 motivational self should be checked (see Table 13). The correlation between Criterion Measures and Ideal L2-Self ($r(78) = .794, p < .001$), Instrumentality Promotion ($r(78) = .591, p < .001$), Attitudes to Learning English ($r(78) = .895, p < .001$), and Attitudes to L2 Community ($r(78) = .524, p < .001$) had a strong positive correlation. Also, Criterion Measures had a positive moderate correlation with Ought-to L2-Self ($r(78) = .464, p < .001$), Family Influence ($r(78) = .352, p = .001$), Instrumentality Prevention ($r(78) = .312, p = .005$), and Cultural Interest ($r(78) = .314, p = .005$).

For Ideal L2-Self, it was strongly correlated with Attitudes to Learning English ($r(78) = .811, p < .001$) and Attitudes to L2 Community ($r(78) = .513, p < .001$) and moderately with Ought-to L2-Self ($r(78) = .375, p = 0.001$), Instrumentality Promotion ($r(78) = .391, p < .001$), and Cultural Interest ($r(78) = .406, p < .001$).

The results of the relationship between Ought-to L2-Self and Family Influence ($r(78) = .775, p < .001$), Instrumentality Promotion ($r(78) = .699, p < .001$), Instrumentality Prevention ($r(78) = .779, p < .001$) showed a strong correlation. Also, Ought-to L2-Self correlated with Attitudes to Learning English ($r(78) = .393, p < .001$) moderately and Attitudes to L2 Community ($r(78) = .258, p = .022$) weakly.

TABLE 12

Descriptive Statistics of the L2 Motivational Self-system of High School Students

	<i>n</i>	<i>M</i>	<i>SD</i>
Criterion Measures	79	3.92	1.06
Ideal L2-Self	79	3.96	1.25
Ought-to L2-Self	79	3.48	1.20
Family Influence	79	2.80	1.29
Instrumentality Promotion	79	4.19	0.97
Instrumentality Prevention	79	4.03	1.23
Attitudes to Learning English	79	3.59	1.31
Cultural Interest	79	4.63	1.02
Attitudes to L2 Community	79	4.40	1.12

Note. Scale 1 to 6 where higher scores indicate more of the variable (Mean).

TABLE 13

Correlations Among L2 Motivational Self-system of High School Students

		Criterion Measures	Ideal L2-Self	Ought-to L2-Self	Family Influence	Instrumentality Promotion	Instrumentality Prevention	Attitudes to Learning English	Cultural Interest	Attitudes to L2 Community
Criterion Measures	Pearson Correlation	1								
	Sig.(2-tailed)									
Ideal L2-Self	Pearson Correlation	.794**	1							
	Sig.(2-tailed)	.000								
Ought-to L2-Self	Pearson Correlation	.464**	.375**	1						
	Sig.(2-tailed)	.000	.001							
Family Influence	Pearson Correlation	.352**	.299**	.775**	1					
	Sig.(2-tailed)	.001	.007	.000						
Instrumentality Promotion	Pearson Correlation	.591**	.391**	.699**	.524**	1				
	Sig.(2-tailed)	.000	.000	.000	.000					
Instrumentality Prevention	Pearson Correlation	.312**	.245*	.779**	.611**	.684**	1			
	Sig.(2-tailed)	.005	.030	.000	.000	.000				
Attitudes to Learning English	Pearson Correlation	.895**	.811**	.393**	.318**	.477**	.204	1		
	Sig.(2-tailed)	.000	.000	.000	.004	.000	.071			
Cultural Interest	Pearson Correlation	.314**	.406**	.169	.063	.239*	.126	.311**	1	
	Sig.(2-tailed)	.005	.000	.135	.582	.034	.270	.005		
Attitudes to L2 Community	Pearson Correlation	.524**	.513**	.258*	.173	.346**	.204	.490**	.584**	1
	Sig.(2-tailed)	.000	.000	.022	.127	.002	.071	.000	.000	

* $p < .05$, ** $p < .01$

V. DISCUSSION AND CONCLUSION

In this study, this study examined the relationship between the L2 motivational system of Korean high school students and the L2 achievement. Specifically, the researcher investigated a correlation between the L2 motivational self-system and their achievement based on the achievement levels (Low, Intermediate, and Advanced) and gender.

The result of the study suggested that there is a positive correlation between 1) Ideal L2-Self, 2) Attitudes to learning English, 3) Criterion Measures, and 4) Cultural Interest and L2 achievements. This is the answer to the first research question which is to check the relationship between the L2 motivational self-system of Korean high school students and their L2 achievement.

Firstly, there was a significant positive relation between Ideal L2-Self and L2 achievement. This could be attributed to the desire to reduce the difference between real and virtual selves. They may hope to be good L2 learners, so they try to reduce the gap between who they want to be as L2 learners and who they are. They might recognize the gap and try hard to achieve what they want. These might be the reason why learners who have a high score of the Ideal L2-Self have a high score of the L2 achievement. The finding replicated Rosheen Khan's (2015) study.

Secondly, Attitudes to Learning English and Criterion Measures were related to L2 achievement in this study. In the Korean context, many students make a lot of effort to learn English. Primarily, the students who try to do their best to learn English tend to get a good score in the L2 achievement test. Those students might have more interests in learning English and spend more time studying English. Spending time and effort in studying English will be an essential factor in getting good grades on the English test.

Thirdly, there was no significant correlation between the L2 Motivational Self-system and L2 achievement for the advanced-level and low-level students. Only the result of the intermediate level had a significant correlation. There may be some bias within the sample size. The number of advanced ($n = 22$) and low levels ($n = 17$) was relatively smaller than intermediate level ($n = 40$). Only the results of the intermediate level had a significant correlation, whereas the results of the advanced and low-level groups did not. There were not enough participants of the advanced-level and low-level students. Low-level students might be already demotivated so they might not bother to complete the questionnaire. The advanced level students might not be demotivated as language learners. They might be uninterested in the questionnaire because they could not have any issue to engage in the research.

The intermediate-level students had Cultural Interest ($M = 4.39$, $SD = 1.19$) most. Attitudes to Learning English had a moderate positive correlation with L2 achievement score, $r(39) = .424$, $p = .006$. Moreover, Criterion Measures was positively correlated with L2 achievement score

($r(39) = .362$, $p = .022$). After that, Ideal L2-Self and L2 achievement score positively related each other ($r(39) = .350$, $p = .27$). The finding suggested that if the L2 learners have more intended efforts toward L2 learning, they could get a higher score than others. Further, the students' Ideal L2-Self and L2 achievement score were related. The low-level students had Cultural Interest ($M = 4.65$, $SD = .73$) most. This finding showed that even though the students were in the low-level, they were still interested in cultural aspects of the L2 speaking country.

Fourthly, this research found out that the L2 motivational variables which correlated with the L2 achievement were different based on the gender. While Attitudes to Learning English and Criterion Measures of the male high school students had a positive relationship with L2 achievement score, Ideal L2-Self of the female high school students had a positive relationship with L2 achievement score. To be specific, Attitudes to Learning English of the male students was positively correlated with L2 proficiency score ($r(42) = .389$, $p = .01$). In addition, the correlation between Criterion Measures of the male students and L2 proficiency score was found to be significant ($r(42) = .325$, $p = .33$). They had a moderate positive correlation. These results were different from Y. K. Kim and T. Y. Kim's (2018) study. They investigated the 334 male high school students in Korea (Grade 10). The finding demonstrated the Ideal L2 Self and intrinsic motivation directly influenced their motivated L2 behavior. However, in this study, there was no statistical correlation between Ideal L2-Self and L2 achievement.

Regarding the correlation of the female students, the results showed that Ideal L2-Self had a positive relationship with L2 proficiency score ($r(35) = .358$, $p = .32$). The finding replicated Rosheen Khan's study (2015). The participants were the female students (aged 18-20) in Saudi Arabia. The results showed that not only the motivational level to study L2 but also their L2 achievement were significantly affected by the L2 Ideal-Self. According to Y. K. Kim and T. Y. Kim (2011), the female students of the Korean middle and high school students ($n = 243$) indicated a more vivid Ideal L2-Self and more motivated L2 behavior than the male students ($n = 252$). The findings suggested that if the female L2 learners have a more distinct Ideal L2-Self, they could obtain better scores on the L2 tests.

Lastly, the results suggested a pedagogical implication for English teachers in Korea. The result indicated that the more students have an interest in L2 cultural products, the higher scores they achieve. Because Cultural Interest and the L2 achievement were related, it is imperative for Korean teachers to offer a variety of classes that can facilitate students' cultural interest. There were some studies in Korea which suggested that cultural contents were useful in L2 motivation. J. Joe (2015) conducted a study to examine the effect of English TV drama on low-level students in college. The result indicated that English TV drama could be a pedagogical teaching material that allows low-level students to have a positive learning attitude and motivation. Y. A. Ryu (2009) found out that American soap

operas entailed more linguistic items than movies and students prefer studying English using drama to English movie. English drama could be a good teaching source to enhance Korean students' motivation. This is because Korean high school students have a higher score of Cultural Interest and Attitudes to L2 Community in this study. Moreover, this study found that low-level students were interested in the cultures of the L2 speaking country. English teachers would be able to provide low-level students with opportunities to participate actively in class if they provide a lot of cultural content and activities to students in the classroom. In addition, the finding demonstrated that low-level students want to learn English to make more opportunities or find a better job. Low-level students may be able to improve their English language skills by providing them with English classes related to preparing jobs.

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