

English Names and Adult EFL Learners: Integrative Motivation and Student Perceptions

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Abstract:

This is a presentation of my research examining how English name use in an English as a foreign language class affects adult learners. Before-and-after motivational questionnaires were completed by 42 university students who adopted English names and 31 university students who maintained their Korean names. Whitney Mann U tests were administered to determine any significance regarding integrative motivational changes. The -participants who adopted English names also completed a post-survey regarding the students' perceptions of the experience. This data was analyzed according to descriptive statistics and response frequencies. The results indicated the use of English names had no significant effect on integrative motivation levels. The results also suggested English name use decreased the affective filter and was rarely perceived to be an abuse of power (linguistic or teacher-related). The results also indicated English name use often provided a wanted screen or barrier between the teacher and student as well as a release from strict naming culture. This study's results help to better inform English teachers of adult students of likely effects when considering English name policies.

Bio:

Andrew Garth is an assistant professor in the English Department at Dankook University-Cheonan Campus. He has a M.Ed. with a concentration on TESOL and a number of years of university teaching experience in Korea. His research interests include second language names and mother tongue use in foreign language classroom.