

Spring 5-17-2019

# Teacher Influence on Motivation of Korean EFL University Learners

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Teacher Influence on Motivation of Korean EFL University Learners

A Project Presented to  
The Graduate Faculty of  
Minnesota State University Moorhead

By

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In Partial Fulfillment of the  
Requirements for the Degree of  
Master of Science in  
Curriculum and Instruction

May 2019

Moorhead, Minnesota

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### **Abstract**

This study took place in South Korea over a four-week period in the first semester of the academic school year and focused on how professors influence the motivation of Korean EFL university students. Through faculty meetings, participants were able to share their ideas, trials and tribulations, and learn more about how teaching style and motivational techniques can be utilized to create or maintain the motivation level of their students. Participants noted that a more fluid teaching style, and techniques that create a fun and exciting environment are instrumental in motivating students. However, there is a fine line between motivating and demotivating students. As each classroom is different, so too are the teaching styles, and motivational techniques that are successfully used to keep or increase motivation.

## Chapter One

### Introduction

#### Problem

Korean English as a Foreign Language (EFL) students are influenced by those around them: parents, peers, and especially teachers, this can then influence the amount or type of motivation a student has to study. As teachers spend the most time working with students, teachers have a very large influence on students' motivation to learn. The influence comes from the teacher as an individual and also their teaching style and motivation methods. The influences can increase or decrease the two types of motivation, intrinsic and extrinsic, depending on the relationship between the teacher, student, and class. The problem is that this is true for all of the influencers around the student. It then becomes a question of, "how do teachers keep the students motivated in the classroom."

**Background.** Since 1997, the Korean government has put a large emphasis on future achievement of its students based on English language grammar skills. In middle school, students take an English grammar test which will be used in part to determine the high school, university, and subject matter a student can attend and learn. Because of this societal influence, parents have started enrolling their children into English programs, schools, and activities from a young age. As the child gets older, the pressure to succeed and perform at a very high level grows. This is seen by teachers in the classroom from students who are unmotivated and state that they only learn English because their parent(s) say they have to.

Students, who have now entered university, are not only experiencing living away from home for the first time, but also are not feeling as much pressure to succeed in English as they have met their goal of getting into university. They are under less pressure to achieve high English test scores; are no longer going to extra private English academies; there is no,

or very little, parental involvement at this stage; the students are of legal drinking age and are highly influenced by their major through membership training. All of this happens for the first time in their lives, or not since they were very young, have they had this freedom. Also, they have basically a year of English studies left, depending on their major. At this age, the male students are also getting ready to join the military for their mandatory military service for two years. All of these influencers combined can create unmotivated students. It is this type of mentality that teachers combat using various methods to reignite motivation.

**Rationale.** Since teachers are the ones in charge in the classroom, it stands to reason that teachers can and do also influence students' motivation through different teaching styles, methods, and activities. This does not always mean that students' motivation goes up; it can, and in fact also does, go down. Teachers often integrate different techniques, methods, and teaching styles in order to help their student's motivation go up while in their classroom.

**Hypothesis.** Teachers work hard to motivate their students in different ways. Since students have different types of motivation, intrinsic or extrinsic, it is important for the teacher to determine which impacts their students the most positively. Thus, teachers will employ different methods depending on the age of students, class, or individual students they are working with to increase motivation.

### **Subjects and Setting**

**Subjects.** The participants of the study were the foreign English professors working at the same university as the researcher. There were 22 participants. The participants included thirteen males and nine females from the following countries: Canada, the United States, England, Ireland, South Africa, and New Zealand. All have been working at the university for at least five years, with all having worked in South Korea for over five years. All participants were teaching freshman Business English at the time of the study in the first semester of the



school year.

**Selection criteria.** Participation was voluntary. Participants were selected because they work closely with the researcher at the same place of employment. All are from native English-speaking countries and have a different cultural background than the native culture. All participants have had multiple years of experience of working in South Korea and are not new to the culture or politics that dictate their job or position. Currently, the professors each teach at most 200 students they are trying to keep motivated.

**Setting.** The setting is a secluded private university in South Korea. The university is primarily an engineering school for a variety of majors. The Foreign Language Institute (FLI) is in its own three-story building at one end of the campus; however, classes are held in other buildings and classrooms depending on the schedule. Each classroom is technologically equipped with computers and TVs. The classes average 20 students. The study took place once a week for two groups, depending on their schedule, during break times for a period of one month during the first semester of the academic year. The classes are all flipped style learning which is a new experience for the students.

### **Research Ethics**

**Permissions.** Permission was granted by the Korean coordinator of the FLI to conduct this study. Permission was also obtained from the foreign coordinator of the FLI in charge of the foreign English teachers. All permission was signed off by the Korean coordinator. Permission was obtained from the Institutional Review Board at Minnesota State University Moorhead.

**Consent.** The subjects provided their own consent to be studied as they are all over the legal age of consent. They understood that their identity is confidential. The participants were briefed on the objective of the study and data collection method as well as being able to

withdraw from the study at any time.

**IRB approval.** IRB approval was obtained in February of 2019 after CITI training was completed.

### **Definitions**

For the purpose of this study, the following terms are defined:

*motivation*: “a reason or reasons for acting or behaving in a particular way” (Motivation, n.d.)

*intrinsic motivation*: is doing an activity out of interest and self-satisfaction (Deci & Ryan, 2002)

*extrinsic motivation*: motivation is provided from the expectations of outwardly provided rewards (Deci & Ryan, 2002)

*demotivation*: loss of focus and interest in learning due to external influences (Dörnyei & Ushioda, 2011)

*motivational strategies*: “instructional interventions applied by the teacher to elicit and stimulate student motivation” (Guilloteaux, & Dörnyei, 2008 p. 57)

*authoritarian*: “favouring or enforcing strict obedience to authority at the expense of personal freedom” (Authoritarian, n.d.)

*authoritative*: “commanding and self-confident; likely to be respected and obeyed” (Authoritative, n.d.)

*passive*: “accepting or allowing what happens or what others do, without active response or resistance” (Passive, n.d.)

## Chapter 2

### Literature Review

A student's motivation, or lack of, can be determined by those around them. The motivation to study English as a foreign language for Korean students is influenced by those around them, more often than not in a negative way as demotivation. Demotivation is a problem for students in that it can lower their attitudes and behaviors in regards to studying EFL. This creates problems inside and outside of the classroom for students and teachers alike. Papi (2010) quoted Markus and Nurius from 1986 saying that "the extent that individuals can or cannot achieve particular self-conceptions or identities," drives whether "they will feel either positively or negatively about themselves" (468). This still rings true today in that students will have ideal projections of themselves, and if those projections are not met, it can cause demotivation. This is where teachers step in.

### Teachers Influence

Teachers can have a profound effect on the motivation of their students. Most teachers will test their students through summative assessments, which can cause high levels of anxiety and become a demotivation factor. In Japan, that is exactly what the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) is trying to avoid. Teachers are nurturing motivation through a low-pressure, low-stakes learning environment that has a strong emphasis on enjoyment (Ryan & Niemiec, 2009; MEXT, 2008 cited in Oga-Baldwin et al. 2017 p.140). Vatankhah and Tanbakooei (2014) cited Dörnyei (2001) as stating that "the teacher's role in the classroom is so important that almost everything a teacher does in the classroom has a motivational influence on students" (p.1916).

**Demotivation.** In a study of 20 students 18 said that they studied English because of the societal importance, not because they liked it (Yim, 2016 p. 60). Korean students are

highly influenced in regards to studying EFL. The issue is that all of these influences can, and often do, demotivate students instead of motivating them. Kim (2012) found that as Korean students move from one grade level to the next, their motivation to study EFL decreases. Yim (2016) also found that there was a drastic decline in motivation and engagement for Korean students after fourth grade. As their motivation decreases, a student's English level and understanding stagnates and potentially decreases. The decline in motivation is a result of a shift of education focus, the loss of enjoyment and encouragement, and the higher levels of pressure put on students from their parents and society.

Lee and Kim cited by Shin and Kim (2017) found that students who originally possessed high learning motivation had a decline in motivation due to “negative learning experiences, inappropriate instructions by the instructors, poor learning environments, and repeated experiences of failure” (p.74). This is in line with what Sakai and Kikuchi (2009) found in their earlier study. They listed examples of demotivators with teachers at the top of the list followed in order by: characteristics of classes, experiences of failure, class environment, class materials, and learner interests. Many of these demotivation points can be seen in Korea.

The students themselves can also be a source of demotivation. Self-defeating factors that lead to student demotivation include “low levels of self-esteem, a lack of self-confidence, and feelings of inferiority in comparison to classmates” (Kim, et al. 2017, p. 398).

Demotivation is a major problem for Korean university EFL students in that they have spent the past ten, or more, years studying English as hard as they can just to get into University. Now they are here, they often only have one or two more semesters of English left. They are often reviewing what they have learned, learning things they will not use in the future, or so busy with their major classes that they are not as concerned with EFL classes.

**Motivation.** Motivation is seen as the most important factor in learning a second language, and that it is almost impossible to learn without motivation. In 2001, Dörnyei created a motivational teaching behaviors strategies framework that includes: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

**Intrinsic.** Butler (2014) wrote about how Chinese parents were able to help increase their child's intrinsic motivation through a sense of autonomy. This was done through a less controlling, more nurturing environment in studying a foreign language. Many teachers and researchers have been looking into reflective teaching as a way to increase student autonomy which helps to increase intrinsic motivation. In fact, Abdolrezapour and Fallah (2015) researched reflective teaching stating that "this concept focuses on learner reflection and the attempt to take responsibility for one's own learning processes" (p. 307). They discovered that reflective teaching can increase both aspects of a student's autonomy and intrinsic motivation which is evidence "that the practice of teaching can influence the ways learners approach and view the learning process" (313). These findings coincide with the findings that teaching style can influence motivation.

**Extrinsic.** Teachers often influence extrinsic motivation in the way that they manage the classroom or as a way to quickly increase motivation of students whose motivation is low. Serin (2018) states that "extrinsic motivation is a form of reinforcement which can improve students' performance while they strive for learning. In particular [,] extrinsic motivation can spark enthusiasm of students whose motivation level is low" (p. 192). Researchers have mixed reviews about the use of extrinsic motivation in the classroom. Some argue that tangible external motivators will cause a loss of student motivation, others state that there cannot be a building on intrinsic motivation without extrinsic motivators, and some who state

that there is no negative effect on the growth of intrinsic motivation when external rewards are given.

**Motivational methods.** Based on previous research, there is a large correlation between the teaching style and motivational methods used by teachers and the influence on students' motivation or demotivation. Guilloteaux and Dörnyei (2008) conducted research in South Korea about the effect of teachers' motivation methods on student motivation. The results of their study showed that motivation methods utilized by the teacher do matter as they found large positive correlations between the two. Hein (2012) also researched how a teacher's behavior can affect the motivational learning levels of students. He concluded that "students' perceptions of autonomy supportive behavior from teachers were positively related to the self-determined motivation whereas the perception of controlling undermined it" (p.15). The methods that teachers use can be influenced by their personal beliefs. "Teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies. Teachers' beliefs also influence teaching behaviors and finally, learners' development" (Doğruer, Menevis, & Eyyam, 2010, p. 84).

**Teaching style.** Educational research has shown that different teaching styles have different effects on motivation. Autonomy-supportive teaching styles have been shown to nurture motivation pathways for students (Bartholomew et al., 2018). Teachers with more controlling teaching styles, authoritarian or pressuring, can "result in negative affect, inadequate coping, and poor performance" (Van den Berge et al., 2013). It is a balancing act with a major impact.

## Chapter 3

### Data Collection

#### Participants

The participants of the study were the foreign English professors working at the same university as the researcher. There were 22 participants. The participants included thirteen males and nine females from the following countries: Canada, the United States, England, Ireland, South Africa, and New Zealand. All have been working at the university for at least five years, with all having worked in South Korea for over five years. All participants were teaching freshman Business English at the time of the study in the first semester of the school year in a flipped style class, a first for the students.

#### Research Questions

As a foreign English professor, I was most interested in learning and understanding what drives my students to study English and achieve at the highest level based on their ability. All are in the Business English classes because the class is required; however, I have become interested in what motivates the students to learn, intrinsic or extrinsic factors, and what methods can be implemented in the classroom to help students keep or increase their motivation to study EFL which has led me to my research questions.

- How do teachers believe their teaching style impact motivation for EFL students?
- What motivation methods do teachers perceive to increase motivation?

#### Methods

The researcher met with the participants in a classroom to discuss student motivation and teacher techniques and teaching styles that appear to motivate Korean EFL university learners. This discussion of techniques and teaching styles was based on personal observation and success or failure in their classrooms.

**Instruments.** Instruments used were meeting notes, reflections, and surveys to keep track of discussions, methods and ideas of the participants. Participants were informed that they could also take notes as they saw fit to help them in their own classrooms.

**Data collection.** The majority of the data collected came from the meetings of the participants. These meetings occurred once a week on a set day for a period of four weeks, dependent on the schedule of the professors for the semester. The participants shared how they motivate their students, what they have found to work or not work through their teaching styles and motivation methods, and how they connect with their students to keep them engaged and increase their enjoyment of learning English.

**Data analysis procedures.** Once the information was collected the researcher coded the data, arranged those into themes, and interpreted the theoretical constructs of the results to help understand how foreign English professors can motivate Korean EFL university learners.

An executive summary was shared with the FLI English department. They had the opportunity to read through the results, and the coordinators of the department came to a decision based on the results of this study. The research has spearheaded a continuing education program for the university.

### **Limitations and Delimitations**

**Limitations.** The scope of this study is small in regard to the setting, as it only took place at one university. The research was conducted within the first four weeks of the school year when the students are fresh in the classrooms and tend statistically to have the highest amount of motivation for a school year. Also, the majority of students were first year students.

**Delimitations.** The delimitations were decided based on where the researcher works



and is able to interact with other foreign English professors on a regular basis.

### **Ethical Issues**

**Protection of human subjects.** The participants were protected in that they were assigned numbers in no particular order. Names were not used in any reports.

**Researcher bias.** Since the researcher is also part of the study, there is a potential for bias in how the information is interpreted.

**Ethical issues.** Some ethical issues that could arise during this study were whether methods of motivation would be culturally appropriate.

**Anticipated response.** Counsel was sought from the head of the English department so as to be culturally sensitive and be able to instruct the participants in the study how to respond as well. Participants were assured that all motivation methods would be aimed at creating the best environment for the students. Participants were reminded that they were allowed to withdraw from the study at any time and their perceptions would not be used in the study.

## **Chapter Four**

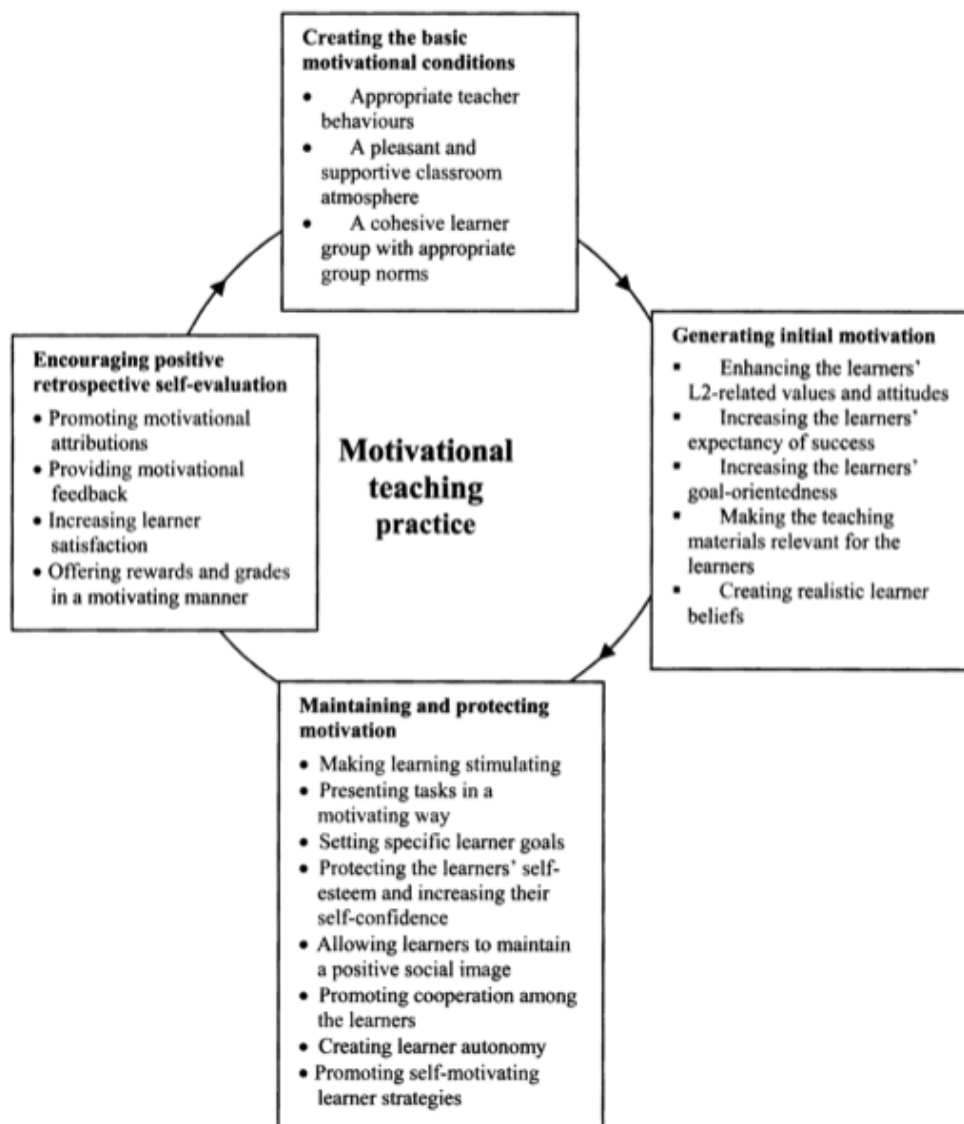
### **Description of Data**

#### **Meetings**

Throughout the study meetings were used to allow the participants to share their thoughts and feelings on teaching styles and motivational techniques. Meetings were held once a week for four weeks. Before the first meeting, participants were given a survey and PowerPoint to assist them in filling out the survey with definitions of the three teaching styles, authoritarian, authoritative, and passive. A copy of the survey is listed as appendix A and the PowerPoint is listed as appendix B. This was done as a way to get the participants to start thinking about their classrooms, what actions they take to motivate the class, and why they use the methods that they have found to be effective. This provided more information about their teaching, and let the participants spend more time discussing their methods in the classroom based on their experience with Korean university students.

In the first meeting, the participants were presented with the two charts they first saw in the PowerPoint and the survey, both of which were also used in the following meetings to guide discussions. The first chart displays the relationship between the environment, teaching style, and motivation techniques used. This chart was used to discuss any differences we find in our classrooms due to our location, the culture, and the previous education experiences of our students. Figure 1 displays the chart used to initiate the conversation about teacher influence in the classroom and is posted on the following page.

Figure 1



(Dörnyei, 2001 p. 29)

The second chart was 21 different motivational techniques the participants could be using in the classrooms. These 21 were selected because of their potential usability by the participants due to their restrictions based on length of class, required material taught, location, culture, and student base. More techniques are possibly used; however, none were brought up by the participants during any of the meetings or on the surveys. Figure 2 displays the chart used for teachers to mark their motivational techniques.

Figure 2

Give students a sense of control	Encourage self-reflection
Define the objectives	Be excited
Create a threat-free environment	Know your students
Change your scenery	Harness students interests
Offer varied experiences	Help students find intrinsic motivation
Use positive competition	Manage student anxiety
Offer rewards	Make goals high but attainable
Give students responsibility	Give feedback and offer chances to improve
Allow students to work together	Track progress
Give praise when earned	Make things fun
	Provide opportunities for success

### Teaching Style

The three teaching styles, authoritarian, authoritative, and passive, were present among participants. A fourth style also emerged which participants referred to as fluid between the three different styles presented. Of the 22 participants only one marked that they used an authoritarian style. Eleven marked that they use authoritative, zero marked passive, and ten picked fluid. The reasonings for their selected teaching styles were all very similar which was interesting considering the differences in the styles. All participants believed their teaching style would help students enjoy learning, build confidence, and encourage students to thrive. Reducing anxiety was a very common response to the reason for a particular teaching style.

**Positive influence.** The participants showed that they really are more fluid in their styles typically being more authoritarian at the beginning of the semester and more passive by the end of the semester. Of course, it was really dependent on the students in each specific

class. The one professor that picked authoritative felt they spent most of their time within that style during the semester; however, they also felt they ebbed and flowed between the three styles. It was really about creating a balance for the students and reducing their anxiety.

**Negative influence.** Each participant commented on the negative aspects of the two more extreme teaching styles based on colleagues that they have worked with or currently do. Authoritarian teachers have been viewed to cause more fear for the students, and stifling environments which can cause uncomfortable classes. It has also resulted in low evaluations for the professor, which has a negative impact on their job. For passive professors, the students love their classes because they are not hard, and their evaluations reflect that. This can have a positive impact on their job, and a few have received awards based on their high evaluations. It was also noted that those who eventually become very passive may be doing so out of complacency from being in the same position or teaching the same course for so long. Whatever the reason of these extreme styles, authoritarian and passive teaching styles were always seen as not beneficial for the students and resulted in demotivation.

### **Motivation Techniques**

Of the 21 motivational techniques, all 22 participants marked “be excited” as being used in their classroom. Twenty-one marked “making things fun” while 20 marked “give praise when earned” and “define the objectives”. Only seven said they “change their scenery” to motivate their students. Most of the techniques used were in reference to the type of class the participants are currently teaching, professional English, which provides a lot of student autonomy based on the assignments and assessments of the class. These classes are also flipped classes, a new experience for the students.

This list was revisited at each meeting, and the participants shared how adding different techniques or changing the use of certain techniques changed their classrooms.

Figure 3 shows the techniques used by the participants at the first meeting ranked from highest use to lowest use.

Figure 3

Be excited	<b>22</b>	Give students responsibility	<b>17</b>
Make things fun	<b>21</b>	Use positive competition	<b>16</b>
Define the objectives	<b>20</b>	Know your students	<b>16</b>
Give praise when earned	<b>20</b>	Help students find intrinsic motivation	<b>13</b>
Give students a sense of control	<b>19</b>	Offer varied experiences	<b>12</b>
Allow students to work together	<b>19</b>	Make goals high but attainable	<b>12</b>
Provide opportunities for success	<b>19</b>	Track progress	<b>12</b>
Create a threat-free environment	<b>18</b>	Encourage self-reflection	<b>12</b>
Give feedback and offer chances to improve	<b>18</b>	Offer rewards	<b>12</b>
Harness students interests	<b>18</b>	Change your scenery	<b>7</b>
Manage student anxiety	<b>17</b>		

**Increases motivation.** Of the techniques most frequently used, the theme that emerges is creating a fun environment. Every single participant stated their goal was to decrease student anxiety. With that in mind, their motivational techniques really reflect that stance. Participants said they do this to keep students engaged.

The most used technique to help students be motivated was be excited. Since the teacher really sets the tone for the class, their attitude will affect the students' attitudes. An easy way to be excited about a lesson is to make it fun. It takes less energy to be excited about something when you actually enjoy it. The more the students enjoy class and activities that need to be completed outside of class, the more motivated they will be to complete the tasks and complete them to the best of their abilities.

Another way the participants foster a positive environment was allowing the students

to work together and having them get to know each other. Allowing the students to work cooperatively in class also reduces anxiety. However, students can become demotivated by this technique due to lack of accountability, especially with shared grades. Participants said it was important to have clear objectives to help counter that mindset. Getting to know your students and interests can help tailor tasks and objectives to really keep them engaged.

Positive reinforcement was another way the participants fostered motivation in the classroom. This really works on many levels for the Korean students since most of their academic lives have been in competition with each other; they often have their mistakes or errors put on display for the class. This again is working on lowering anxiety for the students.

Since the participants were all foreigners in South Korea, it is important to note that they brought up the importance of being culturally sensitive in the meetings. The social norms for South Korean students with each other and with professors are completely different. South Korean culture dictates that you always defer to your elder, the professor. Eye contact is not made or held, opinions are not often shared, and challenging a superior or elder is never done. Being culturally sensitive towards the students can also be a great way to increase motivation. If students know you are embracing their culture, they are often eager to share and will find connections between South Korean culture and language to the foreign culture and English language.

Many participants also commented that the techniques that they use most really are determined by the attitude and personality of those in their classes. There are varying degrees of each technique in each class. Teaching, at any level, is not one size fits all.

**Decreases motivation.** The techniques that were discussed as decreasing motivation were also, at times, discussed as increasing motivation. Participants said that changing the scenery can be very difficult as the only real options are to go outside, which can cause

students to lose focus and motivation quickly, or the computer lab. Due to the lack of availability to change scenery, participants do not often do it. Those that do change their scenery said they use it more as a reward for students to be able to have class outside and if they are not working on anything of high importance.

The one that many participants said they do not use for the reason that it can cause demotivation was offer tangible rewards for participation. The reasoning was if the teacher decreases the frequency in which they give out rewards, students will engage less if they are not guaranteed to get something for it when they did before.

The biggest issue participants said they faced was in line with the extreme teaching styles, authoritarian and passive. Those who set too high of goals or expectations as well as being too elusive or giving the students too much control found that their classes were extremely demotivated and had higher anxiety. This creates a stressed environment which can stop or severely decrease motivation.

Another issue the participants had was with competition within the classroom. The university the participants work at only allow 70% of the class to receive an A or B grade. This is known to the students as it is in their student handbook. Professors are restricted from deviating from this based on the university grading program.

**Implementing new strategies.** From the conversations in the meetings there were several strategies that the participants said they would like to incorporate more into their classrooms at the end of the four weeks. Participants seemed to be most interested in strategies that foster intrinsic motivation. For a long time, our students have often been motivated by extrinsic factors from parents, society, and teachers. Participants were most interested in working on intrinsic motivation but were, at first, unsure of where to start.

Conversations were held in the meetings on ways we can foster intrinsic motivation.



Participants decided the best ways to do this would be to have the students do self-reflections or exit surveys/exit cards either periodically during the semester, at the end of each class, or after assignment deadlines. Participants are already offering the students a lot of autonomy to make the semester-long project theirs. An issue with student autonomy is Korean university students have not really had this opportunity throughout their education careers. As a result, this can cause high anxiety at not doing an assignment correctly in the way the professor wants, which in turn demotivates from the level of fear. The participants believe having the self-reflections will help alleviate those fears and anxiety. Figure 4 shows the strategies the participants were interested in implementing.

Figure 4

Give students a sense of control	<b>1</b>	Encourage self-reflection	<b>8</b>
Define the objectives	<b>3</b>	Be excited	
Create a threat-free environment		Know your students	
Change your scenery	<b>4</b>	Harness students interests	
Offer varied experiences		Help students find intrinsic motivation	<b>5</b>
Use positive competition		Manage student anxiety	
Offer rewards	<b>1</b>	Make goals high but attainable	
Give students responsibility	<b>1</b>	Give feedback and offer chances to improve	<b>4</b>
Allow students to work together		Track progress	<b>5</b>
Give praise when earned	<b>1</b>	Make things fun	
		Provide opportunities for success	

## **Chapter Five**

### **Conclusion**

Teaching style can impact student motivation. Those that are too domineering or too lenient can demotivate students by causing anxiety, fear, boredom, or by not providing structure or guidance. This leads to lower performance by the students. At times, that means a professor may need to be more authoritarian, more authoritative, or more passive than at other times. Finding the balance for each class is really the key to creating and maintaining a motivational environment in the classroom.

Motivational techniques that really focus on creating a positive, fun atmosphere to reduce the anxiety of working with a foreign language is most beneficial for Korean university EFL students. With these techniques, the students are really able to blossom in the classroom and use their skills to succeed. Maintaining a positive attitude helps the students create or maintain their motivation for the class.

Based on the information collected, the real key and reoccurring theme to it all is reducing anxiety. English as a foreign language studies are taken very seriously in South Korea. Students start studying English as young as three. By the time they get to university, they feel they should be and need to be perfect in their speaking. Those that are not will be hesitant to speak at all. If there are students in class who are perceived to be better at English, it will cause demotivation. By reducing anxiety about being perfect and using English, teachers can greatly increase motivation in their classrooms.

### **Action Plan**

Reducing anxiety is the base for creating and maintaining motivation for Korean university EFL learners. This is attainable through a variety of motivational techniques and a fluid teaching style. When students are in high stress situations, they will undoubtedly have

high levels of anxiety which will cause motivation to drop.

There are many different techniques that professors can implement to reduce the anxiety and improve motivation in the classroom. It is up to the professor to find the techniques that work for each individual class as they will differ from class to class and even student to student. This can be best done by getting to know the students and their interests. If one has multiple majors in a class, a good way to increase motivation is to show them how the task will benefit them in the future for their different jobs. Teachers may be teaching different skills that will translate to various future jobs, a fact that allows teachers to group students with others they may be working with in the future, people with similar interests, or people they are already friends with.

Professors will want to keep a more fluid teaching style as well. As each class is unique in what motivational techniques work for them, the same is also true for the teaching style needed to motivate the classroom. This again comes from knowing the students well. By being more fluid with teaching styles, the professor can create a more cooperative learning environment in the classroom based on the teaching style used for each part of the lesson.

### **Plan for Sharing**

The information of the study was written up in an executive summary for the staff and directors of the FLI program at the university where the study took place. A meeting was requested by the directors in which the results of the study were shared for those who wanted attend can come and learn about the different techniques and teaching styles that were found to increase motivation. Two meetings were available for foreign and Korean English professors during break times as their schedules allowed.

As part of the continuing education scene in South Korea, monthly Korea Teaching English to Speakers of Other Languages, KOTESOL, meetings are held in the city the study

took place. It was suggested to share the findings during a meeting as there are many professors from different universities within the city who could benefit from the findings of this study to help increase motivation for their students. At the time this study was written, no date had been confirmed to present the findings of this study at an upcoming KOTESOL meeting.

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## Appendix A

Name \_\_\_\_\_

### Teaching Influence on Motivation of Korean EFL University Learners

Please answer in as much detail as you can.

1. How many years have you been a professor in Korea? \_\_\_\_\_

2. What is your teaching style?

a. authoritarian      b. authoritative      c. passive

3. Why do you use this style?

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4. Do you see the effects of the different styles in your workplace? If yes, how so?

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5. Please mark the following motivational strategies you currently use in your classroom.

Give students a sense of control	Encourage self-reflection
Define the objectives	Be excited
Create a threat-free environment	Know your students
Change your scenery	Harness students interests
Offer varied experiences	Help students find intrinsic motivation
Use positive competition	Manage student anxiety
Offer rewards	Make goals high but attainable
Give students responsibility	Give feedback and offer chances to improve
Allow students to work together	Track progress
Give praise when earned	Make things fun
	Provide opportunities for success



6. What strategies do you use the most and why?

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7. How do you feel your strategies impact your students overall experience and grade in your class?

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8. Have you tried any strategies that did not work in your class? If yes, what strategies and how did it fail?

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9. Are there any strategies that you are not using that you would like to now? Why?

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## Appendix B

Teacher influence on student motivation of Korean EFL learners in university

### Authoritarian

- Hard rules and 100% enforced
- Barrier between teacher and student
- Dictator
- Frequently lectures
- Does not encourage interaction
- Encourages competition between students

### Authoritative

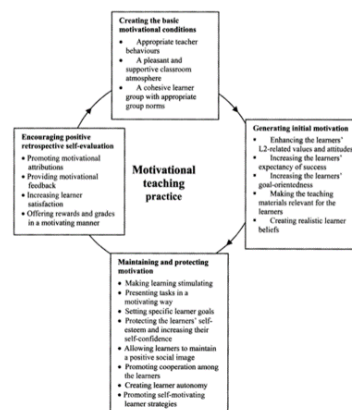
- Has control but encourages student involvement
- Warm and inviting but has set boundaries
- Encourages interaction
- Maintains order
- Praises and motivates

### Teaching Style

- What is your teaching style?
  - Authoritarian
  - Authoritative
  - Passive

### Permissive

- Popular with students
- Discipline problems
- Supervisor role but dissociated
- Few demands
- Apathy towards student progress



### Motivational Strategies

- Give students a sense of control
- Define the objectives
- Create a threat-free environment
- Change your scenery
- Offer varied experiences
- Use positive competition
- Offer rewards
- Give students responsibility
- Allow students to work together
- Give praise when earned
- Encourage self-reflection
- Be excited
- Know your students
- Harness student interests
- Help students find intrinsic motivation
- Manage student anxiety
- Make goals high but attainable
- Give feedback and offer chances to improve
- Track progress
- Make things fun
- Provide opportunities for success