

Relationship between Motivation and Proficiency Improvement

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Lee, Eun-Hee & Oh, Hee Jeong. 2011. Relationship between Motivation and Proficiency Improvement. *Linguistic Research* 28(2), 405-430. Among several factors that affect the level of success in language learning, motivation to learn the language is of particular importance. Thus, the relationship between motivational factors and language learners' proficiency improvement has been chosen for closer examination. Ninety-two first-year Korean university students who took a mandatory English course for one semester participated in this study. They completed a questionnaire on their motivation to learn English and answered short essay questions related to their preferences in English courses; they also provided demographic information. Data analysis indicates that the participants consider English the cornerstone for their success in life regardless of their major. Means for instrumental and integrative motivation were higher than those for intrinsic motivation and interest. Group differences for all four factors were statistically significant. However, interest was the sole factor that contributed to improvements in the participants' scores. These results are expected to provide language teachers and researchers with ways to prevent possible demotivation and to eventually enhance effectiveness of language learning by aiding them with a better understanding of language learning motivation. (Seoul Women's University)

Key Words demotivation, mandatory English program, motivation, motivational factors, proficiency improvement