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Kim, Kyung Ja. (2016). Korean secondary school students' EFL learning motivation structure and its changes: A longitudinal study. *English Teaching*, 71(2), 141-162.

The purpose of this study was to explore how motivational factors affect Korean EFL secondary students' motivated learning behavior using structural equation modeling (SEM). It further examined differences in the internal structure of L2 motivation over time. A total of 489 secondary school students participated in the study. Data were collected at two time points during an academic semester: in the beginning and at the end of the semester. Results of the SEM showed that students' ideal L2 self was the strongest determinant of their motivated learning behavior at both time points for middle school students, whereas for high school students, ought-to L2 self had the strongest direct and significant impact on their motivated behavior in learning English throughout the semester. It was also found that both middle and high school students' perceptions about the international posture of English and their parents' involvement in English learning made indirect effects on their motivated behavior. Pedagogical implications and research suggestions are discussed.

Key words: (English learning motivation), (motivation change), (longitudinal study), (structural equation modeling)

1.

2 Gardner Lambert(1959) 가 , 가 (e.g., , , 2013; , , 2011;

* 2014 () (NRF-2014S1A5A2A01015105).

Clément & Kruidenier, 1983; Csizér & Dörnyei, 2005a, 2005b; Dörnyei, 1998, 2009; Gardner, 1985; S.-Y. Kang, 2012; T.-Y. Kim, 2012; Ushioda, 2009).

2

Gardner(1985)
 (socio-educational model) Deci Ryan(1985, 1995)
 (self-determination theory)
 Pae(2006) EFL
 , (2001), (2003) D.-H. Kang(2001)
 EFL (integrative motivation)
 (instrumental motivation)가 , D.-H. Kang Gardner -
 (intrinsic-extrinsic
 motivation) . Hwang(2002), K. J.
 Kim(2004), Pae(2008)
 , Lamb(2004)
 Gardner가 (integrative motivation)
 가
 Dörnyei(2005)
 , (lingual franca)
 Gardener ,
 2 (L2 motivational self-system)
 Dörnyei Higgins(1987, 1998)
 (self-discrepancy theory) Markus Nurius(1986) 가
 (possible self) 2
 2 (ideal L2 self),
 2 (ought-to L2 self), 2 가
 가
 (Dörnyei, 2005, 2009).
 Dörnyei 2 (Kormos & Kiddle, 2013;
 Kormos, Kiddle, & Csizér, 2011), (Rajab, Far, & Etemadzadeh, 2012),
 (Taguchi, Magid, & Papi, 2009), (Oakes, 2013), (Lamb, 2012), 가
 (Csizér & Kormos, 2009) 2
 Gardner(1985) ,
 2 가

(2012) Gardner Dörnyei
 2 (2011) Dörnyei
 (Deci & Ryan, 1985, 1995), (Gardner, 1985)
 2 (a
 longitudinal study) (e.g., 2, 2011;
 , 2003; , 2013; Dörnyei & Csizér, 2002; D.-H. Kang, 2001).

가

Dörnyei 가 2
 (motivated behavior)

- 1) 가?
- 2) 가?

2.

(e.g., Dörnyei, 2005, 2009)

(self) Dörnyei(2005, 2009)
 가 (ideal self)
 , (actual self)
 , (ought
 self)
 2
 Dörnyei Higgins(1987, 1998)
 (self-discrepancy theory) Markus Nurius(1986) 가 (possible self)

2 가 L2
 (e.g., ,)
 Gardner(1985)
 (Csizér Dörnyei, 2005a, 2005b; Dörnyei, 2005). , 2
 Higgins(1998) (prevention) ,

가 L2
(e.g., , ,)
L2 2

2 (2011) (Dörnyei, 2005, 2009),
(Deci & Ryan, 1985, 1995), (Gardner, 1985)

, (promotion-focused)
. S.-Y. Kang(2012)

Csizér Dörnyei(2005b)
Dörnyei (2012) Gardner 가 2

Dörnyei Gardner 2

가 . Csizér Kormos(2009),
Kormos 2 (2011) , 2 ,
2 6 (motivated learning
behavior) (structural equation
modeling) . Pearson (correlation matrix)
(regression analysis)
(exploratory factor analysis)

가 . Kormos
Kiddle(2013) (self-regulated learning behavior),
(self-efficacy), (satiation control), (social class),

. T.-Y. Kim(2012) 2 (2011) 2

, 가 .

Pae Shin(2011), S.-Y. Kim(2000)
 (vs.)
 , 2
 ,
 , Csizér Kormos(2009), Kormos 2 (2011)
 ,
 (i.e., ,)
 (, , , 2012).
 , (parental involvement)
 ,
 (latent variable)
 2
 가 . Dörnyei Csizér(2002) 가
 1993 1999 , , , , 4 가
 D.-H. Kang(2001) 3
 1
 가 (2003) Gardner(1985)
 3 , 3·4
 2 (2011)
 - (on-offline blended)
 (2013)
 가
 가 가
 2
 D.-H. Kang(2001) (vs.)
 (factor analysis) (e.g., , 2003)
 (2 , 2011; , 2013; Dörnyei & Csizér, 2002, Yang, 2013)

t- ANOVA

, t- , ANOVA

3.

3.1.

D G , 1
489

1

N	a			b									
	3	2		1	2	3	4	5					
238	143	95	24	116	45	53	159	79	40	62	76	41	19
251	131	120	21	110	62	58	197	54	32	69	71	51	28
489	274	215	45	226	107	111	356	133	72	131	147	92	47

a = , 4= , 5= ; b1= , 2= , 3=

51.3%(252)가 , 56%(274)가
가 46.2%(226)가
72.8%(356)가
30% 147 ,
14.7%(72) , 9.6%(47)

3.2.

(parental involvement), 2 (international posture), 2 (L2 learning attitudes), 2 (teacher style)
 (Csizér & Dörnyei, 2005a, 2005b; Csizér & Kormos, 2009; Gardner, 1985; Kormos et al., 2011; Pae, 2008; Ryan, 2005; Taguchi et al., 2009)
 24 5 (1= ; 5=)

1) (3 , Cronbach alpha=.89):
 (Ryan, 2005)

2) (3 , Cronbach alpha=.92):
 (Gardner, 1985; Taguchi et al., 2009)

3) 2 (4 , Cronbach alpha=.82):
 가 (Csizér & Dörnyei, 2005a, 2005b; Csizér & Kormos, 2009; Kormos et al., 2011; Taguchi et al., 2009)

4) 2 (3 , Cronbach alpha=.89):
 (Gardner, 1985; Kormos et al., 2011; Pae, 2008)

5) 2 (4 , Cronbach alpha=.79):
 (Kormos et al., 2011; Ryan, 2005)

6) (3 , Cronbach alpha=.93):
 (K. J. Kim, 2012) (one-way explanation)

7) (4 , Cronbach alpha=.86):
 (Gardner, 1985; Kormos et al., 2011)

3.3.

100%
20 가

3.4.

t- (paired samples *t*-test)

AMOS 22가

2 (Gardner, 1985; Kormos et al., 2011; Pae, 2008; Taguchi et al., 2009)

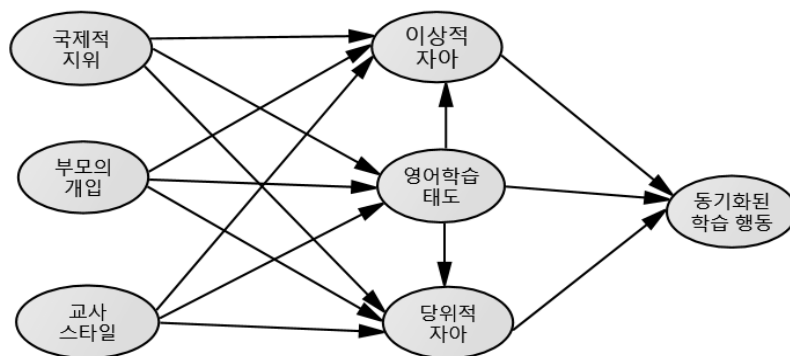
(direct latent variables)

2

(e.g., Gardner, 1985)

(Kormos & Kiddle, 2013; Ryan, 2005), (2, 2012; Csizér Kormos, 2009; Kormos et al., 2011; Taguchi et al., 2009), (K. J. Kim, 2012; Noels, 2001) 2, 2

1



latent variables)
(Kormos et al., 2011; Taguchi et al., 2009)

(indirect

1 가 7
(, , , , , , , ,) , 3 , 3

4.

4.1.

4.1.1.

2 3 2 가
(M = 4.02)

2

		<i>M</i>		<i>SD</i>		<i>t</i>
		4.02	.78	4.13	.82	-2.86**
		2.96	.36	2.82	.35	2.83**
		3.02	.48	3.21	.39	-2.98**
	2	3.32	.57	3.43	.46	-1.69*
2		2.62	.49	2.57	.57	1.24
	2	2.49	.40	2.52	.32	-1.01
		3.26	.77	2.94	.81	3.89**

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

(M = 4.13)

(M = 2.49) 가 (M = 2.52) 2

(M =

2.94) (M = 3.26)

가

가

4.1.2.

3

가
 (M = 4.11) (M = 4.29)
 (43)

3

		M	SD	M	SD	t
		4.11	.64	4.29	.52	-2.99**
		3.12	.66	3.15	.69	-.83
		3.29	.78	3.20	.85	1.71*
2	2	4.01	1.01	3.87	.98	2.82**
		3.93	.82	3.85	.94	1.67*
	2	3.91	.76	4.03	.78	-2.89**
		3.76	.86	3.92	.94	-2.97**

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

2 (M = 4.01) (M = 3.87)
 2 (M = 4.03) (M = 3.92)
 가

2 2 가

4.2.

4.2.1.

4

가 ()
 1) - (fit index)
 (df = 33) ($\chi^2 = 64.37$) 1.97,
 - (CFI = .97, RMSEA = .056)가

($\chi^2/df = 2.69$, CFI = .89, RMSEA = .088)

가 (Hu & Bentler, 1999; Wheaton, 1987)

가

4

χ^2	df	χ^2/df	CFI	RMSEA
64.37	33	1.97	.97	.056
91.46	34	2.69	.89	.088
97.52	46	2.12	.96	.062
83.16	42	1.98	.98	.059

5

→	.52**	.63**
→	.18	.14
→	.31*	.17
→	.51**	.34*
→	.67**	.48**
→	.14	.13
→	.57**	.43**
→	.13	-.02
→	-.05	.07
→	.17	.14
→	.14	.02
→	.13	.03
→	.47**	.53**
→	.29*	.15

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

5 (structural relationship) (standardized path coefficient)

2 ($\beta = .52, p < .01$) 2 ($\beta = .31, p < .05$)

가 가

(Csizér & Kormos, 2009; S.-Y. Kang, 2012; Kormos et al., 2011; Pae, 2008)

2 가

(Kormos et al., 2011)

가

($\beta = .18, p > .05$)

Pae, 2008)

($\beta = .29, p < .05$)

(Gardner, 1985;

($\beta = .47, p < .01$)

가

(mediating variable)

($\gamma = .67, p < .01$)

가

($\gamma = .57, p < .01$)

가

($\gamma = .17, p > .05$),

($\gamma = .14, p > .05$),

($\gamma = .13, p > .05$)

가

(replication study)가

2

($\beta = .63, p < .01$)

($\beta = .17, p > .05$)

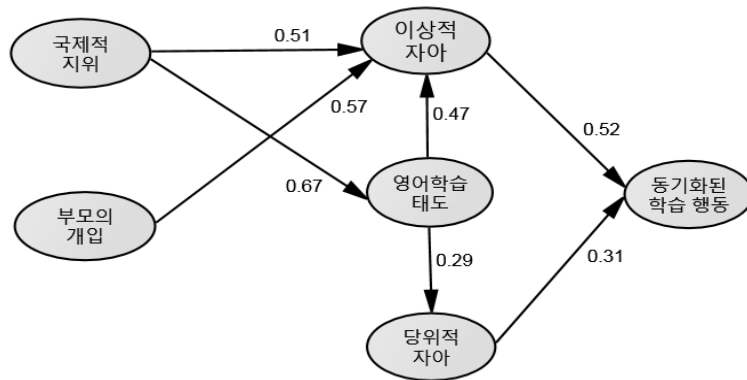
가

가

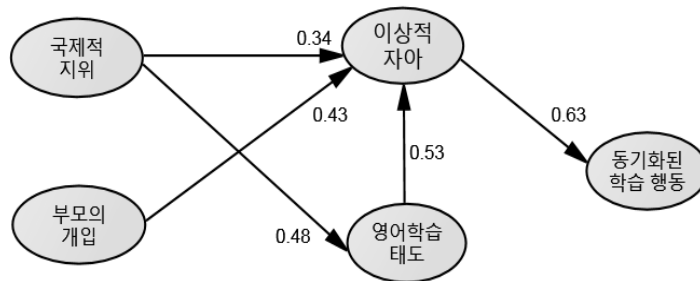
(Csizér & Kormos, 2009; Kormos et al., 2011; Rajab et al., 2012; Taguchi et al., 2009; Yang, 2013)

가 (2 , 2011; , 2013)

2



3



5 가

$(\beta = .53, p < .01)$

$(\beta = .15, p > .05)$

가

가

가

가 ($\gamma = .34, p < .05$) ($\gamma = .43, p < .01$)

(⁵ = .51, = .57) 2 가

가 가

2 3 가 가

(1) 가 가

(e.g.,) 가 2

2

4.2.2.

4 가

6 (1)

= .65, $p < .01$) 3 가 (β)

($\beta = .61, p < .01$)

가

가 (Pae & Shin, 2011), (e.g., Csizér & Kormos, 2009; Kormos et al., 2011)

가 (e.g.,)
2 가

6

→	.39*	.56**
→	.48**	.33*
→	.65**	.61*
→	.51**	.15
→	.42**	.32*
→	.09	.05
→	.15	.07
→	.13	.34*
→	.57**	.51**
→	-.05	-.02
→	.11	.14
→	.14	.12
→	.16	.09
→	.14	.28*

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

$p < .01$ 가 ($\beta = .48, p < .01$)가, ($\beta = .56,$
(K. J. Kim, 2004; Kormos et al., 2011)

가 가

가 ,

가
($\gamma = .51, p < .01$)

($\gamma = .51, p < .01$)
($\gamma = .34, p < .05$)

(Kormos et al., 2011)

2

3

가

($\gamma = -.05$)

($\gamma = -.02$)

가

가 ,

가

가

가

가

(e.g.,

)

가

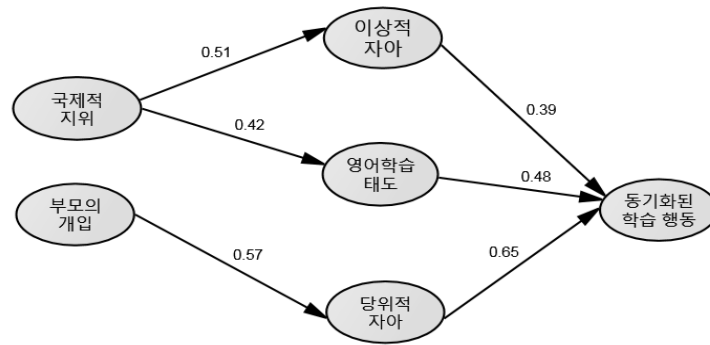
2

가

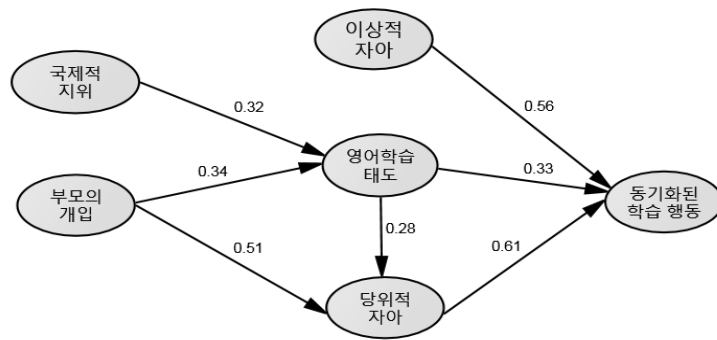
4 5

0.05

4



5



가

가

가

5.

(·)

, , , ,



가

가

- . (2012).
L2 , 19(4), 181-214.
- , . (2013). , 25(1), 121-144.
- , . (2011). - , 12(1), 126-156.
- . (2003). , 19(1), 189-212.
- . (2003). , 15(3), 223-251.
- . (2001). 가 , 2(2), 157-170.
- , . (2012). , 42, 157-175.
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