



Pre-Service EFL Teachers' Motivation and L2 Competency: Comparing Teaching and Non-Teaching Track Learners

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ARTICLE INFO

Received: 15 September 2019

Revised: 22 October 2019

Accepted: 8 November 2019

Examples in: English

Applicable Languages: English

Applicable Levels:

Elementary/Secondary/Tertiary

KEYWORDS

pre-service teacher motivation/

English teacher education/

teacher development/

예비교사 학습동기/

영어과 교사교육/

교사 계발

ABSTRACT

Cho, Young-Gyo. (2019). Pre-service EFL teachers' motivation and L2 competency: Comparing teaching and non-teaching track learners. *Modern English Education*, 20(4), 1-17.

This study compared teaching and non-teaching track pre-service EFL teachers' motivation and self-competency in learning English as an L2. The purpose of this investigation was to examine the effect of prospective status on teaching profession in mediating differences in the criterion measures (motivational intention, L2 self-competency, and attained proficiency). A total of 80 students enrolled in a pre-service teacher education program were measured on motivational intention, ideal and ought-to L2 selves, instrumentality (promotion and prevention) and integrativeness along with L2 self-competency using a questionnaire. The participants also reported on reasons for their selection and non-selection of teaching profession along with perceived difficulties in pursuing a L2 teaching career in a semi-structured interview. The study shows that teaching track students were much stronger in motivational intention and integrativeness, while the non-teaching group was noticeably higher in instrumentality (prevention) and ought-to L2 self. Instrumentality in each group revealed a differing level of functioning where the preventive side served as the strongest predictor of attained proficiency yet only in the nonteaching group. Profession status had a significant main effect on levels of motivational intention, but not on L2 self-competency nor on attained proficiency. Implications of the findings are discussed.

I. INTRODUCTION

Seidlhofer (1999) put forward an incisive argument on the status and pivotal role of nonnative language teachers in language pedagogy development. She explicitly posited that language teachers need to be conceived as an important asset in developing pedagogical strategies in each local context, and in this process, teacher education should play a critical role by helping them exploit such advantages to develop contextually appropriate language methodology. What was argued herein is that language teachers need to be aware of the kind of principles that help promote locally appropriate pedagogy, and that such pedagogical principles need to converge on *double standards*, as

Seidlhofer (1999) calls it, where principles of language teaching should be inclusive of the needs from each local context, beyond a simplistic transfer of ELT approaches and ideologies originating from the Inner Circle (Kachru, 1985). This scholarly discussion was conceptually based on the assumption that language teaching essentially bases itself on teachers' ideational and attitudinal aspects toward the target language, and the essence of such aspects lies in teachers' own beliefs and attitudes toward the target language teaching, thereof emphasizing the importance of teacher philosophy in performing teaching profession (Kramsch & Sullivan, 1996; McKay, 2003; Seidlhofer, 1999).

Second language teaching is often seen to have its

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own peculiarity in that the teaching content, i.e., the target language, serves in principle as a tool for instruction (Hammadou & Bernhardt, 1987; T. Y. Kim, 2015). For this peculiarity, those entering foreign language teaching profession strive to prepare for the kind of competences required for that purpose, and thus, they spend uncounted time and effort to get qualifications of such highest level in the target language competence. Indisputably, this experience of L2 learning to become an L2 teacher is a critical factor influencing the overall feature of how they actually will perform their teaching later on (Johnson, 1999; T. Y. Kim & Y. K. Kim, 2015). This propensity is particularly noticeable in settings of EFL, where the target language, i.e., English, is not the medium of communication on a daily basis. As the social base for developing L2 communicative competence is not sufficient in most of the EFL, the efforts to achieve such abilities are left to individuals' own endeavor. Higher fervor toward English in most of the EFL societies, in this regard, is one phenomenon that reflects commitment to English education at both individual and societal levels.

Korea is an important site that exemplifies one of the strongest social motivation toward English learning with the equal level learner responsiveness to such social causes, as the nations' investment in English study has been known as one of the highest in the world (H. S. Kim, 2011; J. K. Park, 2009). At the same time it is generally conceived that teaching is one of the most important professions in Korea and the society has a higher respect for teaching profession (S. W. Shin & M. S. Koh, 2005; Sorensen, 1994). Perhaps for such reasons, numerous university students choose to enter English teaching as a vital option for their future profession, and this is an indication that English education as a major is one of the most preferred among collegians (H. S. Kim, 2000).

Pre-service teachers are an interim status where one experiences dual identity, as both a learner and a prospective teacher, taking English as the common denominator in between. Due to this nature of an intermediary status, motivation in this group may be seen to be peculiar in its nature distinct from general L2 population. As broadly conceived, invariably almost all students come to the teacher education program with the aim of becoming a language teacher. That is, students' choice of English education for their major at college, either voluntary or involuntary (perhaps under influence from significant others like parents or high school teachers), is an indication that these students' primary orientation for college learning is to become a teacher. In reality, however, it is easily observable that quite a few students at college of education choose their career options other than teaching. The added complexity is that the number of students who choose nonteaching is ever growing. Then, what might be the reasons for their discontinuation of teaching in this population? Notably, it may not be fully attributable to each individual's own per-

sonal reasons and further there should be some space for social reasons that caused such mismatch between learning needs and learners' career destinations. The structural matters in the social and educational sectors are, at least in part, responsible for such discrepancies in prospective teachers' career needs and their actual options.

Research on language teacher motivation has received relatively less attention in the literature (Dörnyei, 2001). Given the scarcity of such research interest, a comprehensive view has been marginal with respect to why each individual chooses to become a language teacher and what factors come into play in the path of their professional development. Moreover, looking at studies on teacher motivation, most of them were not language (L2) specific in their focus of investigation, mostly focusing on issues relating to teacher development. Hence, there is a need to review EFL pre-service teachers' motivation from an L2 perspective, and this is where the study finds its rationale for the current investigation.

This study examined the variability in motivation and self-competency among pre-service teachers at a teacher education program by juxtaposing students in teaching and nonteaching tracks. It primarily focused on the role of teaching profession status as a mediating variable between two student groups in a way to examine whether students in nonteaching track differ in their motivation and self-competency from those in teaching track. The study further examined the role of gender¹ in discriminative differences in the criterion measures between the groups. Subsequently, it scrutinized types of reasons for selecting nonteaching reported by the learners themselves; the idea here was to identify kinds of factors attributable to their selection of nonteaching and at the same time perceived difficulties they experience in the path of pursuing L2 teaching profession. Using the data sets collected from the survey and the semi-structured interview, the study compared two-group prospective teachers in a local university of Korea for their motivational contents and self-competency depending on their status on teaching profession. The following questions have guided the study:

- 1) How do nonteaching track pre-service L2 teachers' motivation and self-competency compare with those in teaching track learners? What is the predictor of L2 achievement in each group?
- 2) What is the role of gender and profession status (teaching versus nonteaching) in mediating differences in the criterion measures (motivational intention, L2 self-competency and attained proficiency) in the two groups?
- 3) What reasons do these student teachers have for their selection and non-selection of teaching profession for their career and what difficulties do they perceive in pursuing L2 teaching profession?

¹ Students' psychological propensity for profession may differ depending on their gender status; hence the study chose to include gender as a key theme of investigation to see whether one gender outnumbers the other in their choice of teaching profession.

II. STUDY BACKGROUND AND REVIEW OF LITERATURE

1. L2 Learning Motivation: Theories and Issues in Local Contexts

Research on L2 learning motivation has traditionally targeted language learners' psychology that evolves in the process of second language learning (Dörnyei, 2001; Gardner, 1985). Such motivational psychology including language learning attitudes tends to focus more on general aspects of learner psychology and its measurement at large has been seen less adequate for predicting actual L2 learning behaviors demonstrated in specific contexts (Dörnyei, 2001). The cognition-oriented motivational perspective, while looking at the individual as the core in the process of L2 learning, may not be sufficient to address complex, real-world problems effectively (Atkinson, 2002; Dörnyei, 2001; Spolsky, 2000). More recent approaches, in this regard, have called for the need for re-theorizing language learning motivation from social perspectives, arguing that the successful acquisition of an L2 is most likely dependent on the result of functioning between the learner and the socio-cultural context where the learning occurs (Ushioda, 2003), and as such, a comprehensive account on language learning motivation should be conceptually inclusive, encompassing the construal of external variables that arise in socio-cultural contexts (Block, 2003; McKay & Bokhorst-Heng, 2008).

As widely conceived, this line of social perspectives on language learning motivation is not irrelevant to the role of English in the global society as a major medium of international communication (Brutt-Griffler, 2002; Coetzee-Van Rooy, 2006; McKay, 2002; Ushioda, 2006). The conception of English as the world language emphasizes a perceptual link between the place of English in the international community and learners' identity as its users (Dörnyei & Ushioda, 2011). This line of talk, taking L2 motivational self system (Dörnyei, 2005, 2009) as its core concept, pursued to explain motivation by connecting L2 learning and learners' imagined self. Yet identity itself is more of learner internal construct, and thus motivation in such identity-related perspectives might not fully reflect the real situations of English learning in society (Csizér & Kormos, 2009). The reductionist model of L2 motivation hitherto may have reduced dimensions of potential determinants of learning behavior by identifying an unrealistically small number of variables in explaining the variance in second language learning (Dörnyei, 2001).

Issues have remained for decades with regard to the theoretical effectiveness of center-driven theories of L2 learning in explaining the local context of language learning (Canagarajah, 2005, 2006; McKay & Bokhorst-Heng, 2008). The legitimacy in applying western-based theories of motivation to the real-life learning situations in local contexts has evoked pros and cons in various angles (Canagarajah, 2005; McKay & Bokhorst-Heng, 2008;

Widdowson, 1997). Whether such debates involve conventional reductionism in theory or ideological concerns that divide the center from the local, it seems rather clear that motivation theories so far have been stagnant in providing detailed elaborations for those in local contexts (Ushioda, 2003). One way to address this matter is to look at particular participants in specific contexts. That is, motivation needs to be more specific in its unit of analysis, as it is hardly generalizable to assume that students in differing lines of academic work share mutually identical motivation toward their learning. Empirically, motivation is context-specific either at personal or societal levels (T. Y. Kim & M. S. Kim, 2013; Lamb, 2009; Ushioda, 2003), and thus looking at learners at specific contexts is critical to get an understanding of what has actually happened in their mind (Lamb, 2009; Ushioda, 2003). This is where the current investigation finds its own rationale for taking up pre-service teachers as the core of investigation, particularly focusing on two differing levels of contexts, i.e., teaching and nonteaching, in their profession status.

2. National Standards for English Language Teaching and Teacher Competence in Korea

Motivation studies that have been conducted in EFL contexts in recent decades closely relate to the conceptual development of English as the global language (EGL) worldwide (for an example, Dörnyei et al., 2006). The emergence of EGL in a global scale has concomitantly brought noticeable changes to the English language education and its policies at various local levels (Brutt-Griffler, 2002, 2005, 2010; Y. G. Cho, 2014; McKay, 2002, 2003; Seidlhofer, 2001, 2011; Widdowson, 1997). Given the cognized importance of the English language as the dominant medium of communication internationally, nations in EFL settings have begun to stipulate English as a compulsory requirement in virtually all levels of school education (Bruthiaux, 2010). The most viable feature in such changes involves developing communication ability among the nation and thus promoting communicative competence as a principal goal orientation in English language education (Bolton, 2008; Canale & Swain, 1980; Kramsch, 2006; McKay & Bokhorst-Heng, 2008; Nunan, 2003). And thereof, EFL students' reasons for learning English have been more likely to be channeled by practical goals induced by the educational systems at national and societal levels. Also, it seems undeniable that motivation for English education at the societal level has served as a factor that influences the school youth's decision on their future careers. In the social atmosphere where an individual's English ability is seen as one of the keys that may ensure potential success in social life, jobs relating to English or English teaching as a profession have been one of the priorities in the list of careers with the highest prestige for students in Korea.

Another point to note here is that the global change in English language teaching that underscores communicative competence as the primary goal for ELT has also

incurred changes to the qualifications for a good language teacher (Kramsch & Sullivan, 1996; McKay, 2002, 2003). The criteria for a competent English teacher have conventionally focused on a teacher's knowledge about the language, and thus knowledge of grammar and analytic skill in reading texts have been at the core of the conventional English teaching. However, the importance of English communicative competence within the conceptual frame of EGL at the international scale has transferred the focus of central skills in L2 to the ability to be functionally competent in the actual use of the international language (Brutt-Griffler, 2010). The enhanced levels of qualifications, therefore, are required from those who want to enter English teaching profession (C. K. Min & S. G. Park, 2013). This line of reasoning invariably leads us to the expectation of changes in pre-service teacher education and thereof enhanced qualifications for teacher employment as well.

The Korean government changed its policy on the new teacher recruitment in 2006, when the government announced national guidelines for the secondary school level teacher recruitment by stipulating that those who will enter English teaching profession as of 2009 should take the test on English writing, listening and micro-teaching (Ministry of Education and Human Resources Development, 2006). The inclusion of English oral skills (listening and micro-teaching in English) and the productive skill of writing in the teacher selection test means that grammar and lexical knowledge and the extensive English reading ability is no longer the essence of L2 teaching competence. What is needed for a good English teacher essentially relates to his or her competence in L2 that can be stretchable to actual communicative performance. These enhanced national guidelines for teacher employment are in line with the governmental will for qualitative advance in the nation's English education by raising national standards for English teachers (J. R. Kim & Y. M. Kim, 2009). This is well presented in the national guidelines for qualifications and competences for new teachers announced by the government, where communicative competence among pre-service teachers is highly underscored. As illustrated in Ko et al. (2008), these national guidelines include five major categories of qualifications² for English subject area, among which teachers' English using competence comes as first.

What should be noted at this point is that the enhanced levels of qualifications for new teachers have incurred increased levels of difficulty in the new teacher selection test. The way pre-service teachers are assessed in their subject knowledge and teaching skills in the teacher selection test has got wider complication in both content ranges and depth of knowledge (J. R. Kim & Y. M. Kim, 2009). The added complexity is that students applying for English teaching profession are exposed to extreme competition in the exam among themselves in that the number of new recruitment has been decreasing year by year based on the

general decrease in school population within the nation. The higher-level difficulty and extreme competitiveness in the teacher selection test, as such, has brought a reality where students in the teacher education program are virtually divided into the two paths in their career, i.e., those who pursue teaching profession and those who do not.

3. Previous Studies on Pre-Service EFL Teacher Motivation

Studies on language teacher motivation have been hitherto conducted with a range of topics in teacher education and development. One line in this path has sought to examine factors influencing in-service teachers' professional development (Farrell, 2012; T. Y. Kim & Y. K. Kim, 2015b; S. K. Shin, 2012), while the other line centered on perceptions and motivations toward choosing teaching profession among pre-service language teachers (Bill, 2018; S. H. Choi & J. Y. Song, 2015; S. Y. Lee, 2007; Kang et al., 2006; Sali, 2013; So et al., 2010; Yüksel & Kavanoz, 2015). Following the research scope in the present study, this section provides a review of studies on preservice teacher motivation, particularly those conducted in contexts of EFL.

Kang et al. (2006) conducted an earlier study on preservice language teachers' perceptions on English language teaching in the context of Korea. In their investigation, the researchers examined EFL prospective teachers' perceptions and preferences for ELT by comparing elementary and secondary pre-service teachers to specifically identify the similarities and dissimilarities between them. What they found was that, while the two groups showed similar motivations for language teaching sharing similar goals of teaching EFL, there were also significant differences in their perceptions on detailed teaching methods (selecting teaching materials, teachers' skills in English speaking and communication, for example). They concluded that pre-service teachers' motivation and beliefs are important in that these factors can influence their future teaching in the classroom, and that helping these teachers have positive views on language teaching was strongly recommended. With a slightly different focus in investigation, S. Y. Lee (2007) examined 43 preservice EFL teachers' perceptions on student-teaching experiences. In her qualitative investigation, she found that, while preservice teachers' overall satisfaction with their teaching experience was high, their experienced difficulties and challenges were mostly related to methodological issues like classroom management and dealing with multilevel classes. More recently, T. Y. Kim and Y. K. Kim (2015b) investigated English learning motivation and attitudes among pre-service English teachers in Korea, and found that ideal L2 self and positive attitudes to L2 speakers were the most dominant forms of motivational factors. The influence of prior experiences on preservice L2 teachers' perception on teaching

² These categories include 1) English using ability, 2) class management skill, 3) professional knowledge about English teaching, 4) professional knowledge about English, and 5) professionalism and responsibility as teachers (Ko et al., 2008).

was also examined in other contexts of EFL. Yüksel and Kavanoz (2015), as an example, analyzed 26 Turkish pre-service teachers' interviews and written comments to identify the effect of prior experiences in channeling teaching perception in this population. Their finding showed that teachers' knowledge of pedagogical contents was the most dominant form of positive influence, whereas lack of such knowledge served as a negative form of influence in their perception.

Studies on pre-service teacher motivation, as reviewed hitherto, have focused on factors influencing the path of entering teaching profession, yet studies that examined gender as a vital factor in teacher motivation are not many. In the dearth of such literature on gender, So et al. (2010) examined the relationship of preservice teachers' motivational beliefs of teaching with other variables such as gender and academic domains in their investigation of epistemological beliefs of Korean preservice teachers. In their study, both gender and academic domains were found to be significantly related to pre-service teachers' beliefs, and thus the role of gender in preservice teachers' motivation was verified. Likewise, S. H. Choi and J. Y. Song (2015) examined types of motivational factors among 266 undergraduate students in English education programs in Korea, and found that the intrinsic value of teaching career was the strongest factor of motivation in this population; yet a significant role of gender in the developmental path of teacher motivation was not verified. Given the mutually conflicting research results, the role of gender in language teacher motivation is still an open question that needs to be further addressed.

III. METHOD

1. Participants

A total of 80 students studying in a pre-service teacher education program in a local university of Korea participated in the study. These students were studying in four different subject courses taught by the researcher, and these subjects were part of the required courses in English education department and the teaching focuses were developing L2 teaching methods and English writing. The participants were asked to indicate their choices between teaching and non-teaching for future career. For this purpose, the researcher conducted an online survey using LMS (Learning Management System) of the institution, and the survey results divided the participants into two groups: students pursuing teaching profession ($n = 40$) and those applying for job options other than teaching ($n = 40$). The gender ratio in the teaching group was 5 males and 35 females, while the other group has 8 male and 32 female students. The details of the participants are summarized in Table 1.

TABLE 1
Summary of Participants

Participants	Description
Survey participants	Juniors and seniors majoring in English education
Teaching track ($n = 40$)	5 males & 35 females
Nonteaching track ($n = 40$)	8 males & 32 females
Focal participant interview	Five students (3 males and 2 females) in the nonteaching group
Total number	80

2. Data Collection and Analysis

1) Pre-service Teacher Survey and Focal Participant Interview

The primary objective in this investigation was to identify differences in motivation and self-competency in two-group pre-service teachers with differing status on their future career path. For this purpose, the study collected data in two major channels, quantitatively using a questionnaire and qualitatively drawing on an interview with the focal participants. The rationale behind using both quantitative and qualitative data sets for the study is based on the literature that a quantitative approach may not be sufficient to reflect a wider range of motivation and thus it might be a better way to employ a more qualitative paradigm to investigate specificity in individual learners' reasons and orientations for learning (Lamb, 2009; Ushioda, 1994). The details are described in what follows.

First, both groups of the students responded to a survey questionnaire that measured English learning motivation with seven variables (integrativeness, interest in L2 culture, ideal L2 self, instrumentality promotion, instrumentality prevention, ought-to L2 self, and motivational intention to continue English learning) and L2 self-competency. These variables were selected for the present study, as they were listed as the most commonly used motivational variables in the literature and thereof most frequently adopted items in designing a survey (Dörnyei, 2001; Dörnyei et al., 2006). These motivational concepts were initially theorized by Gardner (1985) and subsequently further developed by Dörnyei (2001, 2005). Integrativeness in general refers to language learners' psychological association with the target language people and its community (Gardner, 1985), while interest in L2 culture indicates learners' overall interest in the target language culture. Particularly, Dörnyei (2005, 2009) categorized instrumentality in two differing directions, where the promotional side is affiliated with students' reasons for learning English for their future promotion and the preventive aspect closely connected with their desire to avoid certain penalty arising from unsatisfactory learning. Dörnyei (2005, 2009) also used the term, ideal L2 self to explain that experience of language learning inevitably influences learners' concepts of who they are and what they want to become (ideal L2 self), and in his view, learner identity and L2 learning experience are theoretically inseparable. On the other

hand, Dörnyei (2005, 2009) employed ought-to L2 self to refer to a case where students' language learning is based on their social reasons of various kinds to meet duties or obligations, rather than on their intrinsic interest in the learning itself. As these motivational variables have been widely examined in the literature, particularly in contexts of EFL (Taguchi et al., 2009), the study adopted the list of these variables as the base for motivational measures.

The questionnaire consisted of 22 items in a mixed design with both open-ended and closed (5-point Likert scale) questions, and these items were conceptually drawn from Dörnyei (2005, 2009) and practically adopted from Taguchi et al. (2009) in a selective manner. The measurement scaled from "strongly disagree" (1) to "strongly agree" (5) for their responses in the questionnaire. Cronbach's alpha was computed for each theme cluster for its internal reliability and the results are shown in Table 2.

TABLE 2
Summary of Variables and Cronbach's Alpha

Variables	Description
Integrativeness	3- item composite ($\alpha = .863$)
Interest in L2 culture	2-item composite ($\alpha = .773$)
Ideal L2 self	3- item-composite ($\alpha = .778$)
Instrumentality (promotion)	3-item composite ($\alpha = .761$)
Instrumentality (prevention)	2-item composite ($\alpha = .869$)
Ought-to L2 self	2-item composite ($\alpha = .606$)
Motivational intention	2-item composite ($\alpha = .762$)
L2 self-competency	3-item composite ($\alpha = .674$)
Attained L2 proficiency	course credits (max. = 30)
Gender	1 = female; 2 = male
Profession	1 = nonteaching; 2 = teaching

The descriptive items in the questionnaire concerned perceived difficulties with pursuing L2 teaching profession in this population; particularly those who selected nonteaching were advised to indicate their reasons for such decision. The rationale behind this was to encourage the participants to provide their perception of complexities in studying pre-service L2 teacher education program to the best of their description. Finally, students' course grades³ were used as an index for their attainment of L2 proficiency.

Following the survey, the researcher also invited five focal participants (three males and two females) from the nonteaching group for an interview.⁴ This interview session was a semi-structured one with an intention to verify the reasons stated in the questionnaire for their selection of nonteaching track. Hence the interview topic was mostly focused on the interviewees' profession status and specific reasons for such choices. The participants were also encouraged to present their own perceptions with respect to studying English as prospective L2 teachers. The interview was conducted in Korean and lasted for an hour.

³ The course grades were based on the summative review of the students' ability in the courses including the ability to provide an answer in English and English writing performance measured in both midterm and final exams as well as assignments. This course nature of enhancing students' English using ability provides the base for the methodological selection of adopting the course grades as an index for the participants' levels of attained proficiency.

⁴ The interview was conducted with the focal participants who chose nonteaching, as the interview thematically focused on students' reasons for selecting nonteaching track in their study in pre-service teacher education program. The interview was conducted in Korean and later translated into English by the researcher. Interview questions are provided in Appendix 1.

2) Analysis

The questionnaire data were first analyzed to see the descriptive statistics that show the frequency of response distribution and mean scores in each group and to compare the differing patterns therein between teaching and nonteaching students. Subsequently, Pearson's correlations were conducted to see the relationship of the major variables with the criterion measures in each group. In a way to identify the role of profession and gender in mediating differences in the criterion measures, the study employed 2-way analysis of variance (ANOVA) models with two categorical independent variables (profession and gender) and three dependent variables (motivational intention, L2 self-competency and attained proficiency). Following such, multiple regressions were conducted to identify predictors for attained L2 proficiency in separate analyses for each group using SPSS. As the last phase, the qualitative data were reviewed for thematic patterns in the participants' descriptive responses in relation to their perceived difficulties and reasons for choosing nonteaching track. All the data were synthesized as the last step to get a collective view of the entire data sets.

IV. FINDINGS

1. Motivation and L2 Self-Competency in Teaching and Nonteaching Groups

As shown in Table 3, some noticeable differences were found between the teaching and nonteaching groups. While most variables in the nonteaching group showed a lot lower means than the other group, the biggest gap was found in integrativeness and motivational intention to continue English learning. As shown in Table 3, the mean of integrativeness among the teaching track students ($M = 4.31$) was noticeably stronger than those in the nonteaching group ($M = 3.33$). Likewise, motivational intention in the teaching group revealed the highest mean ($M = 4.50$), yet the students in the other track showed a lot lower-level motivational intention in their pursuit of L2 learning ($M = 2.64$). That is, motivational intention among teaching-track students was very high, yet this propensity was not found in nonteaching track learners. A general assumption of homogeneity in pre-service teachers' goal orientations and motivation (as they are generally assumed to share one common goal, i.e., to become a teacher) is rather unrealistic and thus, those studying in the teacher education program are less likely to be seen as motivationally unvarying

or homogeneous.

TABLE 3
Summary Statistics of the Variables by Profession

Variables	Profession			
	Nonteaching		Teaching	
	M	SD	M	SD
Integrativeness	3.33	1.11	4.31	.70
Interest in L2 culture	3.58	.99	4.03	.78
Ideal L2 self	3.33	1.09	3.58	.91
Instrumentality (promotion)	3.22	1.03	3.90	.70
Instrumentality (prevention)	2.50	1.07	2.46	1.20
Ought-to L2 self	2.34	.88	2.10	.88
Motivational intention	2.64	.88	4.50	.61
L2 self-competency	3.40	.76	3.63	.59
Attained L2 proficiency*	23.85	4.73	26.28	3.31

Note. All variables at 5-point Likert scale; 1 = strongly disagree and 5 = strongly agree.

*Participants' final course grades were used as an index for attained proficiency; max. = 30.

With regard to ideal and ought-to L2 selves, both groups showed a lot higher means in ideal L2 self ($M = 3.33$ for nonteaching, $M = 3.58$ for teaching) than in ought-to L2 self ($M = 2.34$ for nonteaching and $M = 2.10$ for teaching group). Particularly noticeable at this point is that the nonteaching track students were higher in their mean of ought-to L2 self than teaching track students. Reminded of the fact that the teaching group showed higher means in most of the variables, as shown in Table 3, the relatively stronger mean in ought-to L2 self among nonteaching students leaves an indication that students in this group reveal a higher-level perception of social sensitivity in their L2 learning. That is, students in nonteaching track are more likely to be driven by social reasons for their language learning, and this social propensity in L2 orientations, in either positive or negative forms, seems evident in this group. Students in the teaching group, however, are driven more by their sense of developing L2 identity (ideal L2 self) at the level of their perception. That is, learners in teaching track were more guided by their intrinsic liking for and genuine interest in developing their sense of identity in the path of L2 learning.

Another point to note with respect to the group differences is the functioning of instrumentality in each track. While both groups showed higher means in promotional aspect of instrumentality than in preventive side, the mean of instrumentality promotion in the teaching group was stronger than in nonteaching group ($M = 3.90$, $M = 3.22$ for each). Inversely, however, instrumentality in preventive side was slightly higher in nonteaching than in teaching students ($M = 2.50$, $M = 2.46$ respectively). This mean difference needs to be seen in line with the noticed gap in ought-to L2 self, where a higher mean was found in nonteaching than in the teaching group. To summarize, the salience in group differences involved noticeably higher means in most variables of motivation and self-competency in the teaching group. That is, teaching track students far exceeded the nonteaching group in motivational intention, while nonteaching track students revealed compar-

atively higher means in instrumentality (preventive) and ought-to L2 self.

2. Results of the Correlation Analyses

Given the primary objective of the present study to examine comparative features of motivation and self-competency among the two student teacher groups, correlations of the major variables were computed with the criterion variables (motivational intention, L2 self-competency and attained L2 proficiency), and the results are reported in Table 4. As shown in the table, while very few significant correlations of motivational intention and L2 self-competency, in general, were found with the major variables in both groups, it was the teaching group that showed meaningful relations in some variables. First, integrativeness in teaching track students showed a significant correlation with motivational intention ($r = .48$); likewise, promotional aspect of instrumentality presented a meaningful correlation with motivational strength in this group ($r = .39$). However, no variables revealed meaningful relations with nonteaching students' motivational intention in a statistical term. That is, integrative perception toward English learning and instrumental orientations toward promoting oneself are closely related to pre-service teachers' motivational intention to continue L2 learning for their pursuit of teaching profession in teaching group students. In a similar vein, interest in L2 culture and promotional instrumentality in teaching group showed significant correlations with L2 self-competency, yet no meaningful correlations of such kind were found in nonteaching group.

TABLE 4
Correlations of Major Variables
With Criterion Measures by Profession

Variables	Motivational intention		L2 self-competency		Attained L2 proficiency	
	NT	T	NT	T	NT	T
	Integrativeness	.14	.48**	.23	.04	.53**
Interest in L2 culture	.05	.22	-.07	.46*	.25	-.01
Ideal L2 self	-.10	.27	-.17	.23	.36*	.05
Instrumentality (promotional)	.15	.39*	.15	.33**	.65**	.09
Instrumentality (preventive)	-.03	-.01	-.31	.09	.40*	.25
Ought-to L2 self	-.09	-.28	-.21	-.16	.11	-.05
Motivational intention	1.0	1.0	.17	.15	.35*	.24
L2 self-competency			1.0	1.0	.33*	.06
Attained proficiency					1.0	1.0

Note. NT = nonteaching; T = teaching; *** $p < .001$, ** $p < .01$, * $p < .05$.

Correlations of attained proficiency with major variables reveal a differing pattern in that more of meaningful correlations were found in nonteaching than in teaching cohorts. As shown in the table, integrativeness was strongly correlated with attained proficiency in this group ($r = .53$) and in the same vein, ideal L2 self showed a meaningful correlation with the students' attained proficiency ($r = .36$). Likewise, motivational intention and L2 self-competency both revealed significant correlations with attained proficiency in this group ($r = .35$ and $r = .33$ for each). The

highest correlation of proficiency attainment was found with instrumentality, where both versions indicated significant correlations with their levels of attained English proficiency ($r = .65$ for promotion, $r = .40$ for prevention). However, these relational meanings were not verified among the teaching group. Correlations may not pose causation in interpreting relations between variables, yet it seems indisputable at this point that attained proficiency in nonteaching students is closely related to their level of motivation in a statistical term.

Looking at the correlations of ideal L2 self with the ought-to self, both groups showed significant correlations between them ($r = .55$ for nonteaching and $r = .42$ for teaching group). That is, in both groups, learners' sense of developing their identity as L2 learners is closely associated with their awareness of social obligation as a form of orientation for language learning in their mind. The meaning of ideal L2 self in this population was also verified in significant correlations with both versions of instrumentality in both teaching and nonteaching groups ($r = .435$ for promotion, $r = .473$ for prevention in teaching, and $r = .683$ for promotion, $r = .630$ for prevention in nonteaching group).

As shown in Table 5, ought-to L2 self, on the other hand, showed meaningful correlations with instrumentality (promotion) only in the nonteaching group. In theory, ideal L2 self conceptually has close relationship with promotional side of instrumentality, while ought-to self with instrumentality prevention (Dörnyei, 2005, 2009), and this theoretical position was validated with empirical evidence (Csizér & Kormos, 2009; Ryan, 2009). In the present study, the role of ideal L2 self in learners' motivational psychology is somewhat complex in that it involves both dimensions of instrumentality with significant correlations. Yet the role of ought-to L2 self in pre-service teacher motivation was evidently more palpable in nonteaching track students.

TABLE 5
Correlations of Ideal and Ought-to L2 Selves
With Instrumentality by Profession

Variables	Ideal L2 self		Instrumentality promotion		Instrumentality prevention	
	NT	T	NT	T	NT	T
Ought-to L2 self	.417**	.550**	.142	.353*	.678**	.692**
Instrumentality (promotional)	.435**	.683**	1.0	1.0	.224	.477**
Instrumentality (preventive)	.473**	.630**	.224	.477**	1.0	1.0

Note. T = teaching; NT = nonteaching; ** $p < .01$, * $p < .05$.

3. Predictors of Attained Proficiency in Teaching and Nonteaching Groups

Given the relationship between the major variables and attained proficiency in teaching and nonteaching groups, what is the predictor for proficiency achievement in each group? Regression analyses for each of the groups were computed for attained proficiency as the dependent vari-

able with the remaining variables as independent. The results in the teaching track learners revealed that the model can explain about 24% of the variance in proficiency achievement in this population, but with no statistical significance ($R^2 = .243$, $p = .520$). The regression model does not provide a good fit for the teaching track students and thus it cannot predict the L2 proficiency variable in this group in a statistical term. The nonteaching group, on the other hand, showed differing results with the model summary at a statistically significant level (see Appendix 2 for the model summary). The model explained over 65% of the variance in proficiency achievement in significant statistical terms ($R^2 = .655$, $p < .001$). Table 6 shows the regression coefficients (beta) that indicate the variance of each predictor variable to the dependent variable i.e., attained proficiency. As shown in the table, instrumentality on the preventive side was the significant predictor for proficiency achievement in this group ($\beta = .482$, $p < .05$). That is, instrumental reasons that relate to preventive orientations can explain almost half (precisely more than 48%) of the variance in proficiency achievement in this population. What is suggested herein is that preventive aspirations in pre-service teachers' instrumental orientations toward English learning are significantly related to their actual attainment of target language proficiency, yet all this reasoning applies to the nonteaching group but not to those in the teaching track.

TABLE 6
Multiple Regressions for Predictors
of Attained Proficiency by Profession

Predictor variables	Nonteaching			Teaching		
	Standardized coefficients (β)	t	p	Standardized coefficients (β)	t	p
Motivational intention	.207	1.748	.091	.247	1.136	.265
L2 self-competency	.323	1.914	.066	.028	.144	.886
Interest in L2 culture	-.077	-.431	.670	-.079	-.385	.703
Integrativeness	.204	1.213	.235	-.022	-.100	.921
Instrumentality (promotion)	.385	1.777	.086	-.020	-.086	.932
Instrumentality (prevention)	.482	2.428	.022	.525	2.186	.037
Ideal L2 self	-.045	-.230	.819	-.119	-.475	.638
Ought-to L2 self	-.294	-1.827	.078	-.140	-.459	.650

Dependent Variable: Attained Proficiency
Model Summary: (nonteaching) $R^2 = .655$, $F(10, 29) = 5.507$, $p = .000$;
(teaching) $R^2 = .243$, $F(10, 29) = 0.931$.

Also noticeable is that motivational intention was excluded from the model; a direct causal path from motivational intention to proficiency attainment was denied in either group. This is in contrast to the previous research; for instance, Yashima (2000) found that there is a direct path of influence from motivation to proficiency achievement among Japanese learners of English, suggesting the role of motivation as a predictor of proficiency among Japanese

college students. Yet in the current study, it was instrumentality (preventive side) that directly predicted attained proficiency in nonteaching students. One interpretation for this gap is that proficiency is a real-life construct that tends to be closer to learners' practical concerns for learning the language, rather than to somewhat distal and abstract concepts that exist in theoretical form. That is, students' own instrumental reasons for studying the L2 may precede any form of abstraction in their mind and thus, are more likely to explain the chances of leading them forward to pursue their goals in L2 learning.

4. Gender and Profession Effect on the Criterion Measures

To address the second research question in the study that involves roles of gender and profession status in mediating differences in the criterion measures between the two groups, the study used two-way analyses of variance (ANOVA) models. Gender and profession as two categorical independent variables and motivational intention, L2 self-competency and attained proficiency as dependent variables were entered into three separate ANOVA models. As shown in Table 7, the model in general explained about 62% of the variance in this population statistically ($R^2 = .62, p < .001$). The results revealed that there was a significant main effect of profession on the levels of pre-service teachers' motivational intention, $F(1, 76) = 77.370, p < .001$, but no significant main effects on L2 self-competency and attained proficiency were obtained in this analytic model.

TABLE 7
Test of Between-Subjects Effects

Source	Type III sum of squares	df	Mean square	F	p
Corrected Model	70.292 ^a	3	23.431	40.862	.000
Intercept	537.512	1	537.512	937.38	.000
Gender	.022	1	.022	.039	.844
Profession	44.370	1	44.370	77.379	.000
Gender * Profession	.913	1	.913	1.593	.211
Error	43.579	76	.573		
Total	1132.750	80			
Corrected Total	113.872	79			

Dependent Variable: Motivational Intention
a. $R^2 = .617$ (Adjusted $R^2 = .602$).

Findings also revealed that neither significant main effects for gender nor interaction effects between gender and profession on the three dependent variables were obtained. These findings suggest that pre-service teachers' status on teaching profession serves as a factor that significantly contributes to differences in motivational intention in this population. That is, difference in motivational intention among pre-service teachers is attributable to their status on teaching career when other variables are controlled for. Yet, such mediating effect of profession was not verified in L2 self-competency and attained proficiency, suggesting

that pre-service teachers' self-competency and proficiency achievement may remain rather unaffected by their choice of teaching or nonteaching.

5. Results of the Qualitative Data

In the participants' responses to open ended questions in the survey, more than 80 percent of the total population stated that their decision on entering education college for English major was voluntary and their pursuit in pre-service teacher program was based on their personal dreams of becoming English teachers. Only six percent of them indicated that their choices were not virtually voluntary or at least less voluntary in that their decision was made mostly under the influence from their parents or high school teachers. About ten percent of the students remained with no specific indication on this matter. The observation that more than 80 percent of the participants chose their major voluntarily based on their willingness to become an English teacher is an indication that most students in teacher education program are strongly interested in continuing teaching profession in a theoretical sense. As conceived, at least, they entered the program with an aim to become a teacher. In reality, however, there are quite a few students in teacher education college who choose to stay in nonteaching track. Then, what factors might come into play in inducing changes in student teachers' perception on L2 teaching and their profession status for the future? That is, why do students in pre-service teacher education program decide to discontinue their pursuit of L2 teaching profession? Based on this reasoning, the study examined potential difficulties perceived by pre-service teachers in their process of preparing to enter L2 teaching profession.

Table 8 shows the summary of the students' reasons for continuing and discontinuing L2 teaching as their future profession. As shown in the table, teaching track students were mostly driven by their strong liking of teaching itself. That is, the students in teaching track were guided by their intrinsic interest in teaching the language and such intrinsic interest was based on their self-confidence in English teaching and also on linguistic confidence in the English language itself in their mind, as indicated in Table 8. The other group, however, was less active in their perception of pursuing L2 teaching for their career; most of the responses among the nonteaching group were virtually focused on addressing types of difficulties they encountered while studying in the program. The biggest concern explicated herein was the highest level difficulty ("unreasonably difficult", in their own words) in the teacher selection test and the extreme level competition between students incurred by the test. These students also indicated that they suffer from lack of self-confidence in preparing for the teaching profession.

Low level confidence in these learners' mind is also reflected in their list of perceived difficulties in pursuing L2 teaching for their career. As shown in Table 8, the biggest difficulty pertains to linguistic deficiency in L2 (27.9%).

TABLE 8

Voluntary Decision on English Major, Reasons for Teaching and Nonteaching Profession, and Perceived Difficulties With Pursuing L2 Teaching Profession

Categories	Specificity of responses
Decision on English major	<ul style="list-style-type: none"> · Voluntary (84.3%) · Not sure (9.7%) · Non-voluntary (6.0%)
Reasons for selecting teaching profession	<ul style="list-style-type: none"> · Interest in teaching · Like to communicate with students · Feel pride and confidence in teaching students · Can't find a job that I can do well other than teaching · Already spent 4 years to become a teacher · English teacher has been the only dream since my middle school days
Reasons for selecting nonteaching profession	<ul style="list-style-type: none"> · High-level difficulty in teacher selection test · Extremely high competition in teacher selection test · English major is not attractive to me any longer · Lost in my major · Too much pressure from preparing for the teacher selection test · Too much competition between students · Studying theory is boring · Becoming a teacher feels like a distal reality · Not interested in teaching any more · Interested in getting a job other than teaching · Lack of confidence in passing the teacher selection test · Becoming a teacher feels like a time-consuming process · After practicum changed mind (not to apply for teaching) · Not in a high level to pass the teacher selection test · Not confident to pass the unreasonably difficult selection test
Perceived difficulties with pursuing L2 teaching profession	<ul style="list-style-type: none"> · Linguistic deficiency (27.9%) · Psychological pressure for teacher selection test (26.2%) · Lack of confidence in major (20.5%) · Too much competition between students (15.6%) · Difficulty with getting knowledge of subject area (9.8%)

Psychological pressure from the teacher selection test was another line of difficulties in their perception that disconnects them from their dream of becoming an L2 teacher (26.2%). Following such, lack of confidence in studying their major and too much competition between students, based on the limited number in the annual new teacher recruitment, came as the third and fourth with percentage of 20.5 % and 15.6 % respectively. Students' perceived level of English proficiency might serve as the base for L2 learning, without which the actual effectiveness of learning can be diminished by lowered integrity and sincerity on the part of the learners (Baker, 1992). As such, students' motivation and self-confidence in English learning do converge in their perceived competence and self-confidence in the target language. This point is well illustrated in the following excerpt from a student in the interview:

I entered the teacher education college as I wanted to become an English teacher. However, while studying in this program, I came to realize that this is not an easy subject to study. Through the teaching practicum class, I came to realize that teaching is not something easily practicable by those who are not fully ready for it. (Student Interview #4)

Students' concern with low-level self-confidence in studying for L2 teaching profession is also related to their psychological burden from course work in the teacher education program. These students' reasons for discontinuing the pursuit of L2 teaching may not be irrelevant to difficulties with studying subjects in English education major in their perception. Many of the concepts in L2 teaching require an understanding of theoretical concepts and abstract reasoning, which seems rather complicated and not easily achievable in their mind. The nonteaching track students' unfavorable assessment of the teacher education program, as such, may reflect the reality where most teacher education programs are primarily dedicated to a single orientation, i.e., preparing students for excellence in the teacher employment test.

Given that a considerable number of students virtually tend to consider their career options other than teaching, lack of curricular attention to those who choose not to enter teaching should be a matter that requires further concern from the education circle. In this practical view, teacher education programs should be more sensitive to students' needs and begin to seek variety in program contents. Nonteaching track students' emotive and motivational depressions, as such, are well elaborated in the following excerpt from a student in the interview.

I feel too much pressure from course work in my major. As my grading in the course is influenced by my friends' grading, the competition between friends over grades is extremely high, which makes me feel a lot more stressful. Also the course work in the entire program is tuned to teacher selection test, mostly focusing on the theories on language teaching. Hence we have been studying these theories for 4 years, and it gives me a sense of boredom and I feel quite often far distant (from my imagined goal in the program). (Student Interview #5)

To summarize, the qualitative review of teaching and nonteaching groups' reasons for their decision on teaching profession indicates that students in the teaching group are a lot stronger in their intrinsic interest in teaching with a firm psychological base of self-competency in their pursuit of teaching career. Yet those in the nonteaching group are mostly concerned with external factors, among which the difficulty of teacher selection test comes as the primary source of their psychological depression. This may not mean that nonteaching students are less motivated for English teaching or lower in their interest in teaching profession, yet it seems indisputable at this point that motivation in the nonteaching group is keenly aligned with external, rather than intrinsic, influences.

V. SUMMARY OF FINDINGS AND DISCUSSION

1. Higher Responsiveness to Social Reasons in Nonteaching Group and Strong Intrinsic Interest in Teaching in Teaching Group

One of the primary features in L2 learning motivation articulated by the two groups of pre-service teachers in the study is that motivation in nonteaching track students is more of social, and their learning orientations are strongly based on socially engendered ones. They reveal relative higher means than the other group in instrumentality prevention and ought-to L2 self; presumably, prevention side of instrumentality and ought-to L2 self are the two junctures where the nonteaching group exceeds the teaching cohort in the measurement of motivation. Motivation in the nonteaching group may be firmly rooted in the social base, and this dominance of sociality in nonteaching group orientation is one that distinguishes this group from those in the teaching track.

The teaching group learners are, however, essentially motivated by their intrinsic interest in learning and teaching the English language. The higher means in integrativeness and interest in L2 culture in this group tend to denote this propensity. That is, the teaching group students are driven more by their internal orientations toward the L2 than by social causes of any kind in relation to their English study. Motivation in this group, at large, is inherently attached to personal aspirations, and such dominance of intrinsic motivation essentially serves the base in their pursuit of teaching career.

2. Significant Correlations of Ideal L2 Self With Both Versions of Instrumentality in Both Groups

Another finding to note in the present study is that ideal L2 self revealed a consistent functioning in both teaching and nonteaching groups. First, it showed significant correlations with ought-to L2 self and the degree was meaningful in a statistical term ($r = .550$ for nonteaching and $r = .417$ for teaching groups, both at $p < .05$ level). This finding is congruent with many of the previous studies (for example, Taguchi et al., 2009), and thus suggests that students' sense of pursuing ideal self in learning an L2 is not separable from his or her sense of social expectation forwarded to himself. Both groups' identity formation pursued in the process of L2 learning at least carries with it social causes that concern the directionality of actual motivation in learners' mind.

In relation to the consistency in the role of ideal L2 self, it was significantly correlated to both versions of instrumentality in both groups. The correlation of ideal L2 self with instrumentality was a lot stronger in the nonteaching group; though less strong, both instrumentalities were significantly correlated with ideal L2 self in the teaching group as well. In contrast, however, ought-to self revealed

a differing functioning with instrumentality; that is, in the nonteaching group, it showed significant correlations with both promotional and preventive instrumentality but in the teaching group only with the preventive side.

3. Instrumentality Prevention, Not Promotion, as the Predictor for Attained Proficiency Yet Only in Nonteaching Group ($\beta = .482^{**}$)

In the analyses for predictors of attained proficiency, the preventive aspect of instrumentality was found as the best predictor of proficiency achievement in the nonteaching group, but this propensity was not found in the teaching track learners. Regression coefficient indicates that about 48% of nonteaching group students' motivation is explainable by this variable of preventive instrumentality. The other variables including motivational intention were virtually excluded from the model and were denied in their role of predictors for attained proficiency.

Conventionally, motivation has been seen as an effective factor in predicting learners' L2 attainment in many studies of the relationship between motivation and proficiency achievement (for example, Yashima, 2000). The finding here is rather unusual and suggests that motivational intention itself may not be sufficient to account for the whole of proficiency development; instead, it is learners' strong will to maintain their practical reasons to prevent any unexpected results in the path of learning that may account for much of the variance in attained proficiency. In other words, proficiency achievement in this population is more likely to be influenced by learners' practical concerns to avoid unwanted results in their learning; in this sense, preventive instrumentality takes up the core in determining the directionality of motivation among the nonteaching track learners.

4. Unreasonably Higher-Level Difficulty in Teacher Selection Test and Lack of Self-Confidence as Primary Reasons for Choosing Nonteaching Track, and Linguistic Deficiency as the Base for Perceived Difficulty in Pursuing L2 Teaching Profession

The biggest concern in the learners' mind regarding reasons for their choice of future career path pertained to their perceived difficulties in teacher selection test. This psychology was a lot stronger in the nonteaching group. As the participants were in the 3rd and 4th grade in the education program, they might have higher concern with employment. In their view, the current teacher selection test has extreme competition, potentially caused by the very limited number in annual recruitment of new teachers at the provincial and national levels. Moreover, they perceived that test items are getting more and more difficult and thus such increased difficulty in the test serves as a challenge to their motivation for entering teaching profession.

Adding to this, students as a whole, particularly those in the nonteaching track, conceived that they suffer from deficiency in L2, and for some, lack of self-confidence in learning the L2. As indicated in their words, linguistic incompetence was the primary source of perceived difficulty in pursuing the path of teaching profession. To summarize, the observed difference between teaching and nonteaching groups mainly pertains to stronger perception of the level of test difficulty and lower level in L2 self-competency among the nonteaching group, and this gap should be a point of reference to decoding pre-service teachers' motivational contents and ultimately their continuing or discontinuing of teaching profession.

VI. STUDY LIMITATIONS AND CONCLUSION

This study has some potential limitations. A small size in sampling in the statistical analyses might be an impediment in claiming for the generalizability of the findings; thus, using a larger sample in future research of this kind should be one way to improve statistical faithfulness in quantitative investigations. Also, the study was conducted in one specific area and thereof, this population may not be a representative of the entire pre-service teachers in the nation. Recruiting more samples from various regions needs to be considered in the process of data collection in the future study.

Second, the measurement in the present study focused only on the participants' motivation and self-competency in their current status. It also focused on locating the differences between the groups in their reasons for selecting and non-selecting teaching profession along with perceived difficulties in pursuing L2 teaching. This measurement, however, may not represent the whole range of the participants' wishes and learning needs in detail. Therefore, a more elaborated investigation on specific leaning needs on the part of prospective teachers needs to be adopted. This is one that indicates limitations of the present study and at the same time is a suggestion for future research.

We started the current discussion on pre-service language teacher motivation by observing that the global discourse on the role of English in the international society is a key factor that induced changes to ELT in each locality. The advent of EGL era has brought an enhanced focus on the development of communicative competence in English language teaching, which inevitably necessitated numerous changes to language education policy and national curriculum in each of the EFL nations (Bolton, 2008; Nunan, 2003). And the biggest change in this regard involved raising national standards for English teacher qualifications, based on the premise that teacher competence in the target language is the fundamental base for educating their school youth to be successful in using the English language for international communication (McKay & Bokhorst-Heng, 2008). Pre-service teacher education

and motivation should be conceived within the frame of social structures that condition the direction and contents of teacher education programs.

We also noted that there have been scholarly voices that critically resist applying the global discourses on EGL and center-driven ELT pedagogy to local contexts of language teaching (McKay & Bokhorst-Heng, 2008). As Seidlhofer (1999) and other scholars argue, language pedagogy in each locality should be better implemented by setting up principles tuned to embrace contextual needs from each society. The development of locally appropriate language teaching is essentially related to teacher philosophy and knowledge as a whole and thereof, successful implementation of language teaching and the role of a language teacher are inseparable. This is particularly true to the EFL context like Korea, where the transition of English pedagogy into a communicative one from the conventional way of grammar translation has occurred in rather a short period of time (McKay, 2003).

Motivation needs to be context specific for its adequacy and precision in accounting for language learners' real-life situations. As learning is not separable from social contexts where it is situated, the analysis of motivation should be conceived within the frame of social concerns (Lamb, 2009; Ushioda, 2003). In contexts of EFL, where language learning is mostly controlled by each nation's education policy in its contents and pedagogical directions, the entire view of L2 learning should be better deciphered from social perspectives (Atkinson, 2002; Bruthiaux, 2010).

The current investigation was exploratory in that the analytic focus was given to preservice teachers' motivation to learn an L2. With the base of the duality in their identity as both a prospective teacher and a language learner, the study looked at whether their choice of teaching as future profession makes a difference in types of and at the same time levels of their motivation. As discussed previously, research on language teacher education, broadly including their motivation, has been nonlinguistic in their research focus. That is, studies in this line have mainly focused on sets of external variables that may cause differences in their general motivation to become a teacher. Understanding language teacher motivation from a perspective of L2 learning is critical, in that L2 learning as an essential part of prior experience may determine motivation and L2 self-competency in this group (Yüksel & Kavanoz, 2015). Therefore, this investigation may offer insights into our understanding of the nature of motivation among preservice English teachers, and such understanding may serve as a point of departure in planning teacher development.

Language teacher education programs are in principle designed to develop language teachers and thereof, the courses are tuned to help them prepare for the competitive teacher employment. In reality, however, we observe two lines of students in most of the teacher education programs; students are divided with their differing status in their position on teaching profession as an ultimate goal in the program. The institutional decisions on subject contents in such programs and their teaching practices are less

likely to be responsive to learners' actual needs and aspirations for learning, calling for changes in the curriculum to meet needs from both groups of teaching and nonteaching. Discrepancies may exist between institutional goals and learner needs in teacher education programs; thereof, such discrepancy between learning needs and practical job options as observed in the present investigation is one thing that should be addressed by the nation's teacher education system.

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APPENDIX 1

Samples of the Questionnaire and Interview Questions

Variables & interview questions	Sample items
Integrativeness	<ul style="list-style-type: none"> · How important do you think learning English is in order to learn more about the culture of its speakers? · How much would you like to become similar to the people who speak English?
Interest in L2 culture	<ul style="list-style-type: none"> · Do you like English films or magazines? · Do you like to experience culture of English-speaking countries?
Ideal L2 self	<ul style="list-style-type: none"> · I can imagine myself speaking English with international friends or colleagues. · I imagine myself as someone who is able to speak English.
Instrumentality (promotion)	<ul style="list-style-type: none"> · Studying English is important to me because English proficiency is necessary for promotion in the future. · Studying English is important to me because it helps me attain a higher social respect.
Instrumentality (prevention)	<ul style="list-style-type: none"> · I have to learn English because I don't want to fail the English course. · I have to study English; otherwise, I think I cannot be successful in my future career.
Ought-to L2 self	<ul style="list-style-type: none"> · My parents believe that I must study English to be an educated person. · It will have a negative impact on my life if I don't learn English.
Motivational intention	<ul style="list-style-type: none"> · I am prepared to extend a lot of efforts in learning English. · I would like to spend lots of time studying English.
L2 self-competency	<ul style="list-style-type: none"> · I am sure I will be able to learn English. · Learning a foreign language is not easy but I think I can do it.
Interview questions	<ul style="list-style-type: none"> · What are the reasons for selecting English education as your major? · If you have difficulties studying your major, what are they? · You chose nonteaching for your future career track. Could you please tell me more about your decision? · You chose English education for your major, and this means that your goal in college education is to become an English teacher. Then, why do you change your plan? · Do you have something that you expect the department to consider when they design curriculum for (English-majoring) students?

Notes. The interview questions are in English translation.

APPENDIX 2

Model Summary of Multiple Regression and ANOVA Results for Proficiency Attainment in Nonteaching Group

Model	R	R ²	Adj. R ²	Std. error of estimate	ANOVA ^b					
						Sum of squares	df	Mean square	F	p
1	.809a	.655	.536	3.233	Regression	571.926	10	57.193	5.507	.000 ^a
					Residual	301.174	29	10.385		
					Total	873.100	39			

- a. Predictors: (Constant), L2 culture, motivational intention, ought-to L2 self, integrativeness, L2 self-competence, ideal L2 self, instrumentality (prevention), instrumentality (promotion)
- b. Dependent Variable: attained proficiency