

**Unpacking Kazakhstani University Students' Challenges, Investment and Language
Learning Strategy Use for Learning Korean: A Qualitative Inquiry**

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iii

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Dear Darina Galitova:

This letter confirms that your research project titled "*Unpacking Kazakhstani University Students' Challenges, Investment and Language Learning Strategy Use for Learning Korean: A Qualitative Inquiry*" has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

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vi

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ABSTRACT

Unpacking Kazakhstani University Students' Challenges, Investment and Language

Learning Strategy Use for Learning Korean: A Qualitative Inquiry

By representing a multilingual and multicultural world, a rising number of empirical studies have explored individuals' motivations toward learning languages other than English (LOTE). Nevertheless, Central Asia, unique for its multilingual context, remains an under-researched region in the LOTE motivation research field. Therefore, the present qualitative research sought to bridge this glaring lacuna by uncovering the experiences of a number of undergraduate Kazakhstani students learning Korean as a foreign language in Kazakhstan. More specifically, the study examined the motivational factors that influenced the participants to invest in Korean language learning as L4 or L5, the problems they encountered while learning Korean, and the strategic learning efforts they used to achieve ultimate goals. This study was underpinned by Darvin and Norton's (2015) model of investment and Oxford's (1990) classification of LLSs, deploying two qualitative research methods: narrative writing and semi-structured interviews. The participants had three primary reasons for investing their time and efforts in learning Korean: cultural, economic/academic, and personal advantages. Also, they highlighted the linguistic and cultural similarities between Kazakhstan and South Korea. Furthermore, many participants claimed that they were motivated to speak Korean for instrumental reasons, namely better career prospects and access to further education. The study also identified the participants' two main challenges while learning Korean: *linguistic difficulties* and *poor quality of Korean language teaching at university*. More specifically, the significant linguistic challenges concerning learning Korean pertained to speech comprehension, differentiation of similar vowels and diphthongs, and a lack of vocabulary repertoire. Also, some participants criticized the teaching practices of some instructors, including ambiguous methodology and

guidance and the excessive amount of home tasks. Pedagogical implications and recommendations for further research are proposed, including improving the quality of teaching foreign languages at Kazakhstani universities and capturing the voices of individuals learning LOTEs in conflict-affected contexts.

Keywords: languages other than English (LOTE), the Korean language, motivation, investment, language learning strategies (LSS), Central Asia, qualitative study

Аннотация

**Қазақстандық университеттер студенттерінің корей тілін үйрену
кезіндегі проблемаларды, инвестициялау және тілдік стратегияларды
қолдануын ашу: Сапалы зерттеу**

Көп тілді және көп мәдениетті әлемді ұсына отырып, эмпирикалық зерттеулердің көбісі адамдардың ағылшын тілінен басқа тілдерді үйренуге деген ынтасын қарастырады. Дегенмен, көп тілді контекстімен бірегей Орталық Азия басқа шет тілдерінің мотивациясын зерттеу саласында аз зерттелген аймақ болып қала береді. Сондықтан бұл сапалы зерттеу Қазақстанда корей тілін шет тілі ретінде оқып жүрген қазақстандық бакалавриат студенттерінің тобының тәжірибесін ашып, осы олқылықтың орнын толтыруға ұмтылды. Зерттеу қатысушылардың корей тілін үйренуге инвестиция салуға итермелейтін мотивациялық факторларды, оны үйрену кезінде кездесетін қындықтарды және түпкілікті мақсаттарға жету үшін пайдаланған тілді үйрену стратегияларын қарастырды. Бұл зерттеу Дарвин мен Нортонның (2015) инвестициялық моделіне және Оксфордтың (1990) тіл үйренуге арналған стратегиялардың класификациясына сүйеніп екі сапалы әдісін қамтыды: баяндау және жартылай құрылымды сұхбат. Зерттеу қатысушылардың корей тілін үйренуге уақыт пен құш жұмсаудың үш негізгі себебі бар екенін көрсетті: мәдени, экономикалық/академиялық және жеке ұмтылыстар. Сондай-ақ олар Қазақстан мен Оңтүстік Корея арасындағы мәдени және тілдік ұқсастықтарды атап өтті. Сонымен қатар, көптеген қатысушылар корей тілінде сөйлеуге оларды жұмысқа орналасу перспективаларын жақсарту және кейінгі білімге қол жеткізу сияқты практикалық себептер итермеледі деп айтты. Зерттеу сонымен қатар корей тілін үйрену кезінде қатысушылардың алдында тұрған лингвистикалық қындықтар және

университетте корей тілін оқытудың төмен сапасы деген екі негізгі мәселені анықтады. Атап айтқанда, корей тілін үйренудегі маңызды лингвистикалық мәселелер сөйлеуді түсінуге, ұқсас дауысты және дифтонгтарды ажыратуға, сондай-ақ сөздік қорының жеткіліксіздігіне қатысты болды. Сонымен қатар, кейбір қатысушылар кейбір оқытушылардың оқыту әдістерін, сонын ішінде аралас әдістер мен үй тапсырмаларының шамадан тыс көлемін сынға алды. Осы сапалы зерттеу негізінде қазақстандық университеттерде шет тілдерін оқыту сапасын арттыруды және түрлі контекстерде ағылшын тілінен басқа шет тілдерін оқитын адамдардың пікірін ескеруді және одан әрі зерттеу үшін педагогикалық салдарлар мен ұсынымдар ұсынылады.

Түйін сөздер: ағылшын тілінен басқа тілдер, корей тілі, мотивация, инвестиция, тіл үйрену стратегиялары, Орталық Азия, сапалы зерттеу

Аннотация

Раскрытие проблем, инвестирования и использование языковых стратегий при изучении корейского языка студентами казахстанских университетов:

Качественное исследование

Представляя собой многоязычный и многокультурный мир, растущее число эмпирических исследований рассматривает мотивацию людей к изучению языков, отличных от английского. Тем не менее, Центральная Азия, уникальная своим многоязычным контекстом, остается малоизученным регионом в области исследования мотивации других иностранных языков. Поэтому данное качественное исследование стремилось восполнить этот пробел, раскрывая опыт группы казахстанских студентов бакалавриата, изучающих корейский язык как иностранный в Казахстане. В исследовании изучались мотивационные факторы, которые повлияли на участников, сподвигнув их в инвестирование изучения корейского языка, проблемы, с которыми они столкнулись при его изучении, и стратегии для изучения языка, которые они использовали для достижения конечных целей. Данное исследование опиралось на модель инвестиции Дарвина и Нортона (2015) и классификацию стратегий для изучения языка разработанными Оксфорд (1990) и включало два качественных метода исследования: нарративное письмо и полуструктурированное интервью. Исследование показало, что у участников было три основные причины вкладывать свое время и усилия в изучение корейского языка: культурные, экономические/академические и личные преимущества. Также они отметили культурное и языковое сходство между Казахстаном и Южной Кореей. Кроме того, многие участники утверждали, что говорить на корейском их побудили практические причины, такие как улучшение перспектив трудоустройства и доступ к дальнейшему образованию. Исследование также выявило две основные проблемы, с

которыми столкнулись участники при изучении корейского языка: *лингвистические трудности и низкое качество преподавания корейского языка в университете*. В частности, значительные лингвистические проблемы при изучении корейского языка касались понимания речи, дифференциации сходных гласных и дифтонгов, а также недостаточного словарного запаса. Кроме того, некоторые участники критиковали методы преподавания некоторых преподавателей, включая неоднозначную методику и рекомендации, а также чрезмерное количество домашних заданий. На основе этого качественного исследования предлагаются педагогические последствия и рекомендации для дальнейших исследований, включая повышение качества преподавания иностранных языков в казахстанских университетах и учет мнения людей, изучающих другие иностранные языки помимо английского в контекстах, затронутых конфликтами.

Ключевые слова: языки, отличные от английского, корейский язык, мотивация, инвестиции, стратегии для изучения языка, Центральная Азия, качественное исследование

TABLE OF CONTENTS

AUTHOR AGREEMENT	ii
DECLARATION	iv
ETHICAL APPROVAL	v
CITI Training Certificate	vi
ABSTRACT	vii
Аңдатпа	ix
Аннотация	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
Chapter 1: Introduction	1
Background of the Study	3
Problem Statement	6
Purpose of the Study and Research Questions	8
Significance of the Study	9
Outline of the Thesis	10
Chapter 2: Literature Review	11
The Evolution of Motivation in SLA	11
The Instrumental Value of Global English and its Impact on LOTE Research	14
Main Directions Underpinning the Language Learning Motivation Research	18
Multilingual Turn in Language Learning Motivation Research	24
Empirical Studies on LOTE Learning in Asia	27
Theoretical Framework	30
Conclusion	33
Chapter 3: Methodology	35
Research Design	36
Research Site and Sample	37
Data Collection Instruments	40
Data Collection Procedures	42
Data Analysis	44
Ethical Considerations	48
Conclusion	49
Chapter 4: Findings	50
Biographical Vignettes of the Research Participants	51

Interpreting the Participants' Experiential Accounts	57
Factors Motivating Students to Invest in Learning Korean	57
The Korean Language Ideology	57
Career and Educational Opportunities Associated with Learning the Korean Language	60
Influence of Social Agents	64
Participants' Challenges of Learning Korean	67
Linguistic Challenges	67
Low Quality of Teaching Korean at the University	69
Students' Strategies while Investing in Dealing with the Challenges	70
Direct Strategies	72
Indirect Strategies	74
Conclusion	76
Chapter 5: Discussion	77
Revisiting the Theoretical Framework	78
RQ1: What Motivated the Participants to Invest in Learning Korean?	79
The Korean Language Ideology	79
Career and Educational Opportunities Associated with Learning the Korean Language	81
Influence of Social Agents	84
RQ2: What Challenges Did They Face While Learning Korean?	85
RQ3: How did the Participants Deal with These Challenges and Invest in Learning Korean?	87
Conclusion	91
Chapter 6: Conclusion	92
Major Conclusions of the Study	92
Strengths and Limitations of the Study	94
Implications of This Research Study	96
References	101
Appendix A	120
Appendix B	121
Appendix C	124
Appendix D	131
Appendix E	132
Appendix F	138

UNPACKING KAZAHSTANI UNIVERSITY STUDENTS’ EXPERIENCES IN
LEARNING KOREAN

xv

LIST OF TABLES

Table 1. Demographic Data of the Participants.....	39
Table 2. Code Samples	45
Table 3. The Participants’ Implementation of Korean Language Learning Strategies	71

UNPACKING KAZAHSTANI UNIVERSITY STUDENTS' EXPERIENCES IN
LEARNING KOREAN

xvi

LIST OF FIGURES

Figure 1. Darvin and Norton's (2015) Model of Investment	31
Figure 2. Thematic Map	47

Chapter 1: Introduction

In recent years, a rising number of empirical studies started to shift their focus from understanding individuals' motivation towards learning the English language to languages other than English (LOTE) or concomitantly researching LOTE and English motivations, uncovering novice theoretical and methodological perspectives and broadening the geographical scope from Europe, the US, and Oceania to the Asian context (Hajar & Manan, 2024; Takahashi, 2023).

Language learning researchers started questioning English's dominance in L2 motivation and its monolingual bias, resulting from a disproportionate focus on Global English (Duff, 2017). As a result, the Multilingual Turn (Duff, 2017; Henry, 2010; May, 2014; Ortega, 2019, 2022) found its strength in criticism of monolingualism in second language acquisition (SLA) research. Consequently, more research has delved into motivation to learn LOTEs or concurrently explore LOTE and English motivational orientations. However, past studies on LOTE motivation were predominantly conducted in Anglophone and European contexts, in contrast with studies on English motivation, primarily conducted in Asia, especially China and Japan (Takahashi, 2023).

With the above in mind, more studies have increasingly oriented toward LOTEs in the Asian contexts (Hajar & Manan, 2024; Teng & Wang, 2020; Teo et al., 2019; Wang & Fisher, 2021), on the grounds that these studies can provide new insights into the motivational orientations of multilingual learners learning LOTEs. Nevertheless, the context of Central Asia, which is unique for its multilingual context, remains an under-researched region in the LOTE motivation research field. In this regard, this qualitative study seeks to replenish this glaring lacuna in the L2 motivation research by exploring

university students' experiences of learning Korean as a foreign language in Kazakhstan, the largest Central Asian country.

Over the past decade, Kazakhstani students have become more inclined toward learning the Korean language due to the sociocultural, political, and economic influence of South Korea in Kazakhstan (Dadabayev, 2018). Establishing a close diplomatic relationship between the two countries allowed Korean enterprises and companies (e.g., LG, Samsung, Hyundai) and Korean Cultural Centers to open their offices in the country (Oh & Zholamanova, 2021). Since the demand for learning the Korean language became more prominent, several top universities in Kazakhstan (L.N. Gumilyov Eurasian National University and Al-Farabi Kazakh National University) started to open departments of Oriental Studies, providing specific programs with cultural, historical, and linguistic focus on Korean language and culture. Consequently, this led to Kazakhstani students' desire to learn Korean as an L4 or L5 language for different practical or internally driven purposes. Here, Korean becoming an L5 for some learners can be explained as a new second LOTE for some multilingual learners. In addition, for the descendants of Soviet Koreans, it may become a heritage language and even a second LOTE.

Similar to other contexts worldwide, previous research on L2 motivation in Kazakhstan predominately focused on students' English learning motivation (Myrzakulova, 2019; Nurshatayeva, 2011; Polatova et al., 2020), overlooking the unique experiences of students studying LOTE, their challenges and strategic learning endeavors they used to overcome these difficulties. Consequently, no previous research was specifically conducted to explore students' motivations to learn Korean, their challenges, and the strategies they deploy to face these issues in Kazakhstan. Therefore, the qualitative research presented in this thesis aims to bridge this research gap.

This chapter presents an overview of Kazakhstan's sociolinguistic profile, the Soviet Korean people's history, and the Korean language in Kazakhstan. Furthermore, it covers the research purpose, problem and research questions, the study's significance, and the thesis outline.

Background of the Study

"Kazakhstan is the largest Central Asian country and a former Soviet republic that geographically extends from the Caspian Sea in the west to the Altai Mountains at its eastern border with China and Russia" (Manan & Hajar, 2022a, p. 2). It is a multilingual and multicultural country with more than 130 ethnic groups whose culture and languages are preserved and maintained via various cultural centers and schools (Goodman et al., 2021). Most of the population is bilingual, with at least two languages in command, mainly Kazakh and Russian. According to the Bureau of National Statistics (2023), the majority of the Kazakhstani population constitutes Kazakh (71%) and Russian (15%) people, with a small proportion of other ethnic groups, namely Uzbek, Ukrainian, Uyghurs, Germans, Tatars, Koreans and others. Koreans comprise one minority group of the total population, with less than 1% (0.61%), a relatively small number compared to other minorities.

Almost all Koreans living in Kazakhstan are descendants of Koreans who previously occupied the Far East region located in Russia and involuntarily transferred to Central Asia, specifically the Turkestan steppe, in 1937 during the Soviet regime (Kokaisl, 2018). The official justification of the Soviet government for this displacement was the threat of Japanese espionage via ethnic Korean spies (Yem & Epstein, 2015) on the threshold of the Second World War. Despite extreme climatic and living conditions, low work, and unjust repressions from the government, Soviet Koreans managed to survive, build a shared sense of ethnic identity, and even succeed due to their persistence and

remarkable diligence in agriculture during the post-war period (Oh, 2006). Moreover, the collective sense of self-understanding of the Korean diaspora has gradually transformed over time, leading to rapid adaptation and assimilation in the local society. The Koreans who lived in Central Asia joined the ranks of the top executives in business, government, and educational institutions due to their education, commitment to work, and organizational abilities. However, this success came at a high cost: losing their native language (Oh, 2006).

In order to fully integrate into the rapidly developing Soviet society, a growing number of “*Koryo saram*” (the Soviet Koreans) were obliged to have high proficiency in Russian (Yem & Epstein, 2015, p.140, italics in original). Despite a large number of minorities residing in the USSR, the government promoted the use of Russian as a move toward inclusivity of different ethnic groups within the country. Due to the Soviet policies on standardization, which led to Russification, the Korean language was no longer regarded as a compulsory subject in the standard curriculum. As a result, compared to Korean, the Russian language gave many opportunities to fully integrate into social and economic life and pursue further studies in higher institutions. Therefore, local Koreans were no longer motivated to preserve their native language, and even today, this phenomenon is reflected in modern society.

After the USSR’s collapse, the Republic of Kazakhstan’s independence significantly impacted the ethnic identity of the Korean diaspora. Koreans faced problems of revitalization and survival as ethnos in a new political and socioeconomic environment, which was drastically different from the Soviet Union (Kim, 2003). In order to survive as a unique ethnos and maintain their culture and native language, Oh (2006) proposed the

maintenance and development of local Koreans' relationships with their motherland, Korea.

A turning point for further economic and cultural collaboration with South Korea became the diplomatic connections that have been established between the two countries. Dadabayev (2018) explored the development of the Silk Road narrative in Central Asia and found the influence of Korea not only in economic cooperation but also in the modernization of society, development of human resources, and policy in the region. On the one hand, the government of Kazakhstan opened access to various Korean companies, such as Samsung and LG brands. Further, South Korea encouraged the development of relationships with Kazakhstan via various platforms establishment, such as the Korea-Central Asia Forum or New Asia Initiative (2009) (Hwang, 2012) and the Eurasia Initiative (2013) (Dadabayev, 2018).

One of South Korea's critical initiatives for promoting international relations and revitalizing the Korean language is the establishment of Korean Culture Centers in Astana and Almaty with the support of the South Korean Embassy (Oh & Zholamanova, 2021). Consequently, different higher institutions in Kazakhstan opened departments in the Korean language, and relationships between Korean and some Kazakhstani universities were strengthened with various exchange programs. Therefore, more Kazakhstani students started applying to these programs to learn Korean.

Another reason why Kazakhstani youth is increasingly interested in learning Korean is Hallyu (Korean Wave). Korean Wave is essential as a cultural phenomenon in conceptualizing sociocultural factors. Jang and Paik (2012) defined the Korean Wave (Hallyu) as a unique combination of traditional Western (American) and Korean cultures. Since the late 1990s, Hallyu, mainly known for K-pop and dramas, has continuously invaded

other spheres of culture, including food, language, fashion, travel, cosmetics, and others (Jang & Paik, 2012). Korean culture, especially the Korean Wave through media and digital technologies, affected different Asian countries, such as Malaysia, China, Japan, and others at cross-national levels and contributed to the interest in learning the Korean language worldwide.

Even though Korean is not a dominant and less commonly taught language, the interest in Korean culture becomes a significant motivator for students. The study by Nikitina and Furuoka (2019) about students' mental images related to Korea identified that the most highly mentioned images reflected Korean popular music, drama, and food. On the other hand, Korean history, policy, technological advancement, and economy received fewer responses compared to the products of culture. Therefore, the case of the Korean influence could be considered unique since students who learn this language are motivated mainly by sociocultural aspects, which become the reasons for their interest in this language. In addition, these factors are essential in the Kazakhstani context because of different K-pop events and other cultural activities supported by the Korean Cultural Center, which increase the chance of people being interested in Korean language acquisition.

Problem Statement

The unique context of Kazakhstan has thriving conditions for the promotion of multilingualism; however, minority language development in the country has not received deliberate attention from the government. In fact, the main focus is on trilingual education, which was launched by Kazakhstan's first president (Nazarbayev, 2007). Consequently, the significance of English, Kazakh, and Russian languages gradually rises within society, while minority languages remain in the shadows.

In the past decades, most studies focused on SLA motivation have examined the English language, with relatively little attention toward languages other than English (LOTEs) (Henry, 2010; Takahashi, 2023; Ushioda, 2017). This phenomenon could be explained by various factors, such as educational, economic, pragmatic, instrumental, and political (Takahashi, 2023; Ushioda, 2017). English still enjoys its global status compared to other languages and is greatly supported and promoted by “popular culture, educational institutions, the internet, and social and mass media” (Duff, 2017, p. 598). English dominance and its prestigious status impacted not only linguistics, language education, and L2 motivation research fields (Ushioda, 2017) but also the learners’ motivation to learn LOTEs as they become less interested and negatively oriented in learning other languages (Henry, 2010). Most students question the significance of learning LOTEs, compared to English, which can give them a higher status in society and provide other resources (Takahashi, 2023).

As a result, almost all edited collections and monographs on L2 motivations have predominantly centered on the study of English learning motivation, including those directly addressing motivation in Asian language learning contexts (Apple, Da Silva & Fellner, 2017; Hennebry-Leung & Gao, 2023). One exception is the recent volume edited by Hajar and Manan (2024), which explored learners of Korean in Kazakhstan in one of the chapters . Therefore, more research is needed to explore and investigate students’ motivation towards LOTE, particularly in Korean. Different studies were conducted on motivation to learn Korean in the USA, China, and other countries (Gao, 2010; Oh & Cheon, 2016). However, most of these studies explored language learners’ motivational orientations, along with challenges related to Korean language acquisition, paying scant or no attention to their language learning problems, the efforts, and other methods they implement to encounter the

difficulties and achieve their ultimate goals. In addition, these studies were primarily conducted in monolingual settings and predominantly used similar theoretical frameworks, focusing on integrative and instrumental motivations. Therefore, more research from multilingual contexts – especially in under-researched contexts like Kazakhstan - is needed to understand individuals' challenges and ways of dealing with them while learning Korean as an LOTE.

Therefore, the current research from Kazakhstan would be beneficial to the linguistics field of research, primarily since most of the research on SLA and motivations towards learning foreign languages in Kazakhstan have only examined the English language (Myrzakulova, 2019; Nurshatayeva, 2011; Polatova et al., 2020). Particular focus will be on the participants' challenges, motivational orientations, and investment in learning Korean.

Purpose of the Study and Research Questions

This qualitative study is one of the initial studies that seeks to examine a number of undergraduate students' experiences of learning Korean as an L4 or L5 in Kazakhstan. More specifically, the study uncovered these students' motivational orientations, the challenges they encounter while learning Korean, and their implementation of the strategic learning efforts to achieve their ultimate objectives, underlying their ongoing interplay with diverse contextual factors.

The following research questions have been explored by implementing Darvin and Norton's (2015) investment model and classification of language learning strategies (LLS) developed by Oxford (1990), which will be covered in detail in Chapter 2:

What are the Kazakhstani undergraduate students' experiences in learning Korean as an LOTE?

1. What motivated the participants to invest in learning Korean?
2. What challenges did they face while learning Korean?
3. How did the participants deal with these challenges?

Significance of the Study

Identifying students' challenges, motivational orientations, and investment in learning Korean may help facilitate its teaching and learning processes. In addition, it will help give significant insights related to motivation towards LOTE in multilingual backgrounds. This study would benefit linguistics researchers, especially those interested in investigating LOTE motivation's effect on SLA, mainly since almost all previous studies were oriented toward English.

As it is the first study in Kazakhstan related to motivation, challenges, and investment in learning LOTEs, it can contribute to the literature concerning L2 motivation and SLA research fields, unpacking students' unique experiences of being multilingual and learning LOTE as L4 or L5, revealing the challenges, they encountered during the learning journey, their learning efforts and investment that helped them to persist further despite the challenges, and other conditions. Through such a unique experience, they could reflect on their strengths and weaknesses, monitor their desires and motivations for learning, and broaden their understanding of the Korean language by applying various learning methods and strategies.

From another perspective, the study may be helpful for students who intend to start their Korean learning journey to obtain more profound knowledge about the challenges and strategies used by their counterparts to learn that language. In addition, the present research findings could be helpful to instructors and private tutors teaching foreign languages to

recognize students' motivations behind learning LOTEs, their learning efforts, and the challenges and concerns in learning Korean. Accordingly, these actors can adjust their teaching methods and programs. On a broader scope, it will provide rich insights and data to policymakers and practitioners about the effectiveness of learning foreign languages at earlier stages, the challenges of students in learning LOTEs (especially Korean), and the subsequent implementation of more effective curricula for Basic Korean courses.

Outline of the Thesis

The thesis is organized into six chapters. In the first chapter, an overview of the place of LOTE motivation in the SLA research field and the research background, which focuses on historical factors, are presented. In addition, the chapter introduces research questions and purpose and discusses the study's significance. Chapter 2 then reviews related research focusing on the theoretical frameworks. The third chapter outlines the research methodology in more detail, namely, the research design, sample and site, data collection and analysis procedures, and ethical considerations. The fourth and fifth chapters discuss the essential findings and meaningful insights identified during the data analysis. The last chapter outlines the study's limitations and results, pedagogical implications, and directions for future research.

Chapter 2: Literature Review

The preceding chapter outlined general information about the history of ethnic Koreans residing in the country, the sociolinguistic profile of the Kazakhstani population, the diplomatic relationships, and the influential scope of South Korea in Kazakhstan. Furthermore, it also described the problems, questions, and purpose of the current research, along with the study's significance, which sought to explore a number of Kazakhstani university students' investment in learning Korean, as well as the challenges they encountered and how they dealt with them.

The present chapter consists of six sections. The initial part describes the evolution of motivation in SLA, the different motivational conceptualizations, and the emerging role of LOTE motivation. After that, the English language dominance and the instrumental value of language learning resulting from neoliberalism are discussed. The third section provides the development of the main directions of L2 motivation research through the different scholars' prisms. Then, the fourth section examines the Multilingual Turn in L2 motivation research (May, 2014). Following that, empirical studies on LOTE motivation in Asia will be explained. The chapter finishes by presenting the theoretical underpinnings based on Darvin and Norton's (2015) sociological construct of investment and Oxford's (1990) classification of LLS in language learning.

The Evolution of Motivation in SLA

In SLA research, motivation is the core impetus for starting and maintaining second language (L2) learning. This is reflected in Corder's (1967) frequently cited phrase: "given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data" (p.164). Moreover, motivation serves as the initial catalyst for beginning learning of L2 and serves as the main "driving force for maintaining the long,

often tedious learning process" (Dörnyei and Ryan, 2015, p. 72). Similarly, Ortega (2022) highlighted that "in the fields of language learning and teaching, everyone knows that without motivation, nothing much would happen out of people's (compulsory or voluntary) engagement with formal or informal language study" (p. 239).

According to Ushioda (2008), the word *motivation* originates from the Latin verb *movere*, which translates as "to move" (p. 19, italics in original), and based on conventional wisdom, this word is always associated with outstanding achievers around the globe. As a result, motivation can be defined as the factors influencing an individual's decision-making, actions, and persistence. From the perspective of SLA, this essential component inspires foreign language learners to "move" forward and actively engage and pursue their goals in the complicated language learning process. Similarly, Oxford and Shearin (1996) indicate that motivation is essential to language learners' engagement in foreign language learning.

Researching L2 motivation has been linked to the frequent lack of agreement regarding definitional matters, mainly because of the broad scope of the term *motivation* encompassing multiple factors and meanings despite its simplicity at first glance (Dörnyei, 2020). Over the decades, language learning researchers have struggled to comprehend this term while trying to explain an extensive account of various motives for human actions in numerous theories and models of L2 motivation (Dörnyei, 2020; Dörnyei & Ushioda, 2021). These researchers argue that neither theory nor model can fully outline all facets of L2 motivation due to its complexity and extensive spectrum. While there is no universally agreed-upon definition for the concept of *motivation*, some researchers in language learning (Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2021; Hiver & Papi, 2019) have suggested that it may be more useful to focus on the critical features of motivation rather

than trying to provide a succinct definition for it. Examples of these features are the willingness to initiate specific actions and the determination to persist in doing them (Dörnyei & Ushioda, 2021). In other words, the motivation variable in SLA dictates why language learners choose to acquire the target language, the duration of their willingness to continue learning it, and the extent of their investment in learning that language.

Since the 1990s, nearly all previous studies and theoretical frameworks in the L2 motivation research field have focused on English as the L2 and have primarily explored the experiences of monolingual learners. This limited approach has overlooked the exploration of motivational orientations towards other foreign languages, primarily through the lens of bilingual or multilingual students (Henry, 2010, 2023; Takahashi, 2023; Ushioda, 2017). The overemphasis on English as the primary language of interest in the L2 motivation field has led to a long-standing monolingual bias, which has affected language learning researchers' interest in exploring individuals' motivational orientations for LOTEs, particularly in Asian contexts (Hajar & Manan, 2024; Takahashi, 2023).

Interestingly, from 2005 to 2014, 72.67% of the studies predominantly aimed at exploring the contexts aimed at English acquisition, which suggests the presence of a significant linguistic bias in the present research field (Boo et al., 2015; Ushioda & Dörnyei, 2017), and illuminates the increasing gap between English and other languages (Dörnyei & Al-Hoorie, 2017). Furthermore, such learning contexts frequently imply monolingual tendencies that negatively impact motivation to learn other languages, specifically immigrant or indigenous (Ortega, 2022). Compared to monolingual learners, multilingual ones were devalued and 'erased' from the SLA research field, mainly because of two reasons: monolingual bias and native speakerism (Ortega, 2019), which is also connected to English language supremacy. Holliday (2006) indicates that native

speakerism refers to a prevalent ideology in teaching English. In particular, “native-speaker” instructors represent a Western cultural ideology, shaping the idealistic view of English and its instruction in the West and worldwide. Such an ideal image of native speakers from the English-speaking West leads to discrimination and marginalization, negative cultural stigmatization, and the emergence of stereotypes about non-native English teachers and learners outside the West (Holliday, 2021). As a result, the voices of multilingual learners who learn a LOTE as L3, L4, or LX remained unnoticed and overlooked by researchers for an extended period.

Although L2 motivation researchers may be accused of adopting a no-difference assumption (Henry & Thorsen, 2018b, p. 349), recent years have witnessed a change in focus from English to LOTEs or concomitantly examining English and LOTE motivation (Hajar & Manan, 2024; Takahashi, 2023). This can be evidenced by the Multilingual Turn in SLA and researchers’ increasing focus on individuals’ motivations to learn LOTEs (Henry, 2017; Ortega, 2019). This point will be further explained in the “Multilingual Turn in Language Learning Motivation Research” section.

The Instrumental Value of Global English and its Impact on LOTE Research

When learners decide between foreign languages, most individuals in non-English speaking contexts prioritize learning English and even question the importance of learning other languages (Busse, 2017; Henry, 2010). Ushioda (2017), for instance, ascribes the overemphasis on English in SLA to its “necessity, utility, advantage, social capital, power, advancement, mobility, migration, and cosmopolitanism” (p. 471). Similarly, Duff (2017) postulates that L2 motivational research primarily examined English, promoted through globalization, the Internet, social and mass media, and popular culture. This, in turn, affects the individuals’ motivation from a micro perspective and has an immense impact on

society, the professional labor market, and educational policies at international, local, and national rates from meso and macro-perspectives (Ushioda, 2013, 2017).

In the 21st century, the holistic status of English is undeniably rising to the point that its influential power and dominance become detrimental not only to the language learners' motivation to learn LOTEs but also to the researchers' interest to delve into the "uncharted regions" of LOTE motivation (Ushioda & Dörnyei, 2017). The phenomenon of LOTE itself implies that language researchers cannot simply say "the foreign languages" but emphasize "languages other than English" on purpose (Ushioda & Dörnyei, 2017, p. 451), attributable to the result of the long-lasting pressure of the English language in the L2 motivation field that generated theories oriented mainly on English, particularly self and identity, and its pragmatic values and goals (Ushioda, 2017). Specifically, the theoretical focus of the field was mainly oriented toward instrumental rather than intrinsic values of learning English, which emphasized personal and social goals and affected the instrumental perception of learning languages in general terms (Ushioda, 2017). Therefore, it is necessary to describe the influential scope of Global English on LOTE learning motivation due to the close interconnection between the two. As Dörnyei and Al-Hoorie (2017) fittingly remark, "the most important unique characteristic of the motivation to learn LOTEs is the fact that the process typically takes place in the shadow of Global English" (p. 457).

In particular, neoliberalism, neoliberal governmentality, and linguistic imperialism foster and maintain the role of Global English on the rise. Neoliberalism is an economic and political ideology characterized by governmental deregulation, free market and trade, privatization, market liberalization, and other policies that preserve social equality and well-being (Manan, 2021). However, neoliberalism transforms into covert language

policies, which promote the implementation of Global English and other dominant languages, increasing competition and individualism in educational, work, and other environments (Manan, 2021). In other words, such language policies originate from neoliberal governmentality, meaning that economic policies, driven by market principles and self-development, directly affect language policies, including all social dimensions (Manan, 2021). Such neoliberal ideologies give rise to linguistic imperialism, resulting in linguistic injustice, inequality, and the construction of a hierarchy that privileges the dominant language speakers (Phillipson, 2009, 2018), which leads to linguistic enlargement and language shift (Manan & Hajar, 2022b).

Through a prism of instrumentalism, pragmatism, and commodification, which is shaped by highly significant neoliberal ideologies, language learning, especially learning of English, becomes a source for the development of human capital (Kubota, 2016) or valued as a commodity or a tool for achieving economic interests, financial advantages, and skills that can be acquired and sold in the global job market (Lo Bianco, 2014; Park & Wee, 2012). As a result, such economic ideologies function as covert language policies that contribute to the spread of English worldwide (Piller & Cho, 2013) and significantly influence learning LOTE.

Hence, governments promote and invest in the learning of English, shaping the education systems through the language curriculum aiming at providing practical language competence for the economic profits of individuals, society (Kubota, 2016), nation, and future employment (Scarino, 2014). For instance, such practical knowledge includes communicative and intellectual skills that could be easily measured by standardized tests (Kubota, 2016), which, in turn, also result from the neoliberal approach to language learning and become a source of profit. Therefore, instead of promoting learning languages

for the development of students' horizons through individual, social, cultural, and linguistic perspectives, most of the school programs overemphasize learning languages from the point of consumerism and promote only those skills that will be assisting learners to fit their designated societal positions and serve others.

Therefore, the neoliberal perspective, which shapes and dictates language and educational policies, demonstrates a specific linguistic hierarchy that categorizes languages according to the economic prestige or cultural values entitled to them and impacts the way these languages are used in society and education, representing socioeconomic status and even stratification related to language use and learning (Liddicoat & Curnow, 2014; Ushioda, 2017). Furthermore, there could be varying priorities given to different languages within these sociopolitical and institutional systems, as well as more and less valued versions of bilingualism or multilingualism (Ushioda, 2017).

As a result, other languages, predominantly minority and indigenous languages, which remain on the low level in the hierarchy, become less significant and receive little attention and support in terms of macro and meso levels that influence individual beliefs and perceptions towards other languages (Mohanty, 2018; Ortega, 2022). For example, due to Global English's dominance, the value of the Tamil language from political, economic, and cultural perspectives is rapidly decreasing to the point of mere survival in India (Mohanty, 2018). In addition, due to the language shift and the decreasing importance of Russian in the post-Soviet countries of Central Asia, along with the perception of English as a prerequisite for economic development, success, and advanced knowledge, the role of English started to increase to such an extent that it became one of the crucial foreign languages in Kazakhstan, and other Central Asian countries (Manan & Hajar, 2022a; Smagulova, 2008).

Thus, the development and existence of minority languages are suppressed by English dominance and its instrumental predispositions due to the linguistic and educational policies driven by neoliberal perspectives of governments. Thus, it is significant to mention that such an instrumental view constrains the meaning and potential of a language, which is more profound than simply acquiring communicative skills for economic profits. From a broader and holistic perspective, language learning should help to transmit information across and between various languages and cultures and develop learners' linguistic and cultural repertoires rather than merely focusing on attaining the impossible competence level of native speakers (Scarino, 2014; Ushioda, 2017).

Main Directions Underpinning the Language Learning Motivation Research

L2 motivation research is divided into three directions of historical development, namely, the “*social-psychological period (1959-1990)*, *the cognitive-situated period*” (the 1990s), and “*the Shift to Socio-dynamic Perspectives*” (turn of the century up to today) (Dörnyei & Ryan, 2015, pp. 73-74, 84, italics in original).

Starting with “*the social psychological period (1959-1990)*” (Dörnyei & Ryan, 2015, p. 73, italics in original), the L2 motivation research field was piloted by two social psychologists, Gardner and Lambert (1959, 1972), and their associates in Canadian bilingual settings. Their proposed perspective emphasized the significance of individual stances toward the community and its language and socio-psychological aspects (Dörnyei & Ushioda, 2021). The researchers emphasized that motivation and attitudes make a difference in SLA, along with intelligence and aptitude, which provide success in language learning (Al-Hoorie & MacIntyre, 2020). Nevertheless, Gardner and Lambert's (1959, 1972) research was underpinned by a cognitive perspective that highlights the importance of language learners' motivation for learning new linguistic items while paying scant

attention to the factors of context and their significance, such as the involvement of parents, teacher-student relationship and the assessment modes. Thus, the researchers tended to look at the context as only a distinction between second and foreign languages, paying less attention to the contextual factors.

One of the prominent and critical notions of Gardner's (1985) framework is the instrumental motive, which is oriented towards achieving pragmatic goals, namely, higher salary and career opportunities, and the integrative one, consisting of integrativeness, attitudes toward the L2 course, the teacher, environment, along with various motivational aspects related to intensiveness, efforts, and others. Here, integrativeness, which is a frequently researched and elaborate concept of this theory, stands for identification with another language group, representing learners' postures towards the community and its language, precisely the willingness to become like members of the community they want to join via adopting the behavioral traits and changing the self (identity) (Claro, 2019; Dörnyei & Ushioda, 2021).

Surprisingly, most early studies based on this framework investigated LOTEs (French) to some extent and in contexts of second language (Gardner & Lambert, 1959, 1972; Takahashi, 2023). Gardner and Lambert's (1959) proposed perspective made a niche for other theories focused on various linguistic communities, including learners from minority groups. For example, Clément (1980) developed the social context model highlighting assimilation fear and linguistic self-confidence issues. Also, Giles and Byrne's (1982) model was designed for individuals from minority ethnic groups acquiring dominant languages in multicultural environments. Nevertheless, due to the rising influence of English in different sociocultural, political, and other domains, language learning researchers started to explore English learning motivation, explicitly instrumental

orientations emphasizing pragmatic needs and goals of learners, as the integrative motivation towards LOTE remained in the shadows (Takahashi, 2023).

“*The cognitive-situated period (the 1990s)*” (Dörnyei & Ryan, 2015, p.73, italics in original) is represented by a motivation realignment with mainstream educational psychology. This period is distinguished by the shift from Gardner and Lambert’s (1959) perspective toward cognitive theories within the scope of educational psychology. The starting point of this period is Crookes and Schmid’s (1991) study, published to transform and expand the motivational research field following cognitive theories and narrowing the analytical focus to the actual learning conditions (classroom settings), as previous concepts failed to address dynamic nature of classroom contexts, as well as teachers’ needs and concerns (Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2021; Mercer et al., 2012). Therefore, such an educational shift was characterized by the notion that such components connected to the learner’s educational settings unexpectedly affect L2 motivation, resulting in the extension of the motivational constructs (Dörnyei & Ushioda, 2021). An example of such a shift is Deci and Ryan’s (1985) self-determination theory (SDT), which became one of the prominent conceptual frameworks in the L2 motivation research field. SDT highlights three core psychological needs for learners to experience more self-determined forms of motivation, such as relatedness (the sense of belonging or connection to others, competence (the conviction that one is capable or competent), and autonomy (the sense of control of own actions) (Deci & Ryan, 1985; Dörnyei & Ryan, 2015), which likely positively impact on achievement and engagement in learning of the second language (Dörnyei & Ushioda, 2021).

Furthermore, the most impactful constructs for the motivational psychology of SDT are intrinsic motivation, representing actions for internally driven factors such as pleasure,

genuine interest, fulfillment, and advancement in skills, and extrinsic one, which demonstrates goals for getting a qualification, employment, and others, which closely corresponds with instrumental orientation developed in the past (Ryan & Deci, 2000; Dörnyei & Ushioda, 2021; Ushioda, 2012). Interestingly, intrinsic motivation plays a vital role for LOTE learners, as in most cases, their LOTE studies are less pragmatically or instrumentally driven than the English language (Takahashi, 2023). In general, this period is characterized by a considerable number of articles predominantly aimed at the exploration of English, in particular instrumental values, purposes, and future goals related to its acquisition, which demonstrates the imbalance between the proportion of LOTE and English studies in the motivational research field (Takahashi, 2023).

The next period is “*the Shift to Socio-dynamic Perspectives*” (turn of the century up to today) (Dörnyei & Ryan, 2015, 84, italics in original),, which focuses on the interaction between individuals and contexts, emphasizing temporal variation and the dynamic character of L2 motivation (Dörnyei & Ryan, 2015). The shift began with an investigation of classroom practices and learner behaviors that demonstrated the significance of temporal aspects in explaining the fluctuations of motivation (Dörnyei & Ryan, 2015). This perspective reflects that motivational development is considered an evolving, dynamic, and changing process in motion; there motivational “push and pulls” or “ups and downs” are enhanced or lowered depending on the interplay of different circumstances, transient and environmental factors (Dörnyei, 2009; Dörnyei & Skehan, 2003; MacIntyre et al., 2016). An early integration of a temporal perspective in L2 motivation was initiated by Dörnyei and Otto in 1998, compared to other theories pertinent to those times. According to their “Process Model,” motivation is seen as a chain or a cycle of interconnected temporal phases. In particular, starting from the “*desires*” and “*wishes*” that

change into “*goals*” and “*intentions*,” which become accomplished via actions, and ending with the evaluation of them (Dörnyei & Ryan, 2015, p. 84, italics in original).

The next challenge related to the integration of shifting interactions with local contextual factors (societal and institutional culture, interpersonal connections, influences of peer groups, and others) was resolved by Norton (2000), who developed the model of investment and a new interpretation of identity under the social turn in SLA, emphasizing sociohistorical and sociocultural nature of language learning (Dörnyei & Ushioda, 2021). She argued that identity and motivation coexist in a conflicting way in an individual, transform through time and space, and are socially constructed. The investment, in turn, indicates the commitment and desire to acquire linguistic skills, considering the transforming identity and future aspirations of a learner in unequal settings of society (Norton, 2020). In other words, in order to improve social power and develop their cultural capital, learners invest in L2 learning for the sake of gaining material and symbolic resources (Dörnyei & Ushioda, 2021).

Similar to Norton (2000), Ushioda (2009) designed “the person-in-context relational view of motivation” (p. 215), emphasizing the interaction between the complexity of individualities, personalities, specific backgrounds of real persons and their social activities, relations, and experiences in response to the criticism of the traditional exploration of abstract theoretical language learners and their characteristics (Dörnyei & Ushioda, 2021). She explained that apart from language learner identity, an individual has a whole specter of other social identities, such as being a bachelor student, a father, an American, and others. Thus, through this perspective, motivation can be examined from micro-analysis (e.g., in classroom settings, specifically, teacher-student interaction), which gives opportunities to capture its emergence and evolvement through the developing

discourse and to demonstrate how the learners express their other social identities instead of just being only the language learners (Dörnyei & Ushioda, 2021).

Furthermore, this period is distinguished by the emergence of motivational concepts of “self” (self-esteem, self-regulation, and others), among which “the L2 Motivational Self System (L2MSS) framework” developed by Dörnyei (2005, p.105) based on the incorporation of Higgins (1987) self-discrepancy theory and Markus and Nurius’s (1986) possible selves concept was one of the most prominent (Dörnyei & Ryan, 2015, p. 87). This theory characterizes “the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning experience dimensions” (Dörnyei, 2005, pp.105-106; Dörnyei & Ryan, 2015, p. 87). The first concept operates as a center of this model, representing a learner’s desired and internalized perception of an ideal learner, identifying themselves with or without a specific language community; in contrast with Gardner’s (1985) integrativeness, there is the presence of specific community should be taken into account (Takahashi, 2023). The second describes qualities that learners should have to satisfy expectations and prevent potential undesirable outcomes, including other external factors (pressure from teachers or parents) different from the prior dimension. In contrast, the last emphasizes the learner’s current experience connected to the learning settings (a teacher’s influence, group of peers, curriculum, and others). However, this model is designed following English learning motivation in monolingual settings (Henry, 2010), which means that it cannot fully reflect and capture all nuances of motivation towards LOTE (Dörnyei & Al-Hoorie, 2017; Takahashi, 2023). Therefore, Henry (2017) further developed the renovated “ideal multilingual self,” explaining the urge to learn and speak multiple languages concurrently. This point will be considered in the next section.

Multilingual Turn in Language Learning Motivation Research

As mentioned before, due to globalization, the dominance of English, with the neoliberal focus on pragmatic goals, values, and needs, has driven the L2 motivational research field for quite an extended period, starting from the cognitive-situated one in the '90s, negatively influencing individuals' motivational orientations to learn LOTE and researchers' drive to explore "uncharted regions" of motivation towards LOTEs (Henry, 2010; Takahashi, 2023).

Nevertheless, in the recent decade, scholars started questioning the dominance and skewness of the studies, criticizing the emphasis on exploring monolingual learners' experiences. Therefore, more researchers began investigating motivation toward LOTE, focusing on multilingual environments and individuals from such communities (Henry, 2010; Henry, 2017; Ortega, 2022; Takahashi, 2023). This trend is closely connected to "the Multilingual Turn," which has emerged as a response to "such monolingual bias" in the research fields of SLA and L2 motivation (May, 2014, p.1). According to May (2014), multilingualism becomes "a new norm of applied linguistics and sociolinguistic analysis," challenging monolingual concepts of "mother tongue" and "native speakers" (p.1), emphasizing the importance of acknowledging contemporary environments with complicated multilingual repertoires of different community members in a modern globe.

Such an "abandonment" of monolingualism inspired researchers to seek alternative ways of exploring multilingual learners' experiences, as previous frameworks, models, and concepts (e.g., fossilization, the idealized native speaker, language competence) were explicitly created and structured concerning monolingual learners learning English (Douglas Fir Group, 2016; Henry, 2017; May, 2014). For example, Henry (2017) extended Dörnyei's (2009) framework of L2MSS, encompassing learners' multilingual identities

and experiences. In comparison to the past studies, which considered learner's identities for distinct languages separately, Henry (2017) emphasized that these self-guides, on the contrary, interact with each other, creating "a higher-order self-guide," which leads to "the ideal multilingual self" in two possible ways, negative and positive (p.554). If interactions between the languages are negative (competition between the two languages), the power of motivation will be weakened. In contrast, if the interaction is positive, the ideal language selves complement each other, thus creating "the ideal multilingual self" (Henry, 2017, p. 554). According to the results, this concept differs from the desire to attain proficiency in a specific language. Also, it has higher levels of function and abstraction than the ideal L2 self (Henry & Thorsen, 2018a). Nevertheless, most studies employing this model overlooked crucial factors and components concerning LOTE languages, such as the target language community and integrativeness (Dörnyei & Al-Hoorie, 2017; Takahashi, 2023).

Another extended construct, which was utilized in the examinations of learners' LOTE motivation, is the anti-ought-to self, characterized by the psychological resistance to the English language influence and the entitled societal expectations (Brehm & Brehm, 1981; Dörnyei & Al-Hoorie, 2017). In other words, in order to maintain autonomy, individuals tend to act in opposite ways (e.g., resisting learning English), in some cases unconsciously, which, in terms of LOTE studies, reflects learners' desire to obtain competence in these languages, even though they are discouraged from doing so by authorities (Chartrand et al., 2007). For instance, Thompson and Vasquez (2015) found that despite being discouraged from learning LOTE (Chinese), learners persisted and continued pursuing their studies in such unfavored conditions.

In general, most of the studies related to LOTE motivation represent theoretical (L2MSS, Ideal Multilingual Self, Anti-ought-to L2 self), methodological (predominant use

of questionnaires without close examination of individual experiences), and geographical imbalances (Takahashi, 2023). Most LOTE motivation studies are conducted in Anglophone, European, or Oceanian contexts (Henry, 2010), with a small proportion of the studies researching Asian settings, mainly focusing on China and Japan. However, the studies on English motivation predominantly explored Asian regions (Takahashi, 2023), demonstrating the disproportionate geographical scope of the studies. Although the majority of people in Central Asian countries are multilingual, there is a lack of studies related to LOTE learning, focusing on studies related to English motivation instead (Arapova, 2017; Mamadaminova & Khadjikhanova, 2021; Nurshataeva, 2011; Polatova et al., 2020). The current research seeks to examine students' motivation for learning Korean as a LOTE in Kazakhstan for the first time. Therefore, more researchers should address this gap and examine other diverse (Central) Asian contexts, which can provide fruitful and intriguing results for the LOTE motivation research field from a multilingual perspective.

It is significant to point out that such a multilingual lens in the L2 motivation research field is crucial for fulfilling the theoretical gap in the research about LOTE motivation and understanding the importance and benefits of multiple language learning. According to Ortega (2022), the underlying reason for this is that most people living in the world are multilingual, and they learn two or more languages depending on their circumstances or other elective factors. From the monolingual (or majority-language) point of view, learning other foreign languages can give opportunities for social benefits and raise awareness about diversity in different fields. From the broader perspective, such a multilingual lens may help to demonstrate the inequities in the world encompassing social, geopolitical, and ideological spheres that shape motivational dynamics and to take into

account the motivations of minoritized communities, learning both their indigenous languages alongside the dominant language under the societal pressure.

Empirical Studies on LOTE Learning in Asia

When it comes to LOTE motivation, most of the empirical studies focused on Anglophone and European contexts, with a relatively small proportion of the studies explicitly examining Asian contexts, which can provide fruitful data from not only monolingual but also multilingual learners' experiences, with indigenous, dominant languages in repertoire (Henry, 2010; Takahashi, 2023). In order to address this issue, empirical studies exploring LOTE motivation, with a specific focus on the Korean language, will be examined.

In the Central Asian context, Calafato (2021) specifically explored the attitudes and beliefs related to multiculturism and multilingualism, along with motivational orientations of 235 university students learning English, Spanish, French, Russian, Arabic, Turkish, Chinese, and Japanese in Kazakhstani and Uzbekistani contexts using a questionnaire. The findings revealed that each language had a unique profile associated with various life domains that motivate the learners. For example, the Japanese language is connected with Japanese animation, whereas Russian and English are considered lingua franca and associated with career and employment aspects. The Chinese language learners were mainly driven by instrumental factors, demonstrating the lowest levels of integrativeness. Moreover, despite the number of languages participants learned, their multicultural attitudes and other biases were unchanged. Nevertheless, those with more than two L1s had more positively oriented multicultural attitudes than learners with one L1.

Unfortunately, the other studies related to motivational orientations in Central Asian settings predominantly explored motivation toward learning English, as it is one of

the most commonly studied foreign languages at academic institutions (Bezborodova & Radjabzade, 2021). For instance, in the Kazakhstani context, 350 undergraduate learners of English are motivated to continue their learning journey due to the cultural and communicational benefits, career opportunities, or study abroad, demonstrating both integrative and instrumental motives (Arapova, 2017). In one of the studies written in the Uzbekistani context, 61 teenage students' motivation, studying the Pre-Foundation course at an International University to learn English is highly impacted by their teachers, peers, parents, and themselves, meaning that they became their motivators, driven by career-related factors, traveling, communication and even immigration opportunities (Mamadaminova & Khadjikhanova, 2021).

Given that Korean is the primary language for exploration in the present study, the following empirical studies will specifically represent the findings concerning learning Korean in different contexts. Chan and Chi (2010) investigated the motivation of 80 Singaporean university students studying Korean through a questionnaire to explore their learning goals. One of the significant factors contributing to their development of motivation is Hallyu (Korean popular culture, including K-dramas, TV shows, movies, news, and others), which plays a significant role in motivating learners of Korean. Career, academic exchange, interest in learning foreign languages and cultures, and achievement were also mentioned.

In turn, Nourzadeh et al. (2023) explored the motivation of 174 (nine for the interviews) Iranian learners from four private language institutions studying Korean. The findings demonstrated the learners' willingness to learn the Korean language to fulfill their desires and goals, which were mainly integrative rather than instrumental, from the prism of the Ideal Self. Moreover, learners positively evaluated their classroom experiences of

learning Korean. In contrast, female students were learning Korean more intensively due to their interest in K-pop and K-dramas and societal gender inequality.

In the Vietnamese context, Han (2021) analyzed 533 undergraduate learners' motivation toward Korean within "the regulatory focus" and "L2 selves" frameworks through the open-ended questionnaire (p. 559). According to the findings, the vision of an L2 speaker who proficiently communicates in Korean is the primary motivational resource, along with the career domain, which was the second for "the ideal L2 self" and the first for "the ought-to L2 self", which contrasts with the Nourzadeh et al.'s (2023) findings. Furthermore, learners demonstrated a great attachment to the target language community and showed an intense desire for cultural integration, compared to English, where the L2 community is hardly definable. Interestingly, the motivation towards learning Korean was more instrumentally driven, meaning that this language was seen as a source for career and social development for Vietnamese learners. In addition, cultural features related to K-pop, fashion, or media were identified, highlighting the importance of Korean popular culture for learners' motivation in alignment with the previous findings.

Similarly, in their unique exploration of mental images related to Korea held by 40 university students in Malaysia, Nikitina and Furuoka (2019) found that a large number of images were related to various cultural products, namely, food, fashion, drama, tourism, and most importantly to K-pop on the one hand. Fewer image codes were connected with the economy, politics, and literature, reflecting that Korean culture has an enormous impact on learners' perception of the Korean language, increasing their interest in its acquisition.

Most studies employed the L2MSS model, generating similar and contrasting results. Notably, the common traits of the findings related to Korean language motivation

(Eom & Braithwaite, 2023; Han, 2021; Nikitina & Furuoka, 2019; Nourzadeh et al., 2023) are cultural factors, specifically related to Korean popular culture, which enhances integrative motivational orientations of learners through indirect cross-cultural interactions.

Theoretical Framework

Due to globalization, increased mobility, the emergence of digital technologies, the developing power relationships on different levels, and other factors, Darvin and Norton (2015) expanded a model of “investment” in language learning to adapt it to the needs of changing world, where learners moving across online and offline spaces.

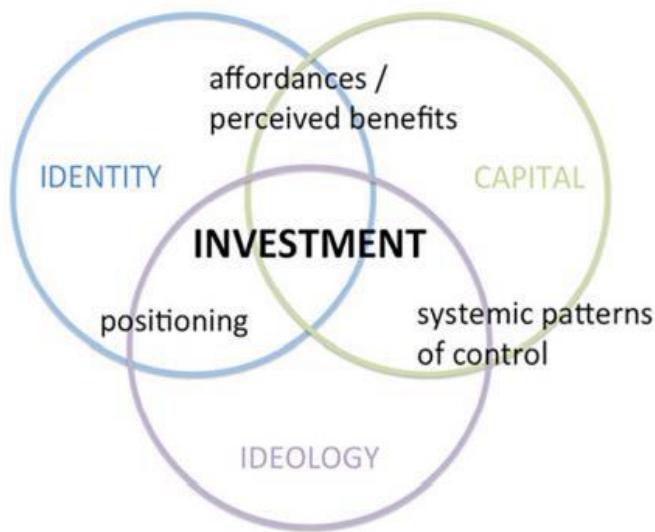
Initially, Norton (2013) defined investment in language learning as “a relationship between the identity of a language learner and a commitment to learning” (p.3). In other words, investment allows language learners to access more material and symbolic sources, increasing the worth of their influential scope in society and cultural resources. Contrary to motivation, characterized as an unchanging “personality,” this construct implies that learners put their resources not only to have linguistic gains but also to develop their identities, which inevitably transform over space-time. Thus, even though learners are highly inspired to develop their skills in a new language, they should make efforts and invest to achieve their goals.

Darvin and Norton’s (2015) model represents an investment as a nexus of identity, ideology, and capital to demonstrate different power relations on micro and macro levels, examining communicative practices and events (Figure 1). Ideologies are described as a representation of prevailing thinking patterns that sustain and order communities while also establishing exclusion and inclusion forms. For instance, language ideologies (highlighting the linguistic “hierarchy” and their values within the language policies) or neoliberal ideology (which is driven by economic forces and profit pursuit) are exercised

by powerful forces and authority via hegemonical acquiescence (Norton, 2015). As a result, such forces of power are reflected in society, community, workplaces, and even in micro and macro-level classroom settings.

Figure 1

Darvin and Norton's (2015) Model of Investment



Source: Darvin and Norton (2015, p. 42)

The next component is capital, defined as a power that is not simply constrained by economic or material sources but broadens to social and cultural spheres. Their value is determined and influenced by the ideologies of different fields and groups (Norton, 2015). While economic sources are known as property, income, or wealth, cultural capital examples include educational credentials, respect for specific cultural forms, knowledge, and relations to power networks (Bourdieu, 1986). Furthermore, Bourdieu (1991) introduced the notion of symbolic capital, representing various capital forms viewed and accepted as legitimate depending on different contexts. In other words, learners who possess specific capital (language skills, social networks, material assets) enter different spaces, which makes them acquire new resources and use the prior sources to turn that

capital into valuable ones for that environment. For example, immigrant learners who move to a new country must adapt to the learning environment.

“Identity is a struggle of habitus and desire, of competing ideologies and imagined identities, that change over time and space” (Darvin & Norton, 2015, p.45). In addition, identity is constructed not only by ideologies that influence the actions and beliefs of learners but also by imagination and desire that give them opportunities to invest in learning practices.

Even though this new model was implemented in different empirical studies (Norton et al., 2011; Norton & Kamal, 2003) examining the learning of English in different second language settings, there is still a lack of studies representing LOTE acquisition (Chen et al., 2020). One clear exception is the empirical study on the investment and beliefs of LOTE learners conducted by Chen et al. (2020), who explored 23 Chinese learners of French and Spanish. Adopting the model of investment, Chen et al. (2020) discovered that the majority of the participants doubt the LOTEs' value in terms of occupational opportunities and see this process as aimed at pleasure rather than investment. Moreover, the results demonstrated the imagined identities of learners, namely, bilingual, multilingual, and plurilingual. Both bilingual and plurilingual identity students view learning LOTE as leisure, whereas learners with multilingual identities consider this an investment. As a result, learners' imagined identities, goals, and aspirations impact investment in LOTEs.

Furthermore, although Oxford (2016) did not refer directly to investment as a concept, she highlighted that learners tend to invest in their language learning via specific strategic learning efforts. Thus, the present research was driven by the previously covered framework and the classification of language learning strategies (LLSs) developed by

Oxford (1990). LLSs are essential for language learning since they are crucial for developing and enhancing language proficiency and competence (Oxford, 1990). More specifically, LLSs are specific actions implemented to facilitate the learning process and make it more pleasant, faster, self-oriented, practical, and usable for new situations (Oxford, 1990). This construct was initially developed by Rubin (1975), who emphasized the importance of LLSs deployed by “good language learners” to help less successful students whose performance could be developed by teaching these strategies.

The main features of LLS include flexibility, development of competence in communication, support of the learning process in direct and indirect ways, and others. Consequently, Oxford (1990) classified LLSs into two main types: direct, explicitly influencing language learning, and indirect strategies, which implicitly affect this process. Direct strategies consist of memory (information retrieval and preservation), cognitive (comprehension and production of language via different ways), and compensation (language use despite knowledge gaps). In contrast, indirect ones consist of metacognitive (coordination of learning), social (practicing speaking via communication with others), and affective (responsible for motivation and emotional factors).

Similarly to this study, the present empirical research has implemented this theoretical framework to fully provide the answers to the previously covered questions of this research and address the theoretical and geographical gap in the L2 motivational research field, providing intriguing insights from the unique Kazakhstani context, with learners studying the Korean language as L4 or L5.

Conclusion

Generally, this chapter demonstrated the evolution of motivation in SLA, explicitly focusing on the rising role of LOTE motivation. The next part discussed the influence of

Global English and its instrumental value driven by neoliberal and pragmatic ideologies.

The third section shed light on the historical development of the primary directions of L2 motivation research, starting with the *socio-psychological period* and ending with the *Shift to Socio-dynamic Perspectives*. After this, the Multilingual Turn was presented to emphasize the significance of learning LOTEs, highlighting the role of multilingualism in the globalized world. The chapter dwelt upon the examples and comparisons of empirical studies examining the learning of LOTEs, such as Japanese and Korean languages in Asian contexts. Finally, the theoretical frameworks of the present research were presented: Darvin and Norton's (2015) investment model and Oxford's (1990) LLS classification.

Chapter 3: Methodology

The preceding chapter's primary objectives were reviewing the literature considering motivation for L2, the increasing significance of LOTE motivation, and the long-lasting dominance of Global English in L2 motivation studies resulting from neoliberalism and globalization. Furthermore, as a response to the global dominance of English, the Multilingual Turn (Henry, 2017), emphasizing the shift from monolingual to multilingual perspectives in SLA, was demonstrated in detail. Chapter 2 also explained various theoretical frameworks and models related to L2 motivation, specifically the model of investment developed by Darvin and Norton (2015) and the set of strategies designed by Oxford (1990). The qualitative study reported in the present thesis explores Kazakhstani students' motivations for learning Korean as a LOTE. It examines their motivation to learn Korean, the challenges they faced, and their investment in learning that language across different settings in Kazakhstan. It also focuses on the underlying and mediating impact of an array of contextual factors, such as instructors' assessment modes and immediate family members' involvement. In order to achieve these goals, the subsequent research questions will be resolved:

What are the Kazakhstani undergraduate students' experiences in learning Korean as an LOTE?

1. What motivated the participants to invest in learning Korean?
2. What challenges did they face while learning Korean?
3. How did the participants deal with these challenges and invest in learning Korean?

This chapter addresses a research design that justifies the implementation of narrative writing and individual semi-structured interviews representing key tools for data collection using a qualitative method, particularly a case study. The research site, data collection, analysis, and ethical considerations will be explained in detail.

Research Design

This section explains the research design and justifies the methods employed in the current research. This empirical study applied a qualitative research approach for several reasons. Firstly, compared to quantitative research, which investigates large samples and numerical data (Dörnyei, 2007) and aims to the identification of generalizable conclusions based on facts (Bell, 2005), the qualitative methodological approach explores individuals' unique experiences, perceptions of the world through micro-perspective, specifically interpreting non-numerical and open-ended data (Crabtree & Miller, 2023; Dörnyei, 2007).

As no previous research has explored Kazakhstani students' motivational orientations for LOTEs in Kazakhstan, the current research aimed to bridge this gap by collecting in-depth data about a group of Kazakhstani students' motivations for learning the Korean language and the associated strategic learning efforts that they implemented to overcome their difficulties. Related to this, the emergent nature of the qualitative method, with its focus on the experiences and feelings of participants of a small sample size (Creswell, 2009), is appropriate for such inquiry. Secondly, instead of generalizing the study's results, the qualitative approach aims to assist researchers in collecting rich information and broadening the interpretation of the human experience. Hence, the qualitative approach is suitable for the present research as it enabled the researcher to understand the students' particular experiences in learning Korean, challenges, and strategic learning efforts in Kazakhstan.

Within the research designs, a case study was chosen to fulfill the objectives of this research and provide rich information to answer the research questions. A case study is “an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources” (Baxter & Jack, 2008, p. 544). In this regard, this design makes it possible to research the problem from different angles, using a wide range of data sources and uncovering phenomena in multiple facets simultaneously (Larsen, 2023). Hence, narrative writings and semi-structured individual interviews implemented to collect data in the current research provided the nine university students with more than one opportunity to externalize their situated language learning experiences, underlying their motivations and investment for learning and using Korean in formal and informal settings.

The current study utilized an instrumental multiple-case study as it allows a more profound exploration of the phenomenon under investigation while examining and identifying similarities and variations between and within particular and unique cases and contexts (Baxter & Jack, 2008; Stake, 1995; Yin, 2003). Moreover, this form allows the researcher to obtain deeper insights and investigate differences within and across examples, yielding similar or divergent outcomes (Yin, 2003). Therefore, as the study sample consisted of bachelor students learning the Korean language at a university in Kazakhstan, the multiple instrumental case studies delineated each student’s perspective and provided fruitful answers related to their unique experiences of confronting various challenges during the learning process.

Research Site and Sample

As previously illustrated, the present study focuses on the challenges, beliefs, motivational orientations, and investment of nine Kazakhstani undergraduate university students studying the Korean language as a compulsory course in their university. The

researcher of this study collected the data from a highly selective university. The choice of this university is justified by the availability of the program “Oriental Studies,” with a focus on the compulsory Korean language courses through the medium of Russian and Kazakh, which are considered one of the main parts of the curricula in that university. In addition, accessing this research site for data collection was less time-consuming and cost-effective for the researcher, given that the researcher was staying in the city where the target university is located. Further, since the researcher was a former student at the target university, there were more opportunities to obtain support from that university’s gatekeepers while recruiting research participants.

In the present study, non-probability purposeful sampling was deployed, meaning that participants’ eligibility for the research criteria and their readiness and willingness to share their own experiences on “matters of interest to the researcher” (Cohen et al., 2007, p.115) were crucial determinants for their selection. Moreover, this sampling method was not time-consuming as a researcher purposefully selected participants with the experience appropriate for the explored phenomenon (Creswell, 2009).

With the above in mind, the researcher had set specific sampling criteria for choosing her participants. More specifically, the requirements for choosing this study’s participants were related to their age, experience of learning Korean, recruitment in the target university, and non-acquaintance with the researcher. In this regard, the target participants were undergraduate students over eighteen years old studying Basic Korean compulsory courses. They had acquired a minimum pre-intermediate level of Korean to share their challenges and strategies for learning Korean and were willing to take part in the research. Further, the researcher was not acquainted with them before collecting the

data. This criterion is important because the researcher sought to allow her participants to decide about participating in this study and feel free to provide their answers.

Regarding the sample size, Stake (2006) points out that in a multiple case study design, it varies between four to ten participants to enable the researcher to gain rich and detailed information from the potential participants. With this in mind and due to the time constraint for data collection, the researcher – after the discussion with her thesis advisor – decided to have nine participants who met the above criteria. Even though the researcher initially aimed to have ten participants, only nine agreed to participate. Participants' real names were not disclosed; their primary information is presented in Table 1 below.

Table 1*Demographic Data of the Participants*

Nº	Name	Age	Gender	Birthplace	Major	Years of learning Korean	Nationality
1	Amina	18	Female	Astana	Oriental Studies	two years	Kazakh
2	Adelya	18	Female	Astana	Oriental Studies	two years	Kazakh
3	Aida	18	Female	Ayagoz, Abai region	Oriental Studies	two years	Kazakh
4	Aruzhan	18	Female	Shymkent	Oriental Studies	four years	Kazakh
5	Ayaru	18	Female	Oral	Oriental Studies	two years	Kazakh
6	Malika	18	Female	Oral	Oriental Studies	two years	Kazakh
7	Meruert	18	Female	Almaty region	Oriental Studies	three years	Kazakh
8	Nazerke	19	Female	Taraz	Oriental Studies	one year	Kazakh
9	Fariza	18	Female	Turkistan	Oriental Studies	four years	Kazakh

Data Collection Instruments

In order to answer the posed research inquiries and increase the reliability and objectivity of the obtained information, the study adopted multiple methods for data collection by using two research instruments for qualitative methodology: narrative writing and individual semi-structured interviews. The researcher initially implemented narrative writing by inviting participants to share their experiences of learning Korean in their essays. Narrative writing aims to give opportunities for the researcher to obtain the necessary information about her participants' backgrounds, develop the participants-researcher rapport, and add some interview inquiries based on their written essays (Barkhuizen et al., 2014). According to Pavlenko (2007), compared to experimental methodologies, narrative writings are beneficial because of the opportunity to get deeper insights into the participant's inner world and views of language learning, use, and attrition. In other words, narrative writing helped the researcher tap into the participants' worlds and examine the process of learning Korean through their perspectives.

In the present research, to express their beliefs and describe their experience and challenges in learning Korean thoroughly and deliberately, the narrative essay prompts with open-ended questions were given in three languages before they started to write their answers. Examples of these questions include "Why did you decide to learn Korean?", "What challenges did you face/are you facing while learning Korean?" and "What are your current goals in terms of learning the Korean language?" (for the whole list of essay questions, see Appendix B). Participants could freely write their essays in one of three languages (English, Kazakh, Russian) according to the list of questions to help them structure their essays more easily (see Appendix B). Depending on the participants' preferences, the questions were provided via WhatsApp or email. In order to obtain

detailed and rich data and respect the busy schedule of students' academic work, the participants were given seven to ten days to write their answers and then return them to the researcher via WhatsApp or email.

Following the narrative writing method, each participant was invited to one semi-structured interview. The individual semi-structured interviews were held face-to-face in order to gain deeper insights, mainly related to their experiences, challenges, strategy use, and investment in learning Korean. Merriam and Tisdell (2016) point out that such interviews help better understand the phenomenon, the participants' worldviews, and emerging ideas related to the research topic. Moreover, it is recommended to use open questions and probes to clarify and gain more detailed data from the participants (Creswell, 2009). Such interviews are appropriate when a researcher develops "broad questions in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story" (Dörnyei, 2007, p. 136). Therefore, these interviews were implemented in the present study as they provided conditions for a flexible flow of the conversation, adapting to the participants' experiences and perceptions and capturing the additional clarification and essential information that "lies under the surface" using follow-up questions. There were nineteen questions in total. The main focus of the interview questions was oriented toward motivation, challenges, goals, and aspirations related to learning Korean, LLSs employed to face the problems, and satisfaction with the course and instructors. The following examples of these questions are: "Who or what motivated you to learn Korean?", "What kind of activities or steps have you adopted/do you intend to use to achieve your goals?" "What strategies did you use/do you want to use to improve this aspect/these aspects of your Korean?" (see Appendix C for the whole list of interview questions). After obtaining the participants' permission, the researcher made

the audio recordings of each interview, which lasted 30-35 minutes. Participants were given a choice to use any of the three languages (Kazakh, Russian, or English) to help them express their ideas freely and confidently. Following that, half of the participants expressed their opinion in Kazakh and another half in Russian, whereas only one shared her thoughts in English. Notably, each participant was interviewed only once on one of the university's premises, namely, empty classrooms and rooms in the university library.

Data Collection Procedures

As ethical approval was received from the GSE Ethics Committee for the conduction of the research, the data collection instruments were further discussed with the researchers' thesis advisor and practiced with other students who enrolled in Nazarbayev University Graduate School of Education to guarantee the relevance and accuracy of the questions. Following that, to obtain permission to access the university, the researcher got approval from the gatekeeper, who was an individual who had official access to the site (Creswell, 2014); by explaining the details concerning the objectives of this study, the research methods, the participant's rights and the request to conduct the interviews with them (see Appendix D for the invitation letter). Here, the gatekeepers' role in the process of data collection is crucial since they facilitate access to the research settings and establish trustful research-participant interactions (Denzin & Lincoln, 2018). In addition, the researcher met with the Head of the Department of Oriental Studies to discuss how to reach potential participants. After getting permission, the researcher sent a link to the Google forms in three languages, which introduced details about the study (the purpose, research tools, the duration of their involvement in the research, and their rights of confidentiality and withdrawal from the study), to the administration of the Department,

and asked them to send it via email to the potential respondents studying in the second year.

In the Google Form, participants who accepted the invitation for the participate were asked to share their emails and telephone. Once they filled out the Google Form and accepted the invitation to participate, the researcher emailed the Informed Consent Form outlining the objectives, advantages, and risks of their participation in this research. The informed consent form also contained details such as the duration of participation in the study, measures for maintaining confidentiality, and other details in three languages (see Appendix E for more information on the informed consent form).

After the participants familiarized themselves with this form, the researcher met them in person at the university, given that this site was comfortable for the participants and enabled the researcher to collect the signed forms quickly and gave them the printed version of the Informed Consent Form to sign and receive them back. As previously mentioned, the essay questions were sent to students via email, Telegram, or WhatsApp in three languages (Kazakh, Russian, and English). In addition, the researcher highlighted their rights to retract their consent to participate in research anytime without adverse effects. In addition, they were allowed to ask any questions concerning this research. Fortunately, none of the participants retreated from the study. As soon as essays were received by email, the researcher scheduled individual semi-structured interviews with each participant at the time and place that worked best for them. The researcher again briefly reminded participants about the study's goals and their opportunities to retract their consent without penalties or other adverse repercussions before conducting individual face-to-face interviews.

The interviews took approximately 30 or 35 minutes. The researcher recorded the interviews and analyzed data only after receiving permission from the participants. Moreover, participants were encouraged to express their thoughts in any of the three languages, Kazakh, Russian, or English (half chose Kazakh, and another half Russian and only one participant selected English), in their essays and during the interview process, reminding them about their rights and that there are no ‘correct’ or ‘wrong’ answers.

Data Analysis

The six steps of thematic analysis developed by Braun and Clarke (2006; 2013) were implemented in this research to interpret and examine the data collected from the narrative writings and semi-structured interviews. Here, thematic analysis (TA) is defined as “a qualitative method of finding, analyzing, and interpreting meaning patterns or “themes” in data” (Braun and Clarke, 2006, p. 79; Clarke & Braun, 2017, p. 297). Braun and Clarke (2006) defined themes as patterned answers and meanings, reflecting significant data aspects connected to the research questions. Furthermore, the researcher’s duty in thematic analysis is not only to give a general description of the content but to pinpoint and explain the critical data aspects (Clarke & Braun, 2017) into a number of themes that accurately and effectively represent their textual material (Howitt & Cramer, 2011).

Initially, as the interview transcription assists the researcher in familiarizing with the data (Howitt & Cramer, 2011), the researcher started transcribing by listening to the audio recordings and applying the Veed.io video editing web-site, which uses AI for the identification of the speech and generates automatic subtitles, for the time reduction and facilitation of the process. Then, the researcher compared the texts to the original audio recordings and made any necessary modifications. Following that, the transcripts were

reread several times in an “active, critical, and analytical manner” (Clarke & Braun, 2013, p. 205). This takes into account meanings that lie “on and under the surface,” and the observational notes were made following research questions.

After familiarizing with the data, the next phase of TA was the initial coding generation via the complete coding approach, focusing on identifying general vital points in the data text concerning the research questions in a comprehensive manner (Clarke & Braun, 2013). As a result, the data were coded into initial codes (see Table 2), sharing the core idea (Clarke & Braun, 2017) in accordance with the inquiry focus of this research (for more elaboration about the initial codes, see Appendix F).

Table 2

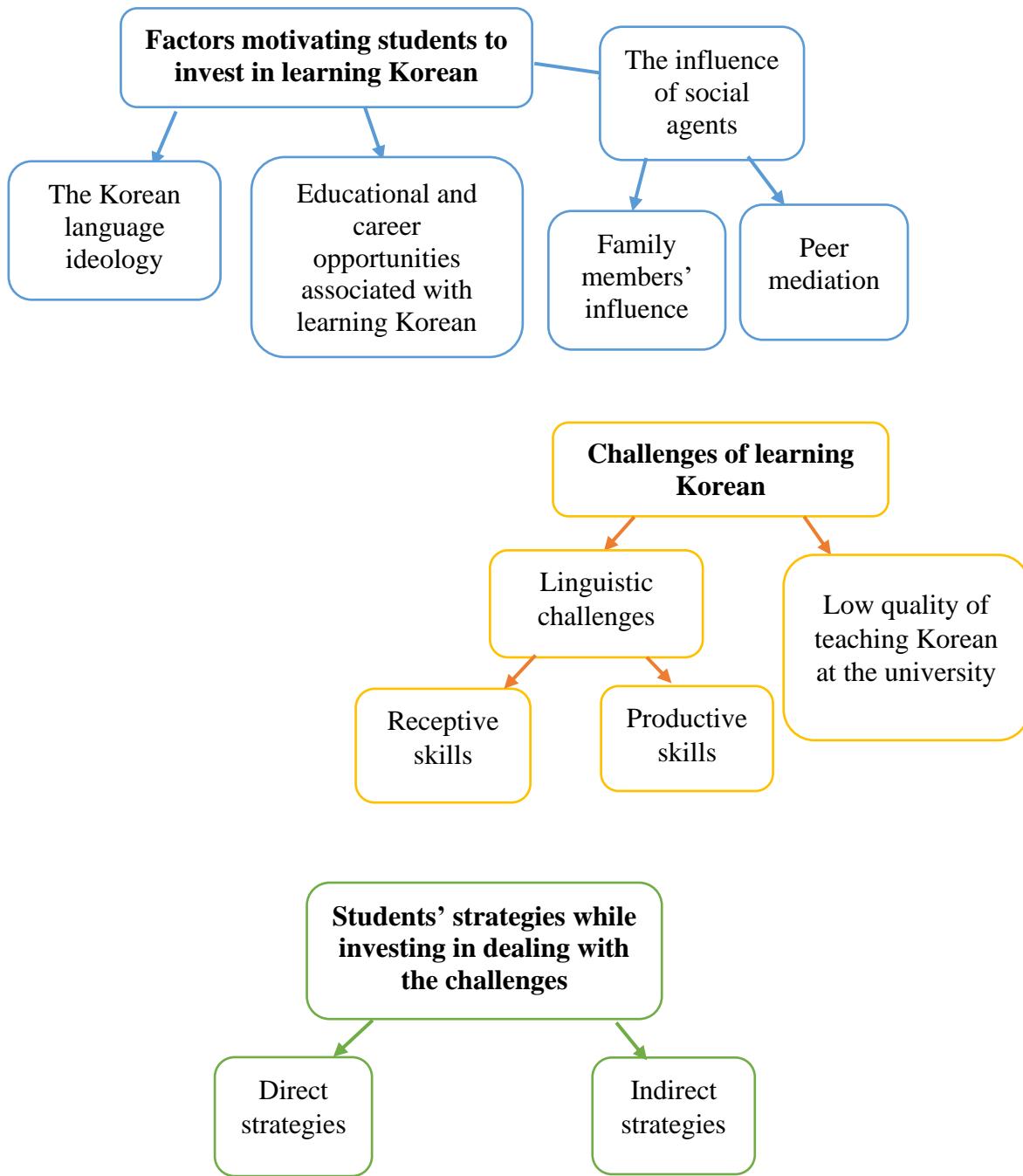
Code Samples

Interview extracts	Codes	Subthemes	Themes
The main reason why I like the Korean language is because of the culture. I think <u>there are similarities between Kazakh and Korean people regarding traditions</u> . For example, there are similarities in how we respect elder people.	Similarities between Kazakh and Korean languages and cultures	The Korean language ideology	Factors motivating students to invest in learning Korean
The most challenging thing for me in learning Korean is <u>identifying and comprehending words by hearing</u> because it is easier to comprehend their written form when you read.	Problems with comprehension and listening	Receptive skills	Challenges in learning Korean
Sometimes, I do not understand what the instructor says because of complicated words. Therefore, I try to <u>clarify what he said from my peers or ask him in English to be sure</u> .	The use of a social strategy (asking questions from peers)	Indirect strategies	Students’ strategies while investing in dealing with the challenges

The “coder reliability check” was employed to improve the study’s reliability by showing and sending the transcripts and initially designed codes to the thesis supervisor after obtaining the respondents’ consent (Nili et al., 2020). Subsequently, after several modifications, the three major themes with classified sub-themes were defined and organized based on the initial codes (see Figure 2). In other words, the researcher identified the main patterns and connections between the initial codes, consequently combining them into themes, interpreting the text on the “second level” (Howitt & Cramer, 2011, p. 339). In such a way, themes construct a framework that organizes and reflects the researcher’s analytical observations (Clarke & Braun, 2017) rather than just summarizing the ideas. The three main themes that were identified after the data analysis were: “Factors motivating students to invest in learning Korean,” “Challenges of learning Korean,” and “Students’ strategies while investing in dealing with the challenges.”

Figure 2

Thematic Map



Note. The final thematic map is derived from the Korean language students' data and compiled by the researcher.

Ethical Considerations

One of the primary responsibilities of a researcher was to protect the privacy and anonymity of the participants' data. Creswell (2012) emphasizes that this mandates the researcher to take security measures to prevent releasing respondents' private information to third parties or making it public. The researcher was required to follow these ethical guidelines throughout all research process stages.

Before collecting data, the informed consent forms were sent to all participants via email and then provided with printed forms in person, which included the research objectives, the procedures on how the data will be collected, kept, and utilized for further research, the time allocated for the interview, and with their rights to retract their consent to participate anytime and skip any interview questions that they feel uncomfortable without any repercussions. For the participants to freely and comfortably share their experiences, they were informed in advance that their essays would be analyzed for research rather than evaluated. Hence, there were no "good" or "bad," "right" or "wrong" answers considering their experiences of learning Korean.

The students were reminded that participation is optional, allowing them to ask study-related questions. The researcher also obtained their permission to record their speech before participating in semi-structured interviews. Moreover, Roberts and Priest (2010) emphasized that "researchers must keep all information confidential and secure, and inform participants where and how it will be stored, who will have access to it, and how it will be used" (p. 116). Therefore, all participants' information was secured with consideration for anonymity, safety, and confidentiality. All participants and research sites were given pseudonyms, which were utilized in the research report to maintain interviewees' privacy. Only the researcher and her supervisor accessed these audiotapes

and interview transcriptions, which were kept in a cloud secured by a password. The collected data will be stored for almost three years because a researcher may later participate in a conference or publish a paper on the basis of this research. After three years, the researcher will delete all the files. Hence, the participants' confidentiality will be secured per complete applicable safeguards.

The risks related to this study were minimal because all respondents were university students older than 18. Since the participants' identities were not revealed and the researcher answered all questions related to the study, the researcher guaranteed the absence of significant risks or harm to their private lives. However, there is the possibility of making students uncomfortable with some questions. Therefore, Dörnyei (2007) highlighted that before participation, they should be reminded of their rights to refuse to give answers on specific questions or stop participating in the research anytime in order to reduce these risks. Furthermore, the researcher ensured that no delicate subjects pertaining to religion, sexual orientation, or politics were covered in the interview questions. As a result, there was no psychological distress or detriment for participants.

Conclusion

This chapter demonstrated the methodology of the current research including details on the design, the site and sample of the research, the instruments implemented for data collection, as well as the data analysis and ethical considerations. In particular, this thesis utilized the instrumental multiple case study research design, exploring nine undergraduate second-year students selected as research participants by applying a non-probability purposeful sampling strategy. For data collection, narrative writing and individual semi-structured interviews were implemented. The following chapter presents the primary findings of the research.

Chapter 4: Findings

The third chapter revealed the research design and methods for collecting the data, mainly narrative writings and semi-structured interviews implemented in the present research to uncover a number of second-year university students' experiences in learning Korean in Kazakhstan. The obtained data was analyzed according to the thematic analysis guidelines developed by Braun and Clarke (2006; 2013). This chapter contains the study's findings derived from narrative writings and semi-structured individual interviews with nine female learners of Korean studying at a highly selective university. The present study was guided by the research inquiries addressed below:

What are the Kazakhstani undergraduate students' experiences learning Korean as an LOTE?

1. What motivated the participants to invest in learning Korean?
2. What challenges did they face while learning Korean?
3. How did the participants deal with these challenges and invest in learning Korean?

The following section will summarize and present the biographical details of the students derived from their essays. In the subsequent section, the findings and descriptions of the factors motivating students to invest in learning Korean, the participants' challenges of learning Korean, and their investment in dealing with these difficulties will be demonstrated in compliance with the themes and sub-themes that were identified after the analysis of data (see Figure 2, p.47, in Chapter 3 for the thematic map).

Biographical Vignettes of the Research Participants

This section demonstrates the details from the biographies of nine female participants on the basis of their experiences that they wrote as students learning Korean at the university described in their essays.

Aizhan

Aizhan was born in 2005 in Astana in a big family of five siblings, parents, and a grandmother. Aizhan is interested in sciences and learning foreign languages. She has four languages in her repertoire (Kazakh, Russian, English and Korean). The starting point of learning Korean was when she unexpectedly entered the university without prior knowledge of the target language. Thus, as a second-year student majoring in the “Oriental Studies” program, she has been learning Korean for two years and encountered several problems during the learning process. One of the main challenges was the instructor’s methodology due to the lack of teaching experience and appropriate techniques during the first year of the study. The instructor’s incompetence inspired her to invest in learning the language herself, studying extra hours that ultimately paid off. Aizhan indicates that she used some effective strategies to learn Korean, including writing a weekly study plan for organizing her steps to improve her listening and speaking skills, searching grammar usage examples, and depending on other sources like YouTube.

Adya

Adya was born in 2005, in Astana. One of Adya’s primary interests is learning foreign languages. She is competent in Kazakh, Russian, and English and is learning Korean at the university in her second year. Even though Adya had no prior experience learning Korean formally before entering the university in the “Oriental Studies” program,

she was involved in Korean culture, mainly showing interest in a K-pop group called “Stray Kids.” During her first year of studying Korean at university, Adya experienced significant problems with vocabulary and word memorization compared to her peers due to the complete differences in Korean between the languages she had encountered before, namely Russian, Kazakh, and English. Despite these challenges, she adjusted to the learning process with the help of private tutoring and some helpful strategies, such as watching TV shows, dramas, and interviews in Korean.

Aisha

Aisha was born in 2005 in Ayagoz - a small town in the Abai region (East Kazakhstan). She grew up with two siblings and parents. Aisha is fond of learning foreign languages, is competent in Kazakh, Russian, and English, and has little command of French and Spanish. In high school, she started to show interest in watching Korean dramas; however, she did not think this factor would define her future major. Since the “Oriental Studies” major requires one to choose a particular language before the beginning of the semester, Aisha had chosen Korean among the other foreign languages because of her acquaintance with Korean through dramas she used to watch. The initial problems she encountered while learning Korean at university were related to identifying the differences between the pronunciation of diphthongs and the challenges with vocabulary and the expression of thoughts. Compared to her peers, who were familiar with Korean before the university, learning Korean was complicated for Aisha. As regards Aisha’s aspirations of learning Korean during her current second year of her studies, she aspires to visit South Korea, make new friends via the academic mobility program, and constantly learn and practice Korean.

Aru

Aru was born in 2005 in Shymkent, in the Southern part of Kazakhstan. She is from a middle-class family with parents and three children who speak Kazakh and Russian. Aru believes learning new languages will not be difficult for her as she has been bilingual since childhood. Since she was a teenager, Aru has become highly interested in Korean culture, specifically K-pop, which has affected her decision to pursue a career related to this language. She started to learn the Korean alphabet at fifteen, and this knowledge consequently assisted her in learning Korean by watching Korean dramas and other ways. However, in the first year in the “Oriental Studies” program, Aru could not identify the differences in pronouncing specific vowels and was unaware of the particular rules for reading the letters. In addition, while self-studying, it was challenging for her to distinguish similar grammatical constructs. After entering the university, learning Korean became more manageable as she could ask the instructors questions about pronunciation, grammar, and other aspects. As she has problems with pronunciation and differentiating sounds, Aru focuses more on listening during her second year at university. Regarding Aru’s future vision of learning Korean, she wants to communicate and understand Korean speech more and connect her life and occupation with this language.

Aisulu

Aisulu was born in 2005 in Oral, in West Kazakhstan. Her family consists of three children and parents. Aisulu’s main hobbies are dancing and watching Korean TV shows and dramas. She is proficient in Kazakh, Russian, and English languages and has been learning Korean since she entered the university in the “Oriental Studies” program. However, she was well acquainted with Korean culture with the help of numerous Korean dramas she had watched. The decision to choose the Korean language for her major was based on her longtime desire, which was sparked by dramas.

Despite her interest, Aisulu did not have enough courage to learn Korean independently due to the complexity and lack of discipline for self-learning. The initial steps of learning Korean were challenging for Aisulu regarding distinguishing the pronunciation of the letters. In order to deal with these problems, now in her second year of studies, she decided to watch dramas with subtitles that help her with pronunciation and learning new words, along with practicing self-study for the passing TOPIK (Test of Proficiency in Korean) examination. In the future, she wants to be a Korean teacher and continue her studies at one of the top universities in Korea.

Madina

Madina was born in 2005 in Oral, located in West Kazakhstan. She has an older sister who influenced her interest in Korean culture. Madina is proficient in Russian, Kazakh, and English, has completed the basic level of French, and is learning Korean at the university in her second year of studies. Madina and her sister were interested in Korean pop music (K-pop), and they learned the words of the songs and dance moves together in their childhood. The first person who introduced Korean culture to the two sisters was their father, who showed them video clips of famous K-pop groups “Miss A” and “T-ara” in 2012. Since then, the two sisters have consumed various Korean content, such as dramas, TV shows, and others. Even though Madina and her sister memorized several Korean words by ear and were acquainted with the language, they did not learn Korean back then. Entering the university in the “Oriental Studies” program and connecting her hobby with her future career was an unexpected decision for Madina. The main challenges she encountered while learning Korean were related to grammar and vocabulary memorization. In order to support her Korean learning, she learns grammar with the help of YouTube videos, makes vocabulary cards, records her progress in reports,

and enrolls in private courses apart from the university. Madina stays motivated to learn Korean, dreaming of studying in South Korea for a Master's Degree.

Marjan

Marjan was born in 2005 in the Almaty region, situated in southern Kazakhstan, to a big family of four children. As learning foreign languages is one of Marjan's significant interests, she is advanced in Kazakh, Russian, and English and knows Korean and French at the intermediate levels. Since childhood, Marjan remembers how her mother, who lived alongside the Soviet Koreans, often told her about Korean traditions and cuisine. Due to this reason, she started learning Korean in high school by herself and consequently chose a major called "Oriental Studies" that was connected to this language. Despite the similarities between Kazakh and Korean, Marjan had minor problems differentiating some words and letters, which the instructor at the university later resolved in the first year of her studies. Another challenge is the linguistic barrier she faces during her second year of studies. Marjan tries to overcome it with the help of a study plan, including vocabulary increase via sentence construction, listening, watching media, and other methods. In the future, Marjan wants to become one of the Kazakhstani representatives in South Korea.

Nazira

Nazira was born in 2004 in Taraz, South Kazakhstan. She is from a big family consisting of parents and four children. She has a good command of Kazakh and Russian and wants to develop English and Korean language skills. The beginning of Nazira's Korean learning journey was unexpected due to the allocation of additional grants for the "Oriental Studies" major in March of 2023. As a result, Nazira entered the university quite late compared to her peers, who started learning Korean in September. Therefore, even

though she studies other core subjects with her second-year peers, she is still learning Korean with beginners in a separate group. Besides the firm intention to learn Korean in high school, Nazira postponed learning it due to preparation for the UNT (United National Testing), a high-stakes university entrance exam in Kazakhstan. Compared to other Asian countries, she was more familiar with Korea and its culture through dramas and cuisine. Therefore, this factor became the primary reason for selecting this language. The major challenge for Nazira while learning Korean at university is increasing vocabulary, proper usage, and memorization. To resolve this issue, Nazira integrates the use of applications for vocabulary memorization, namely Quizlet, in her learning process. Similarly, another helpful strategy for Nazira is writing words on the little cards with the translations on the backside. Nazira's current goal is to increase her Korean level via self-study, practice, and assignments.

Fatima

Fatima was born in 2005 in Turkistan, South Kazakhstan. She comes from a small family, including her parents and one sibling. Fatima is proficient in Kazakh and Russian and has achieved intermediate English and Korean levels. She has shown high interest in Korean culture since childhood by watching many Korean dramas on TV, especially historical series with their unique national costumes. Due to this factor, Fatima has been learning Korean for four years and started her journey in high school before she entered the university. During the first two years, Fatima enrolled in private courses provided by the Korean Cultural Center located in Astana. She took a gap year in her studies to prepare for the university entrance examination (UNT). After entering the university in the “Oriental Studies” program, she resumed her Korean studies. As there are not enough opportunities to practice Korean daily, speaking and pronunciation are significant problems for Fatima.

During her current second year of studies, she tries to resolve these challenges by watching dramas and TV shows with subtitles and repeating the phrases. Fatima aspires to become the Kazakhstani ambassador in South Korea and enhance relationships between the two countries.

Interpreting the Participants' Experiential Accounts

The primary themes that were identified based on the analysis of the information derived from interviews are as follows: (1) factors motivating students to invest in learning Korean; (2) challenges of learning Korean; and (3) students' strategies during their investment in dealing with the challenges.

Factors Motivating Students to Invest in Learning Korean

The data analysis process identified the three specific factors that inspired the students to invest in learning Korean. These factors included the impact of Korean culture, the interest in gaining social, cultural, and symbolic capital, and the influence of social agents (i.e., parents, siblings, peers, and seniors).

The Korean Language Ideology

The data analysis uncovered that one of the motivating factors for learning Korean was the ideology related to Korean, namely, *the impact of Korean culture and the similarities between the Korean and Kazakh languages and cultures*. To elaborate, all participants mentioned that their interest in learning it was sparked by the influence of Korean pop culture (Hallyu), which consists of various elements, such as Korean pop music (K-pop) and TV shows. As Korean pop culture became popular in Kazakhstan in the second decade of the present century, some students (Aisha, Aisulu, Aru, and Fatima) became familiar with Korean culture during childhood and puberty via TV series and the

internet. This inspired them to look like the characters appearing in dramas and to learn Korean themselves, which can be evidenced in the extracts gleaned from Aru and Fatima's interview transcripts:

Extract 1:

I wanted to speak like Korean people in dramas because I thought their speech sounded beautiful... I was interested in their unusual speech and wanted to speak like native Koreans and understand their speech. This factor motivated me to learn Korean (Aru, November 11, 2023).

Extract 2:

I watched Korean dramas, such as “Jumong” and “Secret Garden”. I wanted to be like the main characters, travel to Korea, and see this country with my own eyes (Fatima, November 10, 2023).

Apart from Aru, Fatima, and Marjan, the other six participants started learning Korean after entering the university. These participants reported that the Korean culture influenced them during high school, which encouraged them to choose Korean as the language of their “Oriental Studies” major. Extracts 3 and 4 fittingly exemplify this idea:

Extract 3:

I chose Korean because it was easier and closer to me in terms of culture than other languages. I have also been familiar with Korean culture since 2019 via dramas and traditional cuisine (Nazira, November 16, 2023).

Extract 4:

My initial interest in learning Korean increased as I learned about the Korean nation and culture in high school with the help of Korean TV series, such as “Boys over Flowers” and “Empress Ki”... As my major required me to choose the language, I decided to learn Korean because I was acquainted with their culture (Aisha, November 10, 2023).

For three participants (Adya, Aisulu, and Madina), the interest in Korean culture and language was represented by watching TV series and integration into Korean popular music since their childhood and puberty. For instance, Madina mentioned that she was “intrigued by K-pop idols and their performance skills to the point that she started to learn

their movements." Moreover, Adya pinpointed that she found some support and comfort in her interest in K-pop groups, as most of the groups supported their fans with encouraging phrases or speeches in their blogs or live translations, which helped them to overcome hard times.

The above interview extracts demonstrate how the Korean culture represents the primary motivational factor for students to invest in learning Korean. In addition, it positively affected students' general decision to pursue this language at the university and their perception of Korea as a country and Koreans as an imagined community. The data analysis also shows that in addition to the cultural influence, the participants pinpointed similarities between Kazakh and Korean languages and cultures, an interest in career opportunities, and other motivational orientations. To illustrate, since all participants were Kazakh, three participants (Adya, Aizhan, Marjan) noted that Korean was closer to them since it resembles their native language in terms of grammar and vocabulary. When the researcher asked the participants, "Why did you choose the Korean language, particularly for your major?" two participants said:

Extract 5:

Even though some people think that the Chinese language is more prospective than the Korean language, I feel like Korean is just closer to us. They have grammar and structure similar to the Kazakh language. For instance, the sentence order of subject, object, and verb (SOV) is the same, so the verb is always at the end. Therefore, I feel that it is easier to learn Korean than Chinese, as I can immediately translate the sentences in my head from Kazakh to Korean without worrying about the sentence order. (Aizhan, November 16, 2023).

Extract 6:

Considering that all the languages I learned before were based on the alphabet system, Korean was somewhat similar to them even though it has an unusual alphabet. I also thought that it would be easier to learn it as the Korean grammatical structures are similar to those in the Kazakh language. For example, the

grammatical construct “아/어/여 보다” (to try to do something) is similar to “іп/ып/п көрү” in Kazakh, which even translates identically (Adya, November 16, 2023).

Furthermore, the data analysis revealed that two participants (Aizhan and Marjan) referred to the resemblance of the cultural aspects of the two countries, besides the similar linguistic traits of the two languages. These factors are clarified in the following extracts:

Extract 7:

The main reason why I like the Korean language is because of the culture. I think there are similarities between Kazakh and Korean people regarding traditions. For example, there are similarities in how we respect older people. We address them more politely by using honorific suffixes in our speech and wait until the older people start to eat when we are sitting at the table, and in general, we respect them a lot, like in Korea (Aizhan, November 16, 2023).

Extract 8:

During the second year, I learned more facts about Korean culture and history and found it even more captivating. For example, some of their traditional celebrations, like Seoullal (Korean New Year) and Doljanchi (a baby's first birthday), are similar to ours. I think that even though the two countries are located far away from each other, such resemblance is fascinating. For this reason, I have become more interested in exploring their culture and history (Marjan, November 19, 2023).

Overall, the resemblance between the two languages, mainly in terms of grammatical structures and vocabulary, was crucial in the decision-making of the investment in learning Korean, claiming that Korean is “closer” than other languages. In addition, besides the similarities in linguistic features of the languages, the respondents alluded to cultural resemblance concerning specific traditions and celebrations of the two countries.

Career and Educational Opportunities Associated with Learning the Korean Language

According to the analysis of data, apart from the Korean ideology, students were driven to invest in learning Korean by their internal goals and aspirations connected to their longing to gain cultural, symbolic, and social forms of capital, resulting in two

significant sub-themes: *career opportunities* and *continuation of studies*. To elaborate, seven participants (Adya, Aisha, Aisulu, Aizhan, Fatima, Marjan, and Nazira) expressed their intentions to connect the Korean language with their future occupation in order to have a stable income, ensure their social positions, and realize their dreams and goals related to Korean. Four participants (Aisha, Aisulu, Aizhan, Fatima) initially shared their thoughts and beliefs about Korean as a language that brings various opportunities and enhances perspectives due to Kazakhstan's improving ties with South Korea and viewing it as a well-developed country in versatile spheres. These points are vividly expressed in the following extracts:

Extract 9:

Nowadays, Kazakhstan and South Korea's international relationships are well-developed. I believe that Korean is one of the promising languages that will help me achieve prominent accomplishments, like becoming a translator or an ambassador. Therefore, I have chosen to learn this language (Aisha, November 10, 2023).

Extract 10:

For my career, I believe jobs like medicine, science, and biology, which I am interested in, are well-developed in Korea. If I obtain a degree in biology in the future, for example, it would be nice to work there in a biological, like, science-related job. Also, knowing Korean, English, and other languages is good because it gives you multiple opportunities (Aizhan, November 16, 2023).

Thus, the students emphasized the developing relationships between the two countries and viewed Korean as a means for gaining social praise and other opportunities, which underlies their career-related decisions, consequently influencing their investment in learning Korean. Furthermore, during the examination of the interview transcripts, the two tendencies considering the career-related preferences were revealed precisely, the pedagogical and diplomatic spheres. The first one was reflected in the responses of two participants (Adya and Aisulu) to the questions related to motivation, language decisions,

and future aspirations. Interestingly, Aisulu mentioned the test of proficiency in Korean (TOPIK), an international examination for identifying Korean language proficiency, consisting of listening, reading, and writing parts, with a maximum sixth level.

Extract 11:

As many young people are interested in Korean due to its popularity, along with the lack of personnel competent in Korean at universities and Korean Cultural Centers, I hope that I will not be left without work and may work at my university in the future. Even if I go to Korea, I will have plenty of opportunities to find a job there, and at least I can be an instructor of the Kazakh language as a native speaker. Thus, I was specifically concerned about career opportunities when choosing the language (Adya, November 16, 2023).

Extract 12:

Since I am fond of educating students and giving them the necessary knowledge, I desire to become a Korean language tutor after passing the TOPIK and getting the intermediate (third or fourth) or advanced level (fifth or sixth) certificate. In general, I want to connect Korean with a pedagogical career in the future or maybe become a translator (Aisulu, November 10, 2023).

Apart from an interest in pedagogical opportunities, two students (Fatima and Marjan) demonstrated an inclination toward a diplomatic career:

Extract 13:

Working in the embassy seems interesting to me. Moreover, if I become an ambassador, I can work in Kazakhstan and help improve the international ties between the two countries. As South Korea is well-developed economically and technologically, I think these excellent aspects are also necessary for our country (Fatima, November 10, 2023).

Extract 14:

I want to connect my future occupation and career closely with the Korean language. I also want to work there for a couple of years as an ambassador or a Kazakh representative in Korea regarding the development of international relations between the two countries (Marjan, November 19, 2023).

The above extracts reveal the participants' motivation, particularly related to the notion of "national interest." Islam et al. (2013) define it as specific attitudes aimed at

economic and social progress, promoting a positive national image abroad, and national integrity. Therefore, for Fatima and Marjan, learning Korean was also associated with the goals of developing international relations between the two countries throughout their career.

Notably, almost all participants, except Marjan, were interested in continuing their studies, expressly pinpointing the desire to study in South Korea via a Master's degree or academic mobility program due to the quality of provided knowledge in the high-ranking Korean universities. These details are exemplified in Aisulu's interview extract:

Extract 15:

In one of our lectures, our native Korean instructor introduced us to some famous and high-ranking universities in South Korea. After that session, I started considering enrolling in one of these universities, mainly Yonsei University, as it is one of the top three institutions. If my TOPIK score is high and appropriate enough, I hope to apply to this university after obtaining a Bachelor's degree (Aisulu, November 10, 2023).

In addition, apart from the intentions characterized by the desire to obtain further education, three students (Aisha, Madina, and Fatima) referred to other aims, such as travel, leisure, and making new friends. The subsequent extract echoes this idea:

Extract 16:

Now, I am diligently learning the Korean language and trying to gain accomplishments in my university since I want to study in Korea and obtain a Master's degree there in the future...As a child, I dreamed about living and traveling in Korea. I heard there are many attractions and other places to hang out. Also, I want to make new friends from other countries, and I think Korea is a suitable location for this, as many people around the world come to visit and study in this country (Madina, November 10, 2023).

The analysis of interview transcripts revealed that one of the top priorities for most students is to obtain a high-quality education in South Korea. Nevertheless, another subordinate but equally essential aspect that was revealed under the surface of a desire to

apply to Korean universities was an internal intention to fulfill their longing to observe Korea simply not as a student but as a traveler discovering new locations and making different friends.

Influence of Social Agents

After the data derived from the interviews was analyzed, the distinctive subtheme related to the impact of significant mediating actors on the participants' motivations to invest in learning Korean was revealed. Specifically, it comprised two types of leading social agents: *family members* and *peers*.

Family Members' Influence. Overall, all students received strong support and encouragement from their parents for their decision to learn Korean. Some of the parents directly influenced their children to choose specifically Korean as the target language for their "Oriental Studies" major, acknowledging the advantages of its learning and having a positive view of South Korea as a country:

Extract 17:

My mother immediately supported my decision when I chose Korean for my major. For some time, I thought I would settle on Chinese instead of Korean and was choosing between the two. However, my mother was happy and satisfied with my decision. She says her friend lives and works in South Korea and speaks positively about her experience. That is why, perhaps, my mother wants the same life for me as her friend (Aisha, November 10, 2023).

Furthermore, apart from the other factors that played a crucial role as primary motivational drivers for the students to learn Korean, some immediate family members, parents, and siblings became the key motivators for the participants. Two participants (Marjan and Madina) answered the question "Who or what did motivate you to learn Korean?" indicating their immediate family members:

Extract 18:

As I previously mentioned in my essay, my mother knows Korean culture because of her neighbor, who was a Soviet Korean, and she was the first person to introduce me to their traditions and cuisine in my childhood. Therefore, I liked their unique cultural traits, and because of that, I started to learn Korean... My mother always supports my interest in learning Korean and inspires me with words like “study hard so you can visit Korea and work there in the future” (Marjan, November 19, 2023).

Extract 19:

My primary motivator is my elder sister. We became curious about Korean popular culture in 2012 by listening to music and learning dance moves together. I realized I liked the Korean language and culture when I was seven. Sometimes, we practice Korean together, talking secretly for others not to understand... Also, in general, my family always supports and encourages my learning of Korean, even at times when K-pop was not popular and was regarded as something strange. Not to mention, my father showed us K-pop video clips for the first time (Madina, November 10, 2023).

Unlike other participants, one participant – Aru – underlined the initial negative point of view of her parents, which altered after she decided to pursue a career related to the Korean language:

Extract 20:

Initially, my family viewed my interest in learning Korean negatively because they thought such a hobby would not bring me any fruitful opportunities and would take up my time. However, after I decided to enter the university and apply to this major, specifically selecting Korean, they supported my decision. They even said it was good for me to transform my hobby into something useful in my life (Aru, November 11, 2023).

Peer Mediation. Along with emphasizing the role of immediate family members, all participants mentioned their support from their parents and siblings and their peers, friends, and senior students, who encouraged their interest in Korean culture and investment in learning Korean. Following extracts derived from Aizhan and Madina's interview transcripts exemplify the impact of peers as the prominent supporters and motivators in their Korean learning process:

Extract 21:

I have one friend who is currently studying at Kookmin University in Seoul. We also maintain online communication. She tells me exciting stories about the aspects related to South Korea and gives me pieces of advice when it is needed... As for my other friends, they always praise my efforts in learning Korean because they see how much time I spend on it and say that such diligence motivates them to do what they like. Moreover, I am also very thankful for their support (Madina, November 10, 2023).

Extract 22:

I know one senior. Right now, she is studying at a Korean university. She is in the third year of her bachelor's degree program. Moreover, I know her from the Korean club. I tried contacting her to learn more about Korean universities, such as studying there next year or for a Master's degree (Aizhan, November 16, 2023).

From this picture, it is clear that friends and seniors become not only supporters but also "mentors" and "advisers" who shed light on the unclear issues and point out the right direction for them by providing guidance. In addition, three participants (Aisha and Aisulu) referred to friends from South Korea who came as exchange students to their university in Kazakhstan:

Extract 23:

I have a friend who is studying for a Master's degree, and he is a Korean exchange student. Sometimes, we meet and communicate a maximum of once a month, but no more than that because we have tight schedules. Since he is pursuing studies in Russian Philology, we talk in two languages interchangeably (Aisha, November 10, 2023).

Extract 24:

When I lived in the dormitory during the first year, I had several friends from South Korea. However, my Korean was not that good then; therefore, I did not communicate with them that much. However, at least we tried to overcome our language barriers and used Russian and Korean together, mixing the languages (Aisulu, November 10, 2023).

The data analysis revealed that some students found opportunities to make international friends from South Korea, practice their Korean language speaking skills, and

help them master the Russian language. Overall, the results stressed the importance of parents, friends, siblings, and seniors in learning Korean and investing in this process.

Participants' Challenges of Learning Korean

Even though some participants referred to the easiness of learning Korean due to the similarities with Kazakh and alphabetic structure, which was one of the distinctive features compared to other East Asian languages that incorporated hieroglyphs, other participants articulated minor or significant problems with learning Korean. The data analysis process classified such issues into two main categories: linguistic challenges, consisting of productive and receptive skills, and the low quality of teaching Korean provided at the university.

Linguistic Challenges

Participants frequently faced difficulties related to the novelty of the Korean language, especially those who encountered it for the first time at university. Consequently, based on such linguistic problems, students identified their weaknesses and investment in learning Korean by forming and implementing specific strategic learning efforts to overcome them. To elaborate, the interview transcripts revealed two main types of linguistic challenges, including difficulties with productive and receptive skills in Korean.

Receptive skills. Four participants (Adya, Aisha, Aizhan, and Aru) reported challenges related to their listening skills, such as differentiating similar sounds, comprehension of speech, and complex words. They attributed such challenges to the complete difference between this language and the languages in their repertoire and the similarities between some of the diphthongs. The following interview extracts elucidate this idea:

Extract 25:

The most challenging thing for me in learning Korean is identifying and comprehending words by hearing because it is easier to comprehend their written form when you read. However, when asked to write a particular word, it confuses me since the pronunciation of some letters is similar (Aru, November 11, 2023).

Extract 26:

One of the challenges for me is that I do not understand some of the words that our current native Korean instructor uses. This is due to my lack of vocabulary or grammar knowledge. Nevertheless, others in our group and I experience such a problem (Adya, November 16, 2023).

As was reflected before, Adya and Aru had similar problems comprehending listening tasks and the instructor's speech. Aru's challenge could have a negative effect on her productive skills, namely, writing, as she experienced problems in differentiating similar sounds.

Productive skills. Most participants, except Aizhan and Madina, referred to their problems as being closely related to developing their productive skills, writing and speaking, to some extent. Three participants (Adya, Aisha, and Aisulu) ascribed these problems to difficulties in memorizing words and a lack of vocabulary for their barrier-free interaction. They perceived them as the reasons for their dissatisfaction with their academic performance:

Extract 27:

For me, the most significant problem is vocabulary. If I do not repeat the words, I will forget them in any way. Therefore, it is hard to form sentences and express my opinion in Korean (Aisha, November 10, 2023).

Aisha also referred to the use of English language instead of Korean in the classroom due to her challenge of expressing her thoughts freely. Similarly, Adya experienced the same problem related to speaking skills:

Extract 28:

My major problem is vocabulary memorization, which is still complicated. I think that because of that, I cannot express my thoughts freely (Adya, November 16, 2023).

Apart from the vocabulary as a core for the speaking problem, another participant, Fatima, highlighted the lack of opportunities for practicing speaking skills:

Extract 29:

One of the most complicated aspects related to Korean for me is speaking. Since I do not use this language daily, and it is entirely different from the other languages I know, it is hard for me to speak as a native Korean. Therefore, speaking is still complicated for me (Fatima, November 10, 2023).

Low Quality of Teaching Korean at the University

Apart from the linguistic problems, students invoked other issues that emerged due to the previous instructors' low quality of teaching, who were Kazakh. Moreover, due to the staff shortage, their instructors changed several times, which was also challenging for the students regarding adjustment. Three students (Adya, Aru, and Aizhan) expressed dissatisfaction with the methodology of their previous instructors in the Korean language, complaining about the overwhelming amount of homework and the instructor's unclear and confusing explanations and guidance, which led to low comprehension of the covered material. Aru commented on educational pressure given by the previous instructor during the first year of study in the extract below:

Extract 30:

Our previous instructor in the first year gave us an enormous amount of homework, so it felt like a heavy load on my shoulders. I did not even want to do my homework at that time. She also taught us the old book "Korean for Kazakhstani Learners," which she chose herself for the curriculum, and in that book, there was too much information, one might even say, unnecessary and extra information (Aru, November 11, 2023).

In Aru's opinion on the methodology of the previous instructor, it is clear how the excessive workload can affect the mental state of students and their investment. In other

words, such a large amount of homework negatively affects their motivation, and students lose their intention to invest in learning. Manan and Hajar (2022b) mainly referred to such a phenomenon as “disinvestment.” Moreover, Aizhan explicitly referred to the instructor’s unstructured and uncertain explanation:

Extract 31:

In the second semester of the first year, we had a teacher who did not know how to explain things in one language. She tried to mix four languages: Russian, Kazakh, English, and Korean, even though she did not know much about English and Russian. Moreover, she tried to explain everything to us simultaneously, but it turned into a mess, and we did not understand anything. So, at that time, I tried to learn as much as I could by myself, dedicating extra hours at home because it was not productive to learn this way in the classroom. (Aizhan, November 16, 2023).

As demonstrated above, Aizhan experienced challenges related to the comprehension of material due to the instructor’s methodology. However, such obstacles stimulated her to invest in learning Korean and studying extra hours at home besides the material they covered in the classroom.

Students’ Strategies while Investing in Dealing with the Challenges

The previous section shed light on the challenges participants encountered during their learning process. The present section demonstrates students’ investment, reinforced with specific strategic learning efforts classified according to Oxford’s (1990) system of language learning strategies (LLS), described in the second chapter, pages 32–33.

Language learning strategies (LLSs) are distinguished by their intentionality and consciousness, emphasizing the intention to control the language learning process (Oxford, 1990). As LLSs are not confined to only cognitive processes but also encompass metacognitive ones such as organizing, evaluating, and other traits as well, Oxford (1990) divided them into two main categories, namely, direct, which focuses on the immediate use

and learning of a new language via cognition, compensation, and memory dimension, and indirect ones, that consequentially influence learning on a metacognitive, social and affective level (for more elaboration about Oxford's (1990) classification of LLSs, see Chapter 2). Table 3 reflects the specific LLSs students use during their investment in learning Korean, supported by their explanations based on the data derived from the interview transcripts.

Table 3

The Participants' Implementation of Korean Language Learning Strategies

Strategies classification	Types of strategies	Strategies deployed by participants	Participants' names
Direct strategies	Memory	Creating mental linkages	Adya
		Practicing naturalistically	Adya, Aisha, Aisulu, Aru, Fatima, Marjan
		Taking notes and translating new words	Aisha, Aisulu, Aizhan, Aru, Marjan
	Compensation	Memorizing new words	Adya, Aisha, Aizhan, Aru, Nazira
		Overcoming limitations in speaking by using English in the classroom	Aisha
		Setting goals and objectives	Aizhan, Madina, Marjan
Indirect strategies	Metacognitive	Self-monitoring and Self-evaluating	Adya, Aisha, Aru, Madina, Nazira
		Writing a language learning diary	Madina
	Social	Asking questions	Adya, Aisulu

Source: compiled by the author

Direct Strategies.

The majority of participants, except Madina, applied direct strategies, and most of these strategic learning efforts were considered cognitive. Only two strategies implemented by Adya and Aisha referred to the other types in contrast with the cognitive ones, which presents that compensation and memory strategies are outnumbered in terms of their users.

Memory Strategies. Only one participant, Adya, directly mentioned the use of memory strategies, mainly referring to making associations while learning new words, which is closely connected to the creating of mental linkages:

Extract 32:

The most critical problem for me is the memorization of the words. I use strategies I applied while learning English to solve this problem. One of them is a method of association. I usually make lots of associations. For example, one of the associations that I remember the most is related to the Korean word “노래” (pronounces like “norae”), which means “a song,” so to remember this word, I imagined how minks sing in a burrow (“mink” and “burrow” (sounds like “norka” and “nora” in Russian) (Adya, November 16, 2023).

From this example, it is clear how Adya successfully implemented a specific strategy that she frequently used while learning new words in English. Her imagination and previous experience allowed her to memorize new words in Korean by creating mental linkages between the words with similar pronunciations from other languages in her repertoire.

Cognitive Strategies. The data analysis also revealed various cognitive strategies that almost all participants deployed to address their challenges. These strategies included practicing language in a naturalistic setting, memorizing new words, taking notes, and translating new words.

In terms of vocabulary, three students (Adya, Aisha, Aisulu) wrote down the new words in the classroom and from different resources such as TV shows and videos on YouTube and organized them into a specific notebook. Furthermore, Aisha and Aru tried to memorize new words by writing them and their translations on cards, whereas Aizhan and Nazira applied the same method via “Quizlet” application:

Extract 33:

I have started to use the “Quizlet” app recently. For example, we are given 30 new words during the lessons in one week. Whenever we learn new words, I add them to the online cards in “Quizlet” and try memorizing them via different exercises in this app. Before I started to use it, I thought that such a learning strategy would not be effective. However, as soon as I began to learn new words via this app, I liked it and started to study even harder (Nazira, November 16, 2023).

In addition, three participants (Adya, Aisulu, and Aizhan) referred to some other apps that they deployed for the translation of new words, such as Naver Dictionary or Google Translator:

Extract 34:

When I study individually, I use Quizlet to learn new words. Moreover, I use the Naver Dictionary. Because the words that I search for are always there and sometimes even complex. There are always examples of how and when to use them and the situations in which you should say them correctly (Aizhan, November 16, 2023).

Other types of cognitive strategies that were implemented by the majority of the participants, excluding Aizhan, Madina, and Nazira, were closely connected to practicing Korean in realistic and natural settings by communicating with their peers:

Extract 35:

We have speaking club sessions during the lessons once or twice a week. During such sessions, I can practice my speaking skills and overcome my language barrier by communicating with my peers on a topic our instructor gives us, like a debate. Sometimes, our instructor invites various teachers from Korean Cultural Centers, and we can talk with them (Marjan, November 19, 2023).

Compensation Strategies. One of the students, Aisha, used compensation strategies, mainly communicating in English instead of Korean during the lessons due to her insufficient knowledge of Korean compared to some of her peers. The reason for using English was mainly related to the native Korean instructors' language repertoire, which failed to encompass Russian or Kazakh. This point is exemplified in the following extract:

Extract 36:

I cannot freely communicate in Korean because I lack vocabulary and have low speaking skills. Because of that, it is not very easy for me to express my thoughts or opinions as I wish. As a result, I use more English than Korean during the lesson (Aisha, November 10, 2023).

Indirect Strategies.

Apart from the direct strategies most participants predominantly applied, the indirect strategies, such as social, metacognitive, and affective, were also spotted during the data analysis. Even though such strategies influence the learning process indirectly, as if they remain in the shadows, they are equally significant as the previous ones.

Metacognitive Strategies. Such strategies let the language learners set their objectives by planning, coordinating, and organizing their language learning effectively and help them objectively evaluate their progress (Oxford, 1990). During the data analysis, three participants (Aizhan, Madina, and Marjan) expressly referred to the organizing aspects of their learning based on their goals. One of the responses was exemplified as follows:

Extract 37:

Most of the time, every day in the morning, I try to create a plan for the day. I put it on my to-do list when I try to study Korean. And then, I put every topic I want to buckle down and study it according to the plan. Also, if I have multiple assignments, I put them on my to-do list, too (Aizhan, November 16, 2023).

In addition, in responses to the question about their satisfaction with their performance, five out of nine participants reflected on their mistakes in learning via self-monitoring and measured their progress via self-evaluation. The following extract exemplifies this idea.

Extract 38:

I do not think that I am doing well enough in this course. Because I have a terrible habit of procrastinating until the deadline, nevertheless, compared to the first semester, I can read properly, translate basic sentences, and speak a little bit (Nazira, November 16, 2023).

Affective Strategies. Through affective strategies, language learners can control their attitudes and emotions regarding their language learning (Oxford, 1990). Only one participant, Madina, shared her experience writing a diary about her language journey.

Extract 39:

These days, I have been using a new method of writing reports. I try to write them in Korean, but it is still challenging. So, I write them in Russian most of the time. In these reports, I write about what I did during the day that was connected to the Korean language and culture. For example, I add new words and other things I have learned to know my progress. After that, I look at my reports and analyze my work. Sometimes, I give myself time to rest for a couple of days and shift my focus from Korean to content in other languages (Madina, November 10, 2023).

Madina not only keeps track of the critical information and events concerning Korean but also pays attention to her inner state and takes a rest if it is needed from the constant learning of Korean. This demonstrates how she regulates her “emotional temperature” by writing a diary and allocating time for rest.

Social Strategies. One of the previous sections demonstrated how different social agents influenced learners. Nevertheless, they were not driven by external influences but exercised their agency by asking their peers and seniors for help and support. For instance,

Adya and Aisulu asked questions from their peers if something was unclear during the lesson:

Extract 40:

Sometimes, I do not understand what the instructor says because of complicated words. Therefore, I try to clarify what he said from my peers or ask him in English to be sure (Adya, November 16, 2023).

In the same way, Aisulu also asks her friends or seniors for help when her comprehension of the material is too challenging for her.

Conclusion

This chapter presented the findings encompassing motivational orientations that inspired university students to invest in learning Korean, the challenges they encountered, and their investment through strategies. The nine research participants' biographical vignettes were given before presenting the findings. Following that, the findings were illustrated based on the three main themes developed after the data analysis, mainly factors motivating students to learn Korean, challenges of learning Korean, and students' investment in dealing with the challenges. The findings encompassed a broad range of various themes, shedding light on the investment from the sociocultural perspective.

Overall, all participants showed a high interest in learning Korean for several reasons, starting from the influence of Korean culture, the desire to continue their studies in South Korea, career opportunities, and other factors. As facing challenges is unavoidable in language learning, most students experience linguistic challenges and difficulties with the instructor's unclear methodology. In order to deal with these problems, participants deployed individual strategic learning efforts on the basis of Oxford's (1990) system of LLS. The next chapter will discuss the findings of this thesis based on the theoretical framework and in relation to previous empirical studies.

Chapter 5: Discussion

The present chapter concentrates on discussing the findings unveiled in the previous chapter and derived from the data obtained from narrative writings and semi-structured interviews. Moreover, the present study's findings are oriented toward sociocultural perspectives on language learning concerning the motivational factors of learning Korean and other LOTEs, the challenges of learning LOTEs, and the investment via strategic learning efforts. As previously mentioned, the current research explores the Korean learning experiences of second-year Kazakhstani bachelor students at a highly selective university for the first time. More specifically, the research uncovered students' motivational orientations that inspired them to invest in learning Korean, the diverse challenges they encountered during their Korean learning process, and the strategic learning efforts that they implemented to surmount them. From the prism of Darvin and Norton's (2015) model of investment and Oxford's (1990) system of LLSSs, the current research addressed the previously mentioned research questions:

What are the Kazakhstani undergraduate students' experiences in learning Korean as an LOTE?

1. What motivated the participants to invest in learning Korean?
2. What challenges did they face while learning Korean?
3. How did the participants deal with these challenges and invest in learning Korean?

The present chapter consists of three main sections based on the above sub-research inquiries.

Revisiting the Theoretical Framework

As it was previously explained in Chapter 2, the present study implemented a model of investment developed by Darvin and Norton (2015), expanding the traditional concept of a language learner's identity, focusing on its complex and changing nature shaped by various social interactions, beliefs, and unique world views in constantly transforming online and offline spaces. In other words, the authors highlighted the significance of the interrelationship between identity, ideology (exercised by forces of power), and capital of language learners, especially the role of symbolic and cultural capital that learners possess and acquire while shifting across spaces. Thus, the current research analyzes students' experiences in learning Korean through a sociocultural lens, shedding light on the rising Korean ideology (i.e., the rising value of Korean in Kazakhstani society due to the increasing number of Korean companies, cultural influence, and other factors). It also underlines the social agents' (e.g., family members and instructors) significant position in mediating the students' investment and identity development related to expanding their symbolic capitals (e.g., seeking career or educational opportunities related to Korean).

Language learners develop multiple identities concerning the specific environment and time, focusing on their material and symbolic resources to increase their educational credentials, secure their social position, or gain more income (Darvin & Norton, 2015). For example, in terms of space and time, more learners invest in learning Korean in Kazakhstan by using different LLs due to its significant cultural influence these days, compared to the first years of the previous decade when it was considered as something uncommon and viewed negatively (based on Madina's case). Thus, contemporary times favor learning Korean as its perception of Kazakhstani society has changed. Consequently,

Korean has become associated with career and educational opportunities and other learning benefits. Such observations are interpreted following the theoretical framework represented by Darvin and Norton's (2015) investment model and the classification of LLS provided by Oxford (1990). In particular, Oxford (1990) classified the LLSs into two types: direct, which comprises cognitive, compensation, and memory strategies, and indirect, which encompasses social, metacognitive, and affective ones. The subsequent sections will clarify the research inquiries following the relevant literature on learning Korean and other LOTEs.

RQ1: What Motivated the Participants to Invest in Learning Korean?

The analysis of data demonstrated that students invested in learning Korean due to three main factors: *the Korean language ideology, educational and career opportunities associated with learning Korean, and the influence of social agents*, which will be discussed in the coming subsections.

The Korean Language Ideology

The frequently appearing factor among all the interview transcripts that initially inspired the students to invest in the development of Korean is the Korean language ideology, which was reflected via the impact of Korean popular culture and the similarities between the Korean and Kazakh languages and cultures.

The Korean popular culture (*Hallyu*), which transforms into pop music, dramas, and comics, became the primary impetus to explore more about Korea as a country and invest in learning Korean for all participants, and for some of them even since their childhood (Aru, Fatima, and Madina). Primarily, this factor was crucial in the language decision for the “Oriental Studies” major at the university, as the majority were familiar with this language and culture long before entering the university.

This finding depicts the integrative motives of the students, precisely transforming their identity via repeating specific behavioral patterns of the target community (e.g., the desire to become like the characters in dramas or K-pop idols) (Dörnyei & Ushioda, 2021). This finding also somehow aligns with Calafato's (2021) study on 235 Kazakhstani and Uzbekistani university students learning LOTEs conducted in Central Asia, highlighting the integrative motives of learning Japanese due to the popularity of animation. Similarly, the other studies related to learning Korean in Asian contexts illuminated Hallyu (Korean pop culture) as one of the crucial aspects in motivating learners to invest in learning Korean (Chan & Chi, 2010 in Singapore; Nikitina & Furuoka, 2019 in Malaysia; Nourzadeh et al., 2023 in Iran). For instance, Nourzadeh et al. (2023) examined the motivation of 174 learners toward learning Korean and found that the participants' primary motivational orientation was integrative. Additionally, female learners were more inclined toward Korean as they were fascinated by Korean TV shows or music.

As all participants in this study were Kazakh, three (Adya, Aizhan, and Marjan) remarked on the similarities between Kazakhstan and South Korea regarding culture and languages. As learners recalled their Korean language journey, they focused on linguistic aspects of the languages. Also, they broadened their perceptions by comparing the two cultures, their celebrations and traditions, and finding their similarities. For instance, there were some celebrations, namely Seollal and Nauruz, Doljanchi and Tusaukeser, and respectful attitudes toward elders. This demonstrates that the participants are not merely learners of Korean but individuals who already have unique social identities (e.g., a Kazakh) and willingly acquire new resources with the help of previously possessed resources for their symbolic capital development (Darvin & Norton, 2015). In other words, being a Kazakh and having the Kazakh language in their repertoire gives these students

opportunities to learn Korean more easily and feel a sense of closeness to Korean culture due to their similarities. Hence, this factor motivated the students to invest in learning Korean.

Furthermore, apparently, through the prism of ideology, Korea became associated with the influence of Korean companies on the Kazakhstani market, general rising trends and interest in society towards Korean popular culture, products, cosmetics, and other aspects that align with the Nikitina and Furuoka's (2019) study on the mental images of Korea of 40 university students in Malaysia. For example, many associated images were related to Korean cultural products, particularly tourism, drama, fashion, and K-pop. This signifies that the learners' perception of Korea is linked to cultural traits. However, in the previous decades, in Kazakhstan, the influence scope of Korea was not so ample in society, and it was considered even strange to be interested in K-pop or learning Korean. However, as forces of power and ideologies become reflected in society (Norton, 2015), the contemporary learning environment for investing in learning Korean has become more convenient than before.

Career and Educational Opportunities Associated with Learning the Korean Language

According to the findings illustrated in Chapter 4, the following equally essential factors that motivated students to invest and persist in their Korean language studies were their career and educational opportunities associated with learning Korean. Most participants (seven out of ten) desired to connect the Korean language with their future occupation to gain financial, social, and individual benefits. In contrast, Aisha, Aisulu, Aizhan, and Fatima perceived Korean as a language that brings vast opportunities due to the rapid multi-faceted development of the country and improving international

relationships between Kazakhstan and South Korea, which again emphasizes the significance of ideology in the model of investment.

Regarding occupations, some students (Adya, Aisulu, Fatima, and Marjan) demonstrated inclinations toward pedagogical and diplomatic spheres. One of the participants, Fatima, shared her desire to develop her country based on the South Korean experience due to its high economic and technological development. This point reflects a motivational construct of the “national interest” aiming to promote national integrity and image, along with socio-economic development, highlighting her long-term goals (Hajar, 2018a). Specifically, Hajar (2018a), in his exploration of a postgraduate English learner from Iraq who aimed to successfully pass the Test of English as a Foreign Language (TOEFL) for entering a UK university, found that the participant exercised her agency by implementing a number of LLSs to attain her aspirations of becoming the first female who finished postgraduate studies overseas in her village and demonstrated the desire to develop her country, which highlights the notion of national interest.

From the perspective proposed by Darvin and Norton (2015), such a desire to improve their social position, material resources, and knowledge reflects their inner goals and aspirations for developing their symbolic and cultural capital. Therefore, they invest in learning Korean for linguistic purposes and more significant objectives that affect the transformation of their identities.

In contrast with the prevailing number of studies highlighting the intrinsic nature of learning LOTEs associated with the interest in culture and the target community, the present findings pinpointed instrumental motivational orientations related to employment, career, and educational opportunities (Gardner, 1985). For example, one of the participants, Adya, specified her decision to learn Korean, as she believes that she will

easily find a job, even as a teacher of Kazakh in Korea. This finding resonates with the results of Wang's (2023) research concerning 17 Chinese undergraduate students learning French, who invested in learning it to travel, translate, or even teach Chinese as native speakers in France, obtain a better occupation, and develop their multilingual selves, and multilingual awareness.

In Calafato's (2021) study conducted in Kazakhstan and Uzbekistan, such instrumental motivational orientations mainly belong to the Russian and English languages, as well as in Arapova's (2017) study on Kazakhstani undergraduate learners of English. Further, the present research findings are compatible with the results presented in Han's (2021) study, which explored 533 Vietnamese undergraduate students' investment in learning Korean, highlighting the instrumental goals of learning Korean related to improving their career and societal positions.

Furthermore, all participants, excluding Marjan, shared another long-term goal related to continuing their studies via an academic mobility program or a Master's degree, perceiving Korean universities as institutions with well-qualified education. These findings recall the results of Chan and Chi's (2010) study of 80 Singaporean undergraduate students of Korean, who also perceived this language as a valuable resource for their future occupation and acknowledged the economic power of South Korea, as well as expressing their desire to be an exchange student there. Some participants pinpointed other reasons for investing in learning Korean, including traveling, leisure, and making new international friends. This finding was echoed in Lu et al.'s (2022) research on 15 international undergraduate students learning Chinese in China, identifying not only pragmatic aspects of learning Chinese but also the other subordinate but equally essential aspects, such as making international friends, enhancing their experiences, and others.

Influence of Social Agents

This section discusses the results related to the influence of social agents, namely, immediate family members and peers. Due to the rise of the social turn in the context of SLA, Norton (2000) developed her model of investment, focusing on the sociocultural and sociohistorical aspects of language learning, emphasizing that identity is socially constructed (Dörnyei & Ushioda, 2021). Thus, the social settings of a language learner are crucial since they influence the conditions of investment in language learning.

All participants were also strongly encouraged and supported by their parents to learn Korean; some of them even directly influenced their decision to choose Korean among other languages for their “Oriental Studies” major, having a positive perception of Korean language and Korea as a country, associating it with vast opportunities that their children will be able to get in the future. Hence, the initial ideology of the participants’ parents about Korea was positive, shaped by the rising popularity of Korean culture, image, technologies, and social interactions in Kazakhstan. According to Darvin and Norton (2018), such specific contexts construct ideologies of people, influencing their actions and perceptions by making predispositions. As a result, parents, as significant social agents, imposed such dispositions on their children, influencing children’s perception of Korea and their decision-making process.

Furthermore, apart from family members, all participants referred to the support given to them by their peers, senior students, and friends, inspiring them to put their efforts into learning Korean culture and language. Adya, Aizhan, and Madina reflected on their experience of interacting with senior students, acknowledging the help and assistance they got by asking for advice and guidance concerning learning Korean. In contrast, Aisha, Aisulu, and Aru found a chance to make friends with native Koreans and practice speaking

skills in Korean. Here, participants exercised their agency by implementing social and cognitive strategies by asking for help and clarification, expressing an interest in opportunities to be an exchange student, and practicing speaking skills in naturalistic settings. In addition, following Wang's (2023) study concerning the influence of NPRM (the near-peer role model) in learning French, the present findings also capture similar results, where Chinese undergraduate learners were inspired by their peers and seniors to invest in learning Korean, as they observed their role models (Bandura, 1997), and strengthened their ideal Korean (LOTE) selves.

RQ2: What Challenges Did They Face While Learning Korean?

As reported in Chapter 4, the participants faced various challenges related to learning Korean, categorized into two main types: *linguistic challenges* and *low quality of teaching Korean at university*.

One of the most frequently mentioned challenges concerning learning Korean was speech comprehension, differentiation of similar vowels, diphthongs, and complex words. For instance, Adya referred to the hardships of understanding several words from their native Korean instructor, attributing it to her lack of vocabulary and grammar knowledge. In contrast, the main difficulty for Aru was identifying the right words since the pronunciation of some sounds was quite similar, negatively affecting her writing skills. In addition, participants saw the reason for these challenges in the difference between their previously acquired languages, which partially aligns with the results of Quintos's (2022) exploration, which examined 481 college learners of Japanese in the Philippines, highlighting the reason for the difficulties in pronunciation, reading and writing skills due to the linguistic differences with their mother tongue.

Most students experienced issues related to writing as well as speaking. For instance, Adya, Aisha, and Aisulu were dissatisfied with their academic performance due to the lack of vocabulary and low memorization skills, which became the core of the difficulties with thought expressions. This finding again aligns with Quintos's (2022) study, where she emphasized that due to the limited vocabulary, students have low material retention, consequently leading to poor listening comprehension, negatively affecting their expressions, especially in speaking. Moreover, Fatima, in turn, particularly pinpointed speaking as a significant problem due to insufficient opportunities to practice it daily.

Furthermore, some participants (Adya, Aru, and Aizhan) expressed their dissatisfaction with the previous instructor's poor quality of teaching. This indicates that the department is facing a challenge in employing qualified instructors. This finding is consistent with one of the challenges identified by Gao (2014) in his study on learning Chinese in Australia, which involved 149 school students and 18 principals. The other challenges mentioned in Gao's (2014) study included a funding shortage and difficulties in establishing international collaborations with other schools in China.

The participants mentioned ambiguous methodology, guidance, and excessive home tasks, negatively affecting their understanding and learning of Korean. For example, Aru reported that homework was "a heavy load on my shoulders," which negatively affected her decision to invest time and energy in learning Korean during her first year of study. This point reflects the "disinvestment" notion displayed in Manan and Hajar's (2022b) work on 105 students and 18 teachers in private English academies in Pakistan. According to the results, learners of English tended to disinvest in their (indigenous) mother tongue during the lessons due to the lack of theoretical knowledge of the teachers

and monolingual ideologies that emphasize the problematic view of multiple languages and illuminates English as a “legitimate capital” (Manan & Hajar, 2022b, p.11).

In contrast, despite the comprehension challenges that Aizhan faced in the classroom due to the unclear and confusing explanations of one of her Korean language instructors, who tended to mix Russian, Kazakh, Korean, and English, she began to invest in learning Korean more, by allocating time to study individually at home to comprehend the material thoroughly. Here, the instructor tried to implement translanguaging practices in her classroom by explaining the material and mixing the languages. Nevertheless, due to her poor competence in English and Russian, her attempts were sometimes unsuccessful, leading to confusion in the classroom. According to García (2009), translanguaging is a specific teaching practice that allows learners to apply the languages in their repertoires to the fullest extent to strengthen their learning and embrace their multilingual identities. In comparison with the previous instructor, the current one, who is a native speaker of Korean, implemented translanguaging as a scaffolding strategy, communicating both in Korean and English and allowing the students to talk in English at the initial stages if it was challenging for them. This finding may imply that if that instructor had been more proficient in all the languages and knew how to apply translanguaging in the classroom appropriately, it might have been more effective than it turned out to be.

RQ3: How did the Participants Deal with These Challenges and Invest in Learning Korean?

The present section represents details regarding the types of language learning strategies (LLS), mainly divided into indirect and direct ones following the set of LLS developed by Oxford (1990), that were explicitly implemented to deal with the challenges the participants encountered during their Korean learning process. The table, which

demonstrates each type of strategy participants implemented, was given in Chapter 4 (see Table 3), p.71. More precisely, Oxford (1990) classified LLS into direct, which includes compensation, memory, and cognitive strategies, and indirect, consisting of affective, social, and metacognitive strategies (for further details on the classification of LLS, see Chapter 2). The key findings on implementing these strategies will be addressed further.

In terms of direct strategies, most participants implemented *cognitive strategies*, whereas compensation and memory strategies were utilized by only two participants (Adya and Aisha, respectively). Interestingly, these findings contradict the study conducted by Murray (2010) on 66 native speakers of English learning Korean at an academic institution in the US, where the most implemented direct strategic efforts were compensation. Hence, such strategies are deployed when language learners seek to compensate for their vocabulary shortage and share their thoughts in a spoken or written form (Oxford, 1990); therefore, the low number of cognitive strategies users signifies that the participants have a low production in the target language. Moreover, three of the participants (Adya, Aisha, and Aisulu) deployed strategies such as “learning vocabulary by writing down new words from various resources,” “organizing the words into specific notebooks,” and “translating the words.” Oxford (1990) pinpointed the importance of highlighting and taking notes by creating a structure to comprehend better. Learners who exercise their agencies by deploying such strategies will facilitate their preparation for using productive skills.

Furthermore, most participants referred to reading additional materials, listening to podcasts, and practicing their speaking skills with their peers, which signifies using the “practicing in naturalistic settings” strategy (Oxford, 1990). From the sociocultural perspective, this coincides with the claim made by Norton and Toohey (2011), who emphasized the social nature of language learning, where people from culturally and

historically diverse settings utilize cultural resources, namely, media, technologies, and books. As a result, learners were not simply confined to the materials given in the classroom but also found many opportunities to enrich their knowledge of Korean through cultural materials in different forms, which are well represented and supported by Korean popular culture. From Darvin and Norton's (2015) perspective, this could be considered as an acquirement of cultural capital, meaning that if learners are driven to learn the language not only for economic resources but for a deeper appreciation of the target culture, it may inspire them to invest more (Liao et al., 2020).

Furthermore, indirect strategies, which implicitly influence the learning process (Oxford, 1990), were applied by fewer participants than direct strategies. Nevertheless, such strategies have a crucial impact on an equal basis with direct strategies, helping the learners monitor their learning process and exercise their agency. Here, agency refers to the capacity to act, meaning that agentive learners desire to assume responsibility by controlling and managing the learning process (Larsen-Freeman et al., 2021). In other words, students actively took action to develop their Korean learning as they recognized the importance of their activity and tried to resolve the challenges they faced. Consequently, learners exercise their agency by applying such strategies, especially metacognitive ones, that are responsible for organizing and investing in their learning process. The indirect strategies that the participants applied mainly included “setting goals and objectives,” “self-monitoring,” and “self-evaluating” for metacognitive, along with “self-encouragement,” “writing a language learning diary” for affective, and “asking questions” for social strategies.

Metacognitive strategies consist of actions that transcend cognitive processes, allowing one to coordinate the learning process (Oxford, 1990) effectively. Only three

participants (Aizhan, Madina, and Marjan) deployed strategies for establishing their goals and objectives by efficiently planning their Korean learning process. At the same time, other participants (Adya, Aisha, Aru, Madina, and Nazira) reflected on their strengths and weaknesses (lack of speaking skills, procrastination) by applying self-monitoring strategic efforts, which enabled them to evaluate their progress adequately and objectively (Oxford, 1990). The present findings partially align with the results uncovered in Xiao et al.'s (2021) exploration concerning 120 Brazilian learners of Chinese. The findings depicted that metacognitive and social strategic efforts were primarily implemented, signifying the students' readiness to self-regulate their learning process.

As mentioned earlier, most participants mediated their agency by applying social strategies, communicating with peers or seniors, and asking for questions, suggestions, and advice. In particular, two of the students (Adya and Aisulu) directly sought peers' assistance when they did not comprehend the information from the instructor or asked for advice from their third-year senior, who was studying in Korea. According to Hajar (2018b), learners who are "capable of thinking, wishing and acting" frequently exercise their agency when they acknowledge the significance of specific actions and adopt LLSs to achieve their ultimate vision of themselves and other goals despite any contextual constraints (p.83). In the present case, to get more knowledge about Korea and develop their language skills (enriching their symbolic capital), participants exercised their agency by being active and adopting social strategies to achieve their goals. Compared to the previously mentioned contradiction, these findings, on the other hand, align with Murray's (2010) study regarding US learners studying Korean, where apart from compensation strategies, the other frequently used ones were social, focusing on lowering classroom anxiety and engaging in self-encouragement. Also, it recalls the study of Xiao et al. (2021),

with similar results, highlighting the frequent use of social strategies, which represented their intrinsic motivation to communicate in Chinese.

Nevertheless, most participants implemented cognitive and metacognitive strategies out of all types of LLS according to Oxford's (1990) classification. Unfortunately, the other types were outnumbered in terms of users, represented only by a minimum number of participants, only one or two, respectively. Overall, the direct strategies, primarily cognitive, were implemented by most participants, revealing that not all participants consider indirect strategies as significant as direct, signifying that the learners are still not ready to self-evaluate and monitor their learning fully.

Conclusion

This chapter discussed the findings covered in the previous chapter on the basis of the existing empirical and theoretical articles on the matters of study through the sociocultural perspective connected to the theoretical underpinnings, particularly Darvin and Norton's (2015) investment model and Oxford's (1990) classification of LLSs. Therefore, it reviewed the analysis of the main findings considering the motivational orientations that drove Kazakhstani university students to invest in learning Korean, what challenges they faced, and the strategic learning efforts they implemented to overcome them in compliance with the notions of learner agency, ideology, and identity. The conclusion and implications of the thesis will be deliberately discussed in the following chapter.

Chapter 6: Conclusion

The previous chapter delineated the findings' discussion of the current research covering the main factors that motivated nine bachelor students majoring in the "Oriental Studies" program to invest in learning Korean, the challenges they encountered, and the strategic learning efforts they deployed to deal with them. The findings of this study highlighted the ongoing interplay between various sociocultural factors, ranging from social agents (e.g., parents, Korean language instructors, peers), ideologies related to the Korean language in Kazakhstani society and the participants' exercise of their agency by using different language learning strategies (LLSs) to facilitate their learning process of Korean. This chapter illustrates the current study's central conclusion and uncovers this qualitative study's main strengths and limitations. The last section discusses the study's pedagogical implications and new spheres for further exploration.

Major Conclusions of the Study

The current research disentangled the experience of a number of undergraduate students learning Korean via the "Oriental Studies" program in one of the highly selective universities. The factors that inspired them to invest in its learning, the confronted challenges, and the LLSs they espoused to overcome these challenges are of particular interest. The current study was underpinned by Darvin and Norton's (2015) investment model, driven by three essential aspects: capital, identity, and ideology, along with Oxford's (1990) system of LLS.

Regarding the motivational orientations that inspired the participants to invest in learning Korean, the study revealed the three main factors, namely, "the Korean language ideology," "educational and career opportunities associated with learning Korean," and "the influence of social agents." Compared to the instrumental nature of motivations

related to English, LOTEs are highly represented by the interests in the target culture and community (Ushioda, 2017). As the popularity of Korean popular culture imposed by dramas, music, and TV shows through different domains and the awareness of high-quality education rose in Kazakhstani society, the number of individuals interested in learning Korean has gradually increased. Therefore, most participants in this study were inspired to choose Korean for their major due to their indirect acquaintance with the target culture and community (mainly with the assistance of the Internet). In contrast, some participants decided to invest in learning Korean even before entering the university. Furthermore, three participants (Adya, Aizhan, and Marjan) admitted the similarities (in grammatical structures, traditions, and celebrations) between Kazakh and Korean cultures and languages, again highlighting the significance of integrativeness in learning LOTEs.

Nevertheless, Korean was not only associated with cultural interests but was also regarded as a language that brings career and educational opportunities, representing instrumentally driven orientations (Gardner, 1985). For four participants, Korean was equal to success, or in other words, it could provide particular opportunities (as a cultural and symbolic capital development). The parents of three participants initially had a positive predisposition concerning South Korea as a developed country, which influenced the participants' decision to start investing in learning Korean. Hence, the social agents' (i.e., parents, siblings, peers, and seniors) influence on participants' decision to invest in learning Korean was also examined.

Participants encountered two main categories of challenges during the Korean learning process: "linguistic challenges" and "low quality of teaching Korean at university." More specifically, the significant linguistic challenges concerning learning Korean pertained to speech comprehension, differentiation of similar vowels and

diphthongs, and a lack of vocabulary repertoire. Also, some participants criticized the teaching practices of some instructors, including the unclear and ineffective methodology, consisting of heavy overload and improper explanations that negatively influenced the desire to invest in learning Korean (leading to disinvestment, as shown in Aru's case).

To resolve the difficulties they confronted while learning Korean, participants acted agentively by implementing some effective LLSs, drawing on Oxford's (1990) taxonomy of LLSs, consisting of direct (cognitive, compensation, and memory) and indirect strategies (affective, social, and metacognitive) (for more elaboration about this taxonomy, see Chapter 2). The students mostly implemented cognitive and metacognitive strategies, ranging from taking notes, translating new words, listening to podcasts, practicing speaking with their peers in naturalistic settings, establishing objectives, and reflecting on and evaluating their strengths and weaknesses. Thus, learners learned the language and demonstrated critical thinking skills, as they could analyze their progress and development of the Korean language skills. In contrast, affective, compensation and memory strategic efforts were represented maximum by one or two participants, meaning that the variety of strategies students deployed was limited. Overall, the variety of implemented strategies was demonstrated in Table 3 of Chapter 4, see page 71.

Strengths and Limitations of the Study

As pinpointed in the second chapter, most articles on the L2 motivation research predominantly examined English and monolingual learners. They were mainly conducted in Anglophone, European, or Oceanian contexts, failing to cover a broader scope of motivational orientations toward LOTEs through a multilingual lens in Asian contexts (Henry, 2010; Takahashi, 2023). Moreover, such geographical skewness is well represented in Central Asian contexts despite the abundance of multilingual learners. Thus,

motivation toward English remains a commonly researched topic in Central Asia (e.g., Arapova, 2017; Mamadaminova & Khadjikhanova, 2021; Nurshataeva, 2011), whereas research on LOTEs tends to be in the shadows. Consequently, the current research attempted to bridge this gap on the grounds that no previous study encompassed the experiences of Kazakhstani multilingual students in learning Korean, covering their challenges, language learning strategies (LLS), and motivational factors.

The implementation of narrative writing and semi-structured interviews gave fruitful opportunities for participants to freely express their opinions and views on this matter, consequently capturing various details and creating a scrutinized and elaborate picture that would be less achievable with a quantitative approach. In addition, this enabled the researcher to validate the participants' answers and obtain more specific and less subjective data. Moreover, the present study analyzed the data from a sociocultural perspective of language learning. This perspective aligns with Darvin and Norton's (2015) model of investment, highlighting the significance of capturing the constant engagement between elements of context (e.g., the social agents' practices, social and cultural ideologies) and the participants' agentive power to achieve their ideal multilingual selves while learning Korean. As shown in the second chapter, using strategy questionnaires would not have allowed this study's researcher to unearth the students' contextualized and situated use of LLSs according to their shifting learning goals and tasks.

Despite the strengths and importance of the present study, it is crucial to acknowledge its limitations in order to provide insights for other researchers interested in addressing and preventing such drawbacks in future research. For instance, the results obtained from a small convenience sample (nine) from a single course, department, and university may be less objective than those obtained from larger-scale samples for

quantitative methods. Moreover, the results might not be fully applicable to other institutions providing Korean language courses in Kazakhstan, as this study only focused on one university. Different institutions' instructors, curriculum, environment, and other factors may vary significantly. Therefore, future research needs to consider using a mixed-method approach with a broader sample, including different academic institutions, taking into account the voices of students and some other influential actors such as instructors and university administrators. This approach should incorporate qualitative and quantitative methods to enhance the overall understanding and present an expanded overview on the phenomenon being explored (Creswell & Clark, 2017).

Also, despite the multilingual participants, the present study sample consisted of only one gender and nationality, which might also be considered a bias since the variety of nationalities and the perspectives of the opposite gender were not depicted. Moreover, it would be beneficial to compare learning Korean with other LOTEs provided in academic institutions for further research.

Implications of This Research Study

On the basis of data analysis, further implications can be suggested to facilitate Korean learning in Kazakhstani academic institutions. As data was analyzed via a sociocultural perspective per Darvin and Norton's (2015) investment model, the present study shed light on the significance of social agents and the ideologies in society embedded through cultural factors. The influence of family members, peers, and seniors, as well as interaction with them, was one of the crucial factors influencing the participants' choice and desire to invest in learning Korean, signifying that they were not only passive recipients but also that they had the willingness to exercise their agency by practicing

Korean speaking skills and consult on the matters related to Korean and South Korea with their seniors.

Thus, the instructors may implement the Neer Peer Role Model (NPRM) strategy to strengthen learners' ideal LOTE and multilingual selves, raising awareness of the importance of multilingualism and learning LOTEs. Here, NPRMs are characterized as individuals of the same age or professional and social level who are respected or admired by the community (Murphey, 1998). In other words, such role models in real life boost learners' confidence and willingness to act similarly (Wang, 2023). However, as the present study demonstrates, peers and immediate family members, seniors, and siblings can have a crucial impact altogether (e.g., Adya, Madina, and Marjan cases). Moreover, one participant, Marjan, mentioned the professors from Korean Cultural Centers and other institutions who attended their lessons to introduce Korean universities and additional facts about South Korea. Hence, instructors may invite similar social agents, including alums from their universities who successfully applied for a Master's Degree in South Korea, or even share their unique experience of learning Korean to inspire and motivate the students to invest in learning Korean even more.

As social agents, instructors can significantly affect the students' engagement and participation. One of the problems that some participants encountered was the poor methodology used by some instructors, which needs to be addressed carefully. One of the main issues was the inappropriate use of translanguaging practices by one of the previous instructors. Nevertheless, another native Korean instructor successfully deployed bilingual practices in the classroom, allowing the students to implement compensation strategies (communicating in English) at the beginning in order to reduce their anxiety. In a qualitative study by Daniel and Pacheco (2015) on four multilingual learners in a US

secondary school, it was found that the participants productively implemented LOTEs in order to support their learning of English by deploying translanguaging practices, such as using bilingual dictionaries, note-taking in LOTEs while reading or listening, talking with friends in LOTEs to clarify the assignments, learning new language with their friends and families and others. The authors suggest that LOTE-focused classes can help students feel comfortable using translanguaging and, for example, summarizing the information into LOTE, making cross-linguistic comparisons, discussing new information in LOTE, and carrying out activities that promote multilingualism as a norm, not as an exception (Daniel & Pacheco, 2015). Therefore, as translanguaging is specifically beneficial in learning LOTEs, it is necessary to raise the instructors' awareness on this matter via training or workshops held by translanguaging experts and to promote a positive view of multilingualism in the classroom.

Furthermore, during the data analysis, the imbalance of deployed language learning strategies was revealed, uncovering the lack of users for particular learning strategies, namely, affective, memory, and compensation. Cohen (2011) stated that awareness regarding the specific strategies that can be consciously chosen can facilitate language learning. Thus, to enhance their awareness of LLSs, it is essential to introduce diverse strategies in the classroom and provide training on how to deploy them properly. From the multilingual perspective, instructors should provide students with multilingual instruction, adopt multimodal and multicognitive approaches, and demonstrate metacognitive strategies used in LOTEs (Chostelidou et al., 2015). In addition, instructors should provide instruction on foreign language strategies, especially those that were applied and adopted less than others (Xiao et al., 2021).

On the basis of the above-described implications, the researcher can propose subsequent recommendations for other scholars and various stakeholders. Firstly, it would be beneficial to pay attention to other LOTEs provided in Kazakhstani academic institutions and incorporate LLSSs, individual variables, and cross-cultural factors in further research, especially in such a unique multilingual context. For policymakers, it is crucial to deliberately concentrate on the process of instructors' employment, explicitly focusing on their qualifications and methodology. As instructors have a significant influence on the students' investment or disinvestment respectfully, it is of utmost importance to increase their "openness" and "readiness" for the implementation of novice pedagogies, namely, NPRM, translanguaging practices, and multilingual strategy instruction in order to maintain and enhance the motivational orientations and investment in LOTEs learning.

Furthermore, the participants were second-year undergraduate students enrolled in a university. Being able to study at a university signifies that they belong to the privileged group that has higher education access. In other words, these students can be considered educated elites who can afford to gain such knowledge. Some of them even attended fee-charging private tutoring to enhance their Korean level. However, to lessen the research bias and broaden the study's scope, it seems crucial to include the experiences of minoritized and marginalized communities. Specifically, the researchers should consider the interests, attitudes, and beliefs of immigrants or individuals from vulnerable categories and multilingual environments because these groups might have different experiences from the privileged ones.

Overall, given that I had a similar experience of learning Korean during my bachelor's degree program in "Oriental Studies," I could fully comprehend the participants' difficulties from their perspectives and reflect on my Korean learning journey

with a new glance. In addition, the thesis writing process taught me how to conduct a study properly, mainly synthesizing the literature, collecting the necessary information, analyzing it according to the theoretical underpinnings, and reporting and discussing the crucial results. Moreover, writing the literature review and justifying the methodological part of the thesis allowed me to broaden my horizons, leading to a more comprehensive and critical view of motivation toward LOTEs. As a result, I realized the significance of examining multilingual learners' experiences and promoting a positive view toward multilingualism on micro and macro levels since the majority of the population in the world is multilingual.

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Appendix A

Unpacking Kazakhstani University Students' Challenges, Investment and Language

Learning Strategy Use for Learning Korean: A Qualitative Inquiry.

Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of AI and composed this work independently (please check one):

- with the use of artificial intelligence tools, or
 - without the use of artificial intelligence tools.
-

(If you have used AI tools as defined in the GSE policy document, please complete the rest of this form.)

During the preparation of this thesis, I used Grammarly to edit the text for clarity and grammar and the Veed.io video-editing website to facilitate the interview transcription process.

I also declare that I

- am aware of the capabilities and limitations of AI tool(s),
- have verified that the content generated by AI systems and adopted by me is factually correct,
- am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
- have submitted complete and accurate information about my use of AI tools in this work, and
- acknowledge that there may be disciplinary consequences if I have not followed NUGSE's guidelines regarding AI appropriate use.

Name: Darina Galitova

Date: 28.05.24

Signature:



Appendix B

Prompts for the narrative essay.

Dear research participant,

Please, write an essay in Kazakh, Russian or English covering the following points:

1. Could you please write general information about your background (e.g. age, your parents' job and education, the number of your brothers and sisters, your city/village, your specialization, your interests etc.)?
2. How many languages can you speak? What are they?
3. How long have you been learning Korean? Did you have prior experience of learning Korean before entering the university?
4. Why did you decide to learn Korean?
5. What challenges did you face/are you facing while learning Korean?
6. What strategies did you use/plan to use to deal with these challenges?
7. What are your current goals in terms of the learning Korean language?
8. What kind of activities or strategies did you use/do you intend to use to achieve your goals?

Баяндау әссеge арналған сұрақтар

Төмендегі тармақтарды қамтитын әссе жазуыңызды сұраймыз:

1. Өзіңіз туралы жалпы ақпарат берініз (мысалы, жасыңыз, ата-анаңыздың жұмыс орны мен білімі, аға-әпкелеріндің саны, туган жерініz немесе ауылыңыз, мамандығыңыз, қызығушылықтарыңыз т.б.)?
2. Сіз неше тілде сөйлей аласыз? Бұл қандай тілдер?
3. Сіз корей тілін қанша уақыттан бері оқып жүрсіз? Университетке түсер алдында корей тілін үйрену тәжірибелі болды ма?
4. Неліктен корей тілін окуға шешім қабылдадыңыз?
5. Корей тілін үйрену барысында қандай қындықтарға тап болдыңыз/тап боласыз?
6. Осы қындықтарды жену үшін қандай стратегияларды қолданыңыз/пайдалануды жоспарладыңыз?
7. Корей тілін үйренудегі қазіргі мақсаттарыңыз қандай?
8. Сіз өз мақсаттарыңызға жету үшін қандай әрекеттерді немесе стратегияларды қолданыңыз/пайдалануды жоспарлап отырсыз ба?

Вопросы к повествовательному эссе

Напишите эссе, которое охватывает следующие моменты:

1. Расскажите, пожалуйста, общую информацию о себе (например, ваш возраст, место работы и образование родителей, количество братьев и сестер, ваш родной город или село, ваша специальность, ваши интересы и т.д.)?
2. На скольких языках Вы можете говорить? Какие это языки?
3. Как давно Вы изучаете корейский язык? Был ли у Вас опыт изучения корейского языка до поступления в университет?
4. Почему вы решили изучать корейский язык?

5. С какими трудностями вы сталкивались/сталкиваетесь при изучении корейского языка?
6. Какие стратегии вы использовали/планируете использовать для решения этих трудностей?
7. Каковы ваши текущие цели в изучении корейского языка?
8. Какие виды деятельности или стратегии вы использовали/намерены использовать для достижения своих целей?

Appendix C

Individual semi-structured interview protocol for students learning Korean on their motivational orientations, challenges and strategic learning efforts

Interviewer: I am Darina Galitova, a second-year Master's student in Multilingual Education program at Nazarbayev University Graduate School of Education. The purpose of this study is to explore Kazakhstani students' experiences of learning Korean, the challenges they face while learning Korean, and the strategies they use while investing in their learning.

Interviewee:

Thank you for giving me your time today. I would like to begin by telling you about the project. Since the past decade, researchers in the L2 motivation field started to shift their focus from the English language towards motivation to learn languages other than English (LOTE). Therefore, this study aims to fill the gap in the research in Kazakhstan and specifically explore Kazakhstani students' motivations for learning Korean and the challenges they face and how they deal with these challenges. Therefore, I am having this interview with you today. This research has been conducted in accordance with the ethical standards set by the Nazarbayev University Institutional Research Ethics Committee.

Questions:

1. When did you start learning Korean?
2. Who or what encouraged you to learn Korean?
3. What did you think of the Korean language before learning it? **Probe:** Why did you have such impressions?

4. Have you learned Korean before entering university? **Probe:** *If you had, where did you learn it (e.g., in private courses, the Korean Cultural Center, or yourself)? Follow-up question: How did you find that experience?*
5. What motivated you to learn Korean?
6. Are you now interested in learning or using Korean? If yes/no, why?
7. What are your current goals or aspirations for learning Korean?
8. What kind of activities or steps have you adopted/do you intend to use to achieve your goals?
9. What proficiency in Korean do you want to attain?
10. Which particular aspects of Korean do you think you still have problems with?
11. What strategies did you use/do you want to use to improve this aspect/these aspects of your Korean?
12. How much time do you invest in Korean learning weekly?
13. What do you think about the instructors in the Basic Korean course? **Probe:** Are they using their own materials?
14. What do you think are the strengths and weaknesses of this Korean course?
15. How is this course assessed?
16. Do you feel that you are doing well on the Korean course? Why?
17. Have you found sufficient chances to communicate with competent speakers of Korean in Kazakhstan? If yes, how? If not, why not?
18. What about the role of technology in your learning Korean?
19. What do you think of the Korean world and the Korean language now?

20. What do your friends, family, or other people (you know well) think of you learning Korean?

Корей тілін үйренетін студенттердің мотивациялық бағыттары, қындықтары және стратегиялық оқу әрекеттері туралы жеке жартылай құрылымдық сұхбат

хаттамасы

Сұхбат беруші: Мен Дарина Галитова, Назарбаев Университетінің Жоғары білім беру мектебінің «Көптілді білім беру» бағдарламасы бойынша екінші курс магистранттымын. Бұл зерттеудің мақсаты – қазақстандық студенттердің корей тілін үйренудегі тәжірибесін, оқу процесінде кездесетін қындықтарды және олардың корей тілін үйрену кезіндегі қолданатын тілдік оқыту стратегияларын зерттеу болып табылады.

Сұхбат алушы:

Бұгінгі уақытынызды бөлгеніңіз үшін рахмет. Алдымен мен сізге жоба туралы айтқым келеді. Соңғы онжылдықта екінші/шетел тілін үйрену мотивациясы саласындағы зерттеушілер назарды ағылшын тілінен одан басқа тілдерді үйренуге мотивацияға ауыстыра бастады. Сондықтан бұл зерттеу Қазақстанда жүргізілген зерттеулердегі олқылықты шешуге, атап айтқанда, қазақстандық студенттердің корей тілін үйренуге деген ынтасын, сондай-ақ оқу үдерісіндегі кездесетін мәселелер мен оларды шешу жолдарын зерттеуге бағытталған. Сондықтан мен бұгін сізben сұхбат жүргізіп отырмын. Бұл зерттеу Назарбаев Университетінің Ғылыми зерттеулердің институционалдық әдеп комитеті белгілеген этикалық стандарттарға сәйкес жүргізіледі.

Сұраптар:

1. Сіз корей тілін қашан үйрене бастадыңыз?
2. Корей тілін үйренуге сізді кім немесе не ынталандырды?
3. Корей тілін үйренбес бұрын, ол туралы не ойладыңыз? **Қосымша сұрақ:** Неліктен сізде мұндай әсер болды?
4. Университетке түсер алдында корей тілін үйрендіңіз бе? **Қосымша сұрақ:** *Олай болса, оны қай жерде оқыдыңыз (мысалы, жеке курсарда, корей мәдени орталығында немесе өз бетіңізше)? Келесі сұрақ:* *Сіз бұл тәжірибелі қалай бағалайсыз?*
5. Корей тілін үйренуге не түрткі болды?
6. Қазіргі уақытта сіз корей тілін үйренуге немесе қолдануға қызығушылық танытасыз ба? Егер иә/жоқ болса, неге?
7. Корей тілін үйренудегі қазіргі мақсаттарыңыз немесе үмтүлыштарыңыз қандай?
8. Сіз өз мақсаттарыңызға жету үшін қандай әрекеттерді немесе қадамдарды жасадыңыз/жасауды жоспарлап отырсыз?
9. Корей тілін білудің қандай деңгейіне қол жеткізгіңіз келеді?
10. Корей тілінің қандай аспектілерімен әлі де қиындықтар бар деп ойлайсыз?
11. Корей тілінің осы аспектісін/осы аспектілерін жақсарту үшін қандай стратегияларды қолданыңыз/пайдаланғыңыз келеді?
12. Аптасына қанша уақытыңызды корей тілін үйренуге арнайсыз?
13. Базалық корей курсының мұғалімдері туралы не айтасыз? **Қосымша сұрақ:** Олар өздерінің материалдарын пайдаланады ма?
14. Осы корей тілі курсының күшті және әлсіз жақтары қандай деп ойлайсыз?
15. Бұл курс қалай бағаланады?

16. Өзінізді корей тілі курсында жақсы оқимын деп ойлайсыз ба? Неліктен?
17. Қазақстандағы корей тілінде сөйлейтіндермен тіл табысу мүмкіндігін таптыңыз ба? Егер иә болса, онда қалай? Егер жоқ болса, неге жоқ?
18. Сіздің Корей тілін менгерудегі технологияның алатын орны қандай?
19. Қазір Корея және корей тілі туралы не ойлайсыз?
20. Достарыңыз, отбасыңыз немесе сіз жақсы білетін басқа адамдар корей тілін үйренуіңіз туралы не ойлайды?

**Протокол индивидуального полуструктурированного интервью для студентов,
изучающих корейский язык, об их мотивационных направлениях, проблемах и
стратегических усилиях в обучении**

Интервьюер: Я - Дарина Галитова, студентка второго курса магистратуры по программе "Многоязычное образование" Высшей Школы Образования Назарбаев Университета. Цель данного исследования - изучить опыт казахстанских студентов в изучении корейского языка, проблемы, с которыми они сталкиваются в процессе изучения, и стратегии изучения языка, которые они используют во время изучения.

Интервьюируемый:

Спасибо, что уделили мне сегодня время. Для начала я хотела бы рассказать вам о проекте. В последнее десятилетие исследователи в области мотивации изучения второго/иностранных языка стали смещать акцент с английского языка на мотивацию изучения языков помимо английского. Поэтому данное исследование

призвано восполнить пробел в исследованиях, проводимых в Казахстане, и в особенности изучить мотивацию казахстанских студентов к изучению корейского языка, а также проблемы, с которыми они сталкиваются, и способы решения этих проблем. Поэтому сегодня я провожу с вами это интервью. Данное исследование проводится в соответствии с этическими нормами, установленными комитетом институциональной этики научных исследований, Назарбаев Университета.

Вопросы:

1. Когда вы начали изучать корейский язык?

2. Кто или что вас с мотивировало изучать корейский язык?

3. Что вы думали о корейском языке до его изучения? **Дополнительный вопрос:**

почему у Вас сложилось такое впечатление?

4. Изучали ли Вы корейский язык до поступления в университет? **Дополнительный вопрос:** если да, то, где вы его изучали (например, на частных курсах, в Корейском культурном центре или самостоятельно)? **Последующий вопрос:** как вы оцениваете этот опыт?

5. Что побудило вас к изучению корейского языка?

6. Заинтересованы ли вы сейчас в изучении или использовании корейского языка?

Если да/нет, то почему?

7. Каковы ваши текущие цели или стремления в изучении корейского языка?

8. Какие действия или шаги вы предприняли/намерены предпринять для достижения своих целей?

9. Какого уровня владения корейским языком вы хотите достичь?

10. С какими аспектами корейского языка, по вашему мнению, у вас еще есть проблемы?

11. Какие стратегии вы использовали/хотите использовать для улучшения этих проблем?

12. Сколько времени в неделю вы уделяете изучению корейского языка?

13. Что вы думаете о преподавателях курса "Базового корейского языка", об их методах преподавания? **Дополнительный вопрос:** используют ли они собственные материалы?

14. Каковы, по вашему мнению, сильные и слабые стороны данного курса корейского языка?

15. Как оценивается данный курс?

16. Считаете ли вы, что вы хорошо успеваете по курсу корейского языка? Почему?

17. Нашли ли вы достаточно возможностей для общения с людьми знающими корейский на продвинутом уровне в Казахстане? Если да, то каким образом? Если нет, то почему?

18. Какова роль технологий в вашем изучении корейского языка?

19. Что Вы думаете о Корее и корейском языке сейчас в целом?

20. Что ваши друзья, семья или другие люди (которых вы хорошо знаете) думают о том, что вы изучаете корейский язык?

Appendix D

Gatekeeper E-mail/Letter

Dear [Gatekeeper Name],

My name is Darina Galitova and I'm currently starting a research project for my Master's thesis at Nazarbayev University Graduate School of Education.

Subject to approval by Nazarbayev University Research Ethics Committee this research will employ narrative essay and individual semi-structured interviews to explore motivation, challenges, investment, and language learning strategies of Kazakhstani students studying Korean.

I'm writing to request your permission to be allowed to enter your university in order to recruit research participants – bachelor students studying in a second year in a major called “Oriental Studies”, learning Korean language – for narrative writings and individual semi-structured interviews. The interviews may take one month – a period from November to December 2023 - to complete and will be scheduled at a time and date that is convenient for the participants according to their curricula. All I will need is to arrange a suitable time to conduct individual interviews with the students.

All answers and results from the research are kept strictly confidential.

If this is possible, please could you e-mail me at darina.galitova@nu.edu.kz or by phone number +7 708 821 32 17 to confirm that you are willing to allow access to your participants providing they agree and are happy to take part.

Thank you for your time and I hope to hear from you soon.

Yours sincerely,

Darina Galitova

Appendix E

INFORMED CONSENT FORM

Unpacking Kazakhstani University Students' Challenges, Investment and Language Learning Strategy Use for Learning Korean: A Qualitative Inquiry

You are asked to participate in a **research study**, conducted by Darina Galitova, a second-year Master of Arts in Multilingual Education student at Nazarbayev University Graduate School of Education. This study aims to explore undergraduate Kazakhstani students' experiences of learning Korean as a foreign language, the challenges they encounter while learning Korean and the language learning strategies (LLSs) they use to achieve their ultimate goals. If you decide to participate in this research, you will be asked to write an essay about your background, prior language learning experience, and challenges and strategies that you used to cope with them. Following that, in order to get more details about your learning process of Korean, individual semi-structured interviews with 15-20 questions will be conducted. With your consent, I will make audio recordings of your responses to make further analysis.

You will have 7 to 10 days to complete your narrative essay before the individual interviews will be conducted. Individual semi-structured interviews will last roughly 30 to 40 minutes.

There are minimal risks to participating in the study. I will complete all required steps to maintain your privacy and anonymity of the obtained data. A pseudonym will be used instead of your real name and the name of the university during all the phases of the research. I will keep the interview transcripts and the file that links the pseudonyms to the real names on the computer, in a location protected with a password. Once the research project is over, I will delete the voice recording of your interview and remove all password-protected files from the computer after the study is finished. I will remove any information that could identify you from the final version of my dissertation or written report.

This research study will not pay you or provide any direct benefits. However, your responses may help the researcher to learn more about the experience of Kazakhstani students learning Korean. The indirect benefit of this research is that it may help to raise awareness of the challenges, investment and learning strategies to facilitate learning of Korean in Kazakhstan. Any public publication based on this study will not include your name or any other personal information that may be used to identify you.

If you have read this form and have made the choice to participate in this study, please keep in mind that your participation is entirely **voluntary**, and you have the right **to withdraw your permission or terminate participation at any time without any penalties or other negative consequences. The alternative is not to participate in the study. You have the option of refusing to answer specific questions.** The participants' responses will be used for only research purposes, and not assessed. Therefore, there will be no "good" or "bad", "right" or "wrong" answers considering their experiences of learning Korean. The findings of this study might be presented at scientific or professional events or published in scholarly publications. If you have any concerns or would like a

copy or summary of the results of this study, please contact the Master's Thesis supervisor at the email address or phone number shown below.

Contact Information:

You can contact one of the researchers if you have any questions, comments, or concerns regarding the research. Please contact me at **+7 708 821 32 17** or darina.galitova@nu.edu.kz.

If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Anas Hajar, via email anas.hajar@nu.edu.kz or telephone **+7 747 323 15 62** or the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz.

Please sign this consent form if you agree to participate in this study.

- I understand the purpose and the procedures of the study described above.
- My questions have been answered to my satisfaction, and I understand that my information will be confidential and be only seen by the researcher.
- I understand that I can withdraw from the study at any time without a reason.
- I agree to participate in the study and record my responses and I have been given a copy of this form.

Participant

Signature: _____

Date: _____

Researcher

Signature: _____

Date: _____

АҚПАРАТТЫҚ КЕЛІСІМ НЫСАНЫ

Қазақстандық университеттер студенттерінің корей тілін үйрену кезіндегі проблемаларды, инвестициялау және тілдік стратегияларды қолдануын ашу: Сапалы зерттеу

Сіздерді Назарбаев Университетінің Жоғары Білім Беру мектебінің «Көптілді білім беру» мамандығы бойынша оқитын, екінші курс магистранты Галитова Дарина жүргізетін зерттеуге қатысуға шақырамыз. Зерттеудің мақсаты қазақстандық екінші курс студенттерінің корей тілін шет тілі ретінде менгеру тәжірибесін, оларға кездесетін қындықтарды және түпкілікті мақсаттарына жету үшін қолданатын тілді үйрену стратегияларын зерттеу болып табылады. Егер сіз осы зерттеуге қатысуға шешім қабылдасаңыз, сізден өзіңіз туралы жалпы ақпаратты, корей тілін үйренудегі бұрынғы тәжірибелізді, қындықтар мен оларды жену үшін қолданған стратегияларыңызды қамтитын эссе жазу сұралады. Осыдан кейін корей тілін үйрену барысы туралы толығырақ ақпарат алу үшін 15-20 сұрақтан тұратын жеке сұхбат жүргізіледі. Сіздің келісіміңізben, жауаптарыңыз әрі қарай талдау үшін диктофонға жазылады.

Жеке сұхбаттар басталғанға дейін сізге эссе жазуға 7-10 күн беріледі. Жеке сұхбат шамамен 30-40 минутқа созылады.

Зерттеуге қатысумен байланысты біршама тәуекелдер бар. Мен алынған деректердің құпиялышы мен анонимділігін сақтау үшін барлық қажетті қадамдарды жасауға ниеттімін. Зерттеу барысында сіздің шын атыңыз беру университеттің атауы зерттеудің барлық кезеңдерінде жасырын болады. Зерттеуге қатысты барлық жиналған деректер, құжаттар мен жазбалар парольмен және биометриялық деректермен қорғалған дербес компьютерде сақталады. Мақаланың жобалық нұсқасын жазып болған соң, сұхбатыңыздың жазбасын және барлық құпия сөзбен қорғалған файлдарды компьютерімнен жоямын. Зерттеу аяқталғаннан кейін сіздің жеке ақпаратыңызды қорытынды мақаладан және жазбаша есептен алып тастаймын.

Бұл зерттеуге қатысу қаржылық өтемақы немесе қандай да бір тікелей пайда алууды білдірмейді. Дегенмен сіздің жауаптарыңыз зерттеушіге корей тілін үйреніп жатқан қазақстандық студенттердің тәжірибесі туралы көбірек білуге көмектесуі мүмкін. Бұл зерттеудің жанама пайдасы Қазақстанда корей тілін үйренуге ықпал ететін мәселелер, инвестициялар және оқыту стратегиялары туралы хабардарлықты арттыруға көмектесуі мүмкін. Бұл зерттеуге негізделген кез келген жарияланым сіздің атыңызды немесе сізді анықтау үшін пайдаланылуы мүмкін кез келген басқа жеке ақпаратты қамтymайды.

Егер сіз осы нысанды мұқият қарап шығып, осы зерттеуге қатысу туралы шешім қабылдасаңыз, сіздің осы зерттеуге қатысуыңыз толығымен ерікті екенін және кез келген уақытта айыппұлсыз немесе басқа жағымсыз салдарсыз рұқсатыңызды қайтарып алуға немесе зерттеуге қатысуды тоқтатуға құқығыңыз бар екені ескеріледі. Сіз қандай да бір сұрақтарға жауап беруден бас тартуға құқылышыз. Қатысушылардың жауаптары тек зерттеу мақсатында пайдаланылады және бағаланбайды. Сондықтан олардың корей тілін үйрену тәжірибесіне қатысты «жақсы» немесе «жаман», «дұрыс» немесе «бұрыс» жауаптар болмайды. Бұл

зерттеудің нәтижелері ғылыми немесе кәсіби іс-шараларда ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін. Егер сізде сұрақтар туындаса немесе осы зерттеу нәтижелерінің көшірмесі мен қысқаша мазмұнын алғыңыз келсе, төмендегі электрондық пошта мекенжайы немесе телефон нөмірі бойынша магистрлік диссертацияның жетекшісіне хабарласа аласыз.

Байланыс ақпараты:

Зерттеуге қатысты сұрақтарыңыз, пікірлеріңіз немесе қауібіңіз болса, зерттеушілердің бірімен хабарласуыңызға болады. **+7 708 821 32 17** телефоны немесе darina.galitova@nu.edu.kz арқылы хабарласыңыз.

Осы зерттеуге, оның процесі, қауіпі және артықшылықтарына қатысты сұрақтарыңыз немесе шағымдарыңыз болса, магистрлік диссертацияның жетекшісі Анас Хаджарға anas.hajar@nu.edu.kz немесе **+7 747 323 15 62** телефоны арқылы, сондай-ақ NUGSE зерттеу комитеті gse_researchcommittee@nu.edu.kz мекенжайы бойынша хабарлассаңыз болады.

Осы зерттеуге қатысуға келіссеніз, осы келісім формасына қол қойыңыз.

- Мен жоғарыда сипатталған зерттеудің мақсаты мен процедураларын толықтай түсінемін.
- Мен өз сұрақтарыма берілген жауаптарға қанағаттандым және менің ақпаратым құпия түрде болатынын және тек зерттеушіге ғана көрінетінін түсінемін.
- Мен кез келген уақытта себепсіз зерттеуге қатысадан бас тарта алатынымды түсінемін.
- Мен зерттеуге қатысуға және жауаптарымды жазуға келісемін және осы құжаттың көшірмесін алдым.

Қатысушы

Қолы: _____

Күні: _____

Зерттеуші

Қолы: _____

Күні: _____

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Раскрытие проблем, инвестирования и использование языковых стратегий при изучении корейского языка студентами казахстанских университетов: Качественное исследование

Вы приглашены принять участие в **исследовании**, проводимой Дариной Галитовой, студенткой второго курса магистратуры по специальности «Многоязычное образование» Высшей Школы Образования Назарбаев Университета. Цель исследования - рассмотреть опыт казахстанских студентов, обучающихся на втором курсе бакалавриата, в изучении корейского языка как иностранного, проблемы, с которыми они сталкиваются в процессе, и стратегии изучения языка, которые они используют для достижения своих конечных целей. Если вы решите принять участие в этом исследовании, вам будет предложено написать эссе, где вы упомяните общую информацию о себе, о вашем предыдущем опыте в изучении корейского языка, о проблемах и стратегиях, которые вы использовали для их преодоления. После этого, чтобы получить более подробную информацию о процессе изучения корейского языка, будет проведено индивидуальное интервью, состоящее из 15-20 вопросов. С Вашего согласия я запишу аудиозапись ваших ответов для дальнейшего анализа.

До начала индивидуальных интервью у вас будет 7-10 дней для написания эссе. Индивидуальные интервью будут длиться примерно 30-40 минут.

Существуют минимальные риски, связанные с участием в исследовании. Я выполню все необходимые действия для сохранения конфиденциальности и анонимности полученных данных. Во всех этапах исследования вместо вашего настоящего имени и названия университета будет использоваться псевдонимы. Все собранные данные, документы и записи, связанные с исследованием, будут храниться на персональном компьютере, защищенным паролем и биометрическими данными. По окончании написания чернового варианта статьи я удалю запись вашего интервью и все защищенные паролем файлы с компьютера. Я удалю любую информацию, которая может идентифицировать вас, из окончательного варианта диссертации и письменного отчета после завершения исследования.

Данное исследование не подразумевает оплаты или предоставления каких-либо прямых выгод от участия. Однако ваши ответы могут помочь исследователю узнать больше об опыте казахстанских студентов, изучающих корейский язык. Косвенное преимущество от данного исследования заключается в том, что оно может помочь повысить осведомленность о проблемах, инвестирования и стратегиях обучения, способствующих изучению корейского языка в Казахстане. Любая публичная публикация, основанная на данном исследовании, не будет включать ваше имя или любую другую личную информацию, которая может быть использована для вашей идентификации.

Если вы ознакомились с данной формой и приняли решение участвовать в данном исследовании, пожалуйста, имеете ввиду, что ваше участие в нем является полностью **добровольным**, и вы имеете право в **любой момент отозвать свое разрешение или прекратить участие в исследовании без каких-либо штрафов или других негативных последствий**. Альтернативой является **отказ от участия**.

в исследовании. У вас есть право отказаться отвечать на конкретные вопросы. Ответы участников будут использоваться только в исследовательских целях и не будут оцениваться. Поэтому не будет никаких «хороших» или «плохих», «правильных» или «неправильных» ответов, касающихся их опыта изучения корейского языка. Результаты данного исследования могут быть представлены на научных или профессиональных мероприятиях или опубликованы в научных изданиях. Если у Вас есть какие-либо вопросы или вы хотите получить копию или краткое изложение результатов данного исследования, пожалуйста, свяжитесь с научным руководителем магистерской диссертации по указанному ниже электронному адресу или телефону.

Контактная информация:

Вы можете связаться с одним из исследователей, если у вас возникнут вопросы, комментарии или опасения по поводу исследования. Пожалуйста, свяжитесь со мной по телефону **+7 708 821 32 17** или darina.galitova@nu.edu.kz.

Если у вас есть вопросы, опасения или жалобы по поводу данного исследования, его процедур, рисков и преимуществ, свяжитесь с научным руководителем магистерской диссертации по данной студенческой работе Анасом Хаджаром по электронной почте anas.hajar@nu.edu.kz или телефону **+7 747 323 15 62**, а также с Исследовательским комитетом NUGSE по адресу gse_researchcommittee@nu.edu.kz.

Пожалуйста, подпишите эту форму согласия, если Вы согласны принять участие в данном исследовании.

- Мне понятны цель и процедуры описанного выше исследования.
- Ответы на мои вопросы меня удовлетворили, и я понимаю, что моя информация будет конфиденциальной и будет видна только исследователю.
- Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин.
- Я согласен на участие в исследовании и запись моих ответов, и мне выдана копия этого бланка.

Участник

Подпись: _____

Дата: _____

Исследователь

Подпись: _____

Дата: _____

Appendix F

Interview Coding Sample (Excerpt)

Interview extracts	Codes	Subthemes	Themes
Interviewer: In your narrative essay, besides <u>challenges with listening and speaking skills</u> , you also mentioned the <u>instructor's unclear guidance</u> . Could you elaborate on that in detail?	Challenges with listening and speaking The previous instructor's unclear methodology	Receptive skills Productive skills The low quality of teaching Korean at the university	Challenges of learning Korean
Interviewee: In the second semester of the first year, we had a teacher who did not know how to explain things in one language. She tried to mix four languages: Russian, Kazakh, English, and Korean, even though she did not know much about English and Russian. Moreover, <u>she tried to explain everything to us simultaneously, but it turned into a mess, and we did not understand anything</u> . So, at that time, I tried to learn as much as I could by myself, dedicating extra hours at home because it was not productive to learn this way in the classroom.	Instructor's poor explanation Low comprehension of the material in the classroom	The low quality of teaching Korean at the university	Challenges of learning Korean
When I study individually, I use Quizlet to learn new words. Moreover, I use the Naver Dictionary. Because the words that I search for are always there and sometimes even complex. There are always examples	Learning Korean individually at home by using applications for learning and translating new words (direct strategies)	Individual efforts	Students' strategies while investing in dealing with the challenges

of how and when to use
them and the situations in
which you should say them
correctly.

Interviewer: Thank you for
the detailed answer.
