

# **RELATIONSHIPS BETWEEN LEARNERS' MOTIVATION FACTORS AND SPEAKING STRATEGY FACTORS TO LEARN ORAL COMMUNICATION IN ENGLISH**

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## **ABSTRACT**

This study investigates the relationships between motivation and speaking strategy factors of Bangladeshi university students to learn oral communication in English. 355 university students participated in the study. To measure students' degree of motivation a modified version of questionnaire used by Schmidt et al. (1996) was administered. Participants reported their strategy use on a modified version of SILL (7.0) (Oxford, 1990). Exploratory factor analysis was used to identify the motivation factors and speaking strategy factors. Seven motivation factors were extracted: (a) Positive attitude, (b) L2 (second/foreign language) speaking anxiety, (c) Determination to learn, (d) Instrumentality, (e) Intrinsic motivation, (f) Social appeal, (g) Immigration tendency; and five speaking strategy factors were extracted: (a) Sharing strategies, (b) Coping strategies, (c) Active processing strategies, (d) Memory strategies, (e) Involving strategies. To examine the relationships between motivation factors and speaking strategy factors, Pearson Correlations were performed. According to the correlation results, motivation factors c, d, e, and a (mentioned above) had positive correlations, and motivation factor b had negative correlations with many speaking strategy factors.

**Keywords:** L2 Motivation, L2 speaking strategy use, oral communication in English

## Background

In the area of foreign and second language learning (L2) the two individual differences (ID) motivation and language learning strategy have been usually investigated independently. Language teachers and practitioners are, however, interested to learn more about how these two variables affect each other when learners approach L2 learning. On the practical level, most English language teachers recognize the strong effects of motivation on their learners, and are inclined to enhance their motivation in every possible way. L2 learning strategies are exploited by learners themselves to facilitate and enhance their learning. Both L2 motivation and language learning strategy affect learners' level of proficiency (Ellis, 1985). There are substantial research findings which investigate and support the relationships between these two individual differences (Brown et al., 2002; Ehrman & Oxford, 1995; Okada et al., 1996; Oxford & Nyikos, 1989; Oxford & Shearin, 1996; Schmidt et al., 1996; Schmidt & Watanabe, 2002). L2 motivation directly influences how often learners apply L2 learning strategies (Oxford & Shearin, 1996), and therefore, it is essential to understand the relationships between learners' L2 motivation factors and language learning strategy factors.

The importance of English language proficiency is evident in the society of Bangladesh. In public schools, English is taught as a compulsory school subject starting from grade one. In many private schools, English is the medium of instruction for every school subject at all levels. Perceiving the demand of English language proficiency in the job market, some private universities have adopted policies to provide instruction in English for most of the disciplines including economics, medicine, agriculture and business studies. Most of the desirable jobs for university graduates require proficiency in written and/or spoken English. To meet the demand of English communication skills in the job market, many universities have incorporated English oral communication courses in their academic curriculum. Therefore, it is important to explore university students' motivation and speaking strategy factors, and to understand the relationships between the factors.

A significant number of research studies have been conducted to find out the relationships between L2 learners' motivation and the strategies used in second language and foreign language settings. Oxford and Nyikos (1989) conducted a study on variables affecting choice of foreign language learners in the academic environment, and found that among other variables, learners' motivation had strongest influence on learners' language learning strategies. In a study conducted on L2 learners, Ehrman and Oxford (1989) found that motivation factors have strong correlation with language learning strategies. Ehrman and Oxford (1995) again examined the relationship of a variety of individual differences on a large

sample of 855 L2 learners and found that motivation was positively correlated with learners' L2 strategies. Okada et al. (1996) conducted an exploratory study on Japanese and Spanish language learners and revealed significant correlations existing between motivation and L2 strategies in both groups of language learners. In an extensive study Schmidt et al. (1996) investigated the internal structure and external connections of foreign language learning motivation on a sample of 1464 adult Egyptian learners. Significant relationships between learners' motivation and the strategies used are reported in the study. MacIntyre and Noels (1996), in a study of 138 students of Italian and Spanish courses found that three motivational variables; attitude towards the learning situation, integrativeness and language anxiety were correlated with cognitive, metacognitive and social strategies. Though Gardner et al. (1997) did not find significant correlation between learners' strategy use and L2 proficiency, significant association was detected between L2 motivation and strategy use. Brown et al. (2002) conducted a study on 320 Japanese university students and revealed the factors and relationships among some learners' variables including motivation and L2 strategies. Schmidt and Watanabe (2002) carried out a survey with 2089 students of five different foreign languages and conducted a factor analysis. Based on the factor analysis they tried to find out the relationships among various factors of motivation, strategies and pedagogical preferences. This study also found that motivation affects learners' use of strategies. Wharton (2000) conducted a study on the Singaporean bilingual foreign language learners and reported that the degree of motivation had the most significant effect on the use of L2 learning strategies. Yamato (2002) performed a factor analysis in order to find out the factors of motivation and strategies in a Japanese EFL setting. A strong correlation between L2 motivation and language learning strategies was also reported in his study.

The relationships between L2 motivation and language learning strategies may vary from culture to culture (Kim, 2010; Schmidt et al., 1996; Vandergrift, 2005) and the relationships are dependent on other variables: such as language task, learning styles, career choice, aptitude, age, gender etc. (Ehrman & Oxford, 1989; Oxford & Nyikos, 1989; Oxford, 1990). Most of the studies mentioned above conducted research concerning learners' general language learning tendency rather than any particular skill. Turning to the research conducted in Bangladesh, some research has concentrated on L2 motivation (Rahman, 2005; Quadir, 2011) and language learning strategies (Quadir, 2005) in isolation. However, to the best of the researcher's knowledge, no study has yet taken the initiative to identify the relationships between learners' L2 motivation and use of strategies in learning English oral communication. Therefore, considering the importance of English speaking proficiency in Bangladesh, this article explores the following research questions:

1. What are the motivation factors and speaking strategy factors in learning oral communication in English among the university students in Bangladesh?
2. What are the relationships between motivation factors and speaking strategy factors in learning spoken English among the university students in Bangladesh?

## **Methodology**

### ***Participants***

To identify motivation and speaking strategy factors of university students in Bangladesh, questionnaires were administered to four universities in Dhaka. Of them two were public universities and two were private universities selected as convenience sampling. A total number of 355 university students participated in the study. Of them 187 were males (52.68%) and 168 were (47.32%) females. Their academic grades ranged from undergraduate to graduate levels, with an age range from 18 to 25. All participants were Bengali native speakers. They were enrolled in communicative English courses as a part of their academic curriculum.

### ***Instruments***

In order to collect data on learners' motivation and strategy use to learn oral communication in English, two instruments were used in the study. A motivation questionnaire was constructed following Schmidt et al.'s (1996) instrument implemented in a study on adult Egyptian EFL learners. Thirty questionnaire items were selected from the original version and were modified considering the EFL learning conditions in Bangladesh and were adapted for the purposes of this study (e.g. the original item 'I enjoy learning English very much' was modified to 'I enjoy learning spoken English very much'). In this study the subscales of motivation were intrinsic motivation, extrinsic motivation, attitude, anxiety and motivational strength. Although the original version had six multiple choice responses, to make it parallel to the strategy use instrument the responses were changed into 5-point Likert scales, where 'strongly agree' and 'strongly disagree' were the two poles (Appendix A). The internal consistency reliability of motivation questionnaire was assessed by means of Cronbach  $\alpha$  coefficient which was at .82 for the 30 items based on the sample of 355 Bangladeshi university students. The Cronbach  $\alpha$  of each subscale is indicated on the respective parts of the questionnaire (Appendix A). A strategy use questionnaire was composed following Oxford's (1990) SILL 'The Strategy Inventory for Language Learning' version 7.0. The participants reported their use of speaking strategies on a 32-item questionnaire composed in simple English. The strategy categories (metacognitive, cognitive, compensation, memory, affective, social) remained the same as the original version, though the items were

revised to cope with the purposes of this present study. The multiple choice responses were changed following the suggestion received from the pilot study. Therefore, ‘never’ and ‘always’ were the two poles of the 5-point Likert scale questionnaire (Appendix B). The Cronbach’s index of internal consistency was at .83. In addition, the questionnaire contained some demographic items (e.g., gender, academic level). The Cronbach  $\alpha$  of each subscale is put on the respective parts of the questionnaire (Appendix B).

### ***Data analysis***

Both L2 motivation and speaking strategy use data were separately analyzed by using maximum likelihood factor analyses and promax rotation. Factor analysis provides the profiles of particular L2 variables in a given context. In order to identify the motivation and speaking strategy factors the collected data of motivation instrument (Appendix A) and strategy use instrument (Appendix B) were factor analyzed separately. Maximum likelihood factoring is based on linear combination of variables to form factors, where the correlations are weighted by each variable’s uniqueness. Therefore, Maximum likelihood analysis is considered an appropriate estimation for factor analysis for this study. Oxford and Burry-Stock (1995) found this method suitable for their study on EFL learners’ strategy. Promax rotation is a non-orthogonal method which presumes correlations between components. Since the components of L2 strategy (Oxford & Burrystock, 1995) and motivation (Yamato, 2002) are considered to be mutually supported and interdependent, promax rotation is considered appropriate. The number of factors to be extracted was based on minimum eigenvalues 1 and the factors to contain each item with .30 minimum loading.

In order to identify the relationships between motivation factors and speaking strategy factors, regression method factor scores were generated from the two sets of factors and afterwards Pearson correlations (2-Tailed) were examined to understand the relationships between L2 motivation and speaking strategy factors. The analyses of the collected data were carried out using the Statistical Package for the Social Sciences (SPSS) Version 14.0.

## **Results and discussion**

The descriptive statistics of 30 motivation and 32 strategy use items are presented in Table 1. The mean score and standard deviation (SD) of each item are given. An examination of the descriptive statistics of the 62 items of the two instruments revealed that only one item from the motivation questionnaire (Item no. 13. If I can speak in English, I will be able to get a better job) suffered a ceiling effect. For this item, the addition of mean score and standard deviation (SD) became above five ( $4.43 + .65 = 5.08 > 5$ ). Since the instrument used a 5-point Likert scale, this item has a

ceiling effect. However, considering the importance of this item in the Bangladeshi social context, as English speaking proficiency is very important to get a desirable job, it was not eliminated and was included within all statistical analyses.

Table 1

*Descriptive statistics of 30 motivation and 32 speaking strategy items*

Motivation items			Speaking strategy items		
Item no.	M	SD	Item no.	M	SD
1	3.58	.844	1	3.59	.638
2	2.83	.819	2	3.27	.760
3	2.98	.958	3	3.18	.802
4	3.10	.885	4	2.63	.780
5	2.70	.951	5	2.84	.821
6	3.08	1.13	6	3.12	.864
7	3.21	1.05	7	3.55	.680
8	3.78	.955	8	3.19	.840
9	3.23	1.09	9	2.87	.901
10	4.09	.831	10	3.21	.928
11	3.05	1.12	11	3.52	.881
12	3.30	1.01	12	3.37	.950
13	4.43	.654	13	3.42	.771
14	4.05	.743	14	2.92	.824
15	3.63	.922	15	2.74	.792
16	3.08	.822	16	3.22	.879
17	2.88	.989	17	3.39	.793
18	3.27	.992	18	3.57	.738
19	3.12	.983	19	3.39	.858
20	2.94	1.11	20	3.09	.948
21	2.75	1.07	21	3.12	.860
22	2.82	.986	22	2.98	.929
23	2.83	1.06	23	3.06	.855
24	3.18	1.02	24	3.28	.889
25	3.08	1.08	25	3.27	.817
26	3.87	.927	26	3.16	.875
27	3.86	.841	27	2.77	.821
28	3.43	.999	28	3.37	.865
29	3.95	.759	29	3.79	.902
30	4.08	.830	30	3.25	.872
			31	3.26	.944
			32	3.53	.841

The first research question of this study was to identify the motivation factors and strategy factors to learn oral communication in English. A seven-factor solution was extracted from motivation data, which accounted for 58.62% of the variance. The factor matrix of motivation is presented in Table 3. Factor 1 has appreciable loading on five items (19, 20, 17, 18, 16). The items loaded on this factor are from the attitude subscale. These items express learners' attitudes towards English speaking communities. Therefore, this factor is labeled *Positive attitude*. The items reflect learners' positive feeling for native English speaking community and culture. Schmidt et al. (1996) in his study on Egyptian adult EFL learners named the factor *Attitude to culture* and Dörnyei (1990) in his investigation of motivation components in Hungary found a parallel factor and labeled it *Interest in foreign languages and cultures*. Learners' interest in target language culture can be exploited in material preparation for oral communication classrooms.

Factor 2 loads highly on five items (21, 23, 22, 25, 24). All these items are from the anxiety subset, and therefore this factor is labeled *L2 speaking anxiety*. These variables reveal learners' potential hesitation to speak in English. The learners are worried about losing face in public or in front of peers to practice the productive skill of speaking. The second motivational factor is named *L2 speaking anxiety*, which suggests learners' hesitation to deal with the productive skill of speaking. Nakata (2006) stated in his study of Japanese university students that anxiety occurs in L2 speaking owing to lack of confidence. He also reflected on the cultural aspect of anxiety in Japanese EFL context where 'making mistakes' is shameful. Similarly, for Bangladeshi learners losing face in public is a humiliating experience and learners with low confidence would probably try to avoid anxiety provoking tasks like speaking. Aida (1994) emphasizes the importance of teachers' role in alleviating classroom tension by creating a friendly and supportive atmosphere that can help to reduce students' tension of embarrassment in front of their peers. An interactive and enjoyable teaching approach is recommended to help learners to reduce anxiety in speaking English.

Factor 3 comprises five items (30, 29, 27, 28, 26), which are from the motivational strength subset. Learners' dedication, intention to spend time and money and perseverance to continue learning are suggested in these variables, and hence it is labeled *Determination to learn*. This factor indicates learners' commitment to enhance English speaking skill. Schmidt et al. (1996) named a factor *Determination*, and Schmidt and Watanabe (2002) in a comparative study among different target language learners named a factor *Motivational strength*. This learner characteristic can be utilized by language instructors to encourage students for extensive practice outside of the classroom and to develop autonomous learning.

Factor 4 receives loadings from four items (14, 13, 15, 8), all of which are related to professional utility of learning English: such as getting a desirable job, receiving

financial benefits, enjoying status and luxury. This factor has similarity to Gardner's (1985) definition of instrumental motivation and therefore is named *Instrumentality*. This factor represents the conventional features in Bangladeshi society, where English speaking proficiency in some cases is believed to bring about social status in terms of better job facilities and handsome salaries. Dörnyei (1990) labeled a factor *Instrumental orientation*, which reflects similar social features. Therefore, it is recommended to incorporate language for professional purposes in pedagogical preparation to address learners' interest.

All the four items (1, 4, 2, 3) that load heavily on Factor 5 are from the intrinsic motivation subset, thus can be unambiguously labeled *Intrinsic motivation*. This component suggests Bangladeshi university students' interest to learn spoken English without any expectation of external awards or benefits. This motivation factor has found a match with many other factors yielded in different EFL contexts. Schmidt et al. (1996) labeled a factor with the same name and Dörnyei (1990) named a factor *Desire for knowledge and values associate with English* which came up with almost the same language learning aspects. The two items (6, 7) that loaded on factor 6 concern impressions to parents and other people, and this factor is named *Social appeal*. This factor indicates that learners learn spoken English not only to improve personal quality but also to impress people in society. In the study of Schmidt et al. (1996) a corresponding factor was found with the name *Sociability*. Factor 7 consists of three items (11, 9, 10) from the extrinsic motivation subscale suggesting learners' intention to stay abroad and to develop friendship with foreigners. This factor is named *Immigration tendency*. This factor reflects a typical motive of many Bangladeshi learners who learn English oral communication with the purpose of immigration and establishment in developed countries. Dörney (1990) named a factor *Spend time abroad*, and Schmidt et al. (1996) named a factor *Foreign residence*, which are comparable to the factor labeled *Immigration tendency* of the present study.



Table 2  
*Factor analysis of motivation items*

Factors	F1	F2	F3	F4	F5	F6	F7
Eigenvalues	6.15	4.15	2.04	1.76	1.31	1.10	1.03
Items	20.52	13.85	6.81	5.89	4.39	3.68	3.44
Percentage of variance							
19. I like to follow the modernity of native English speakers.	<b>.92</b>	.03	-.09	-.01	.04	.00	-.00
20. The life-style of native English speaking countries fascinates me very much.	<b>.70</b>	.14	.05	-.10	.11	-.03	.22
17. Most of my favorite musicians and actors are English speakers.	<b>.56</b>	-.12	-.06	-.00	-.11	-.02	.01
18. The culture of native English speaking countries has contributed a lot to the world.	<b>.55</b>	-.07	.14	.08	-.09	.03	-.09
16. Native English speakers are very friendly people.	<b>.53</b>	-.04	.00	.07	-.01	-.00	-.00
21. I feel uncomfortable if I need to speak in English.	-.04	<b>.79</b>	-.06	-.01	-.05	-.01	.00
23. I am afraid other people will laugh at me if I speak in English.	-.07	<b>.79</b>	-.03	.01	-.02	-.05	-.01
22. It embarrasses me to talk voluntarily in English.	-.01	<b>.73</b>	-.08	.03	.00	-.02	.13
25. Speaking is harder than other language learning skills (reading, writing, listening).	-.03	<b>.61</b>	.03	.05	.06	.06	-.10
24. I think I know English well, but I don't perform well in speaking.	-.06	<b>.58</b>	.14	-.03	-.04	.00	-.15

30. I will try to improve my English speaking skill in every possible ways.	-.06	.03	<b>.76</b>	-.02	.05	-.06	.04
29. I often think of how I can improve my English speaking proficiency.	.02	.05	<b>.74</b>	-.03	-.06	-.02	-.04
27. I plan to improve speaking proficiency in English as long as possible.	.19	-.06	<b>.61</b>	.05	-.00	-.04	.02
28. Even if I need to spend much money to learn spoken English, I will continue.	.02	.03	<b>.58</b>	.01	.04	-.05	-.07
26. I can honestly say that I really try to put my best effort to improve my English speaking proficiency.	.04	-.04	<b>.54</b>	.01	.01	-.04	.10
14. Increasing my English speaking proficiency will have financial benefits for me.	-.08	.13	-.00	<b>.75</b>	.07	-.14	-.02
15. If I can speak in English, I will have a marvelous life.	.03	-.06	-.02	<b>.63</b>	-.04	-.01	.10
13. If I can speak in English, I will be able to get a better job.	-.03	.01	.00	<b>.60</b>	-.07	.09	.00
8. Being able to speak English will add to my social status.	-.03	.00	.08	<b>.36</b>	-.02	<b>.31</b>	-.02
1. I enjoy speaking in English very much.	.03	.00	-.00	-.00	<b>.86</b>	.02	-.06
4. I don't enjoy speaking in English, but I know that this proficiency is important for me. (reverse-coded)	-.04	.01	.00	.00	<b>.71</b>	.00	.04
2. Speaking in English is a hobby for me.	-.05	-.14	.05	.05	<b>.44</b>	.00	.01
3. Speaking in English is a challenge that I enjoy.	.01	-.22	-.07	-.07	<b>.39</b>	-.04	-.01

7. I need to improve English speaking proficiency because I want to impress people around me.	-0.00	.06	-.03	.04	.08	<b>.79</b>	-.04
6. I am learning how to speak in English because my guardians want me to improve my skill.	.02	-.05	-.05	-.06	-.06	<b>.54</b>	.13
11. I want to speak in English because I would like to immigrate.	<b>.40</b>	.04	.02	-.07	-.00	.07	<b>.65</b>
9. I am learning how to speak in English because I want to spend a period of time in an English speaking country.	<b>.30</b>	-.10	-.02	.08	-.04	.01	<b>.43</b>
10. I want to speak in English because it is useful when traveling in many countries.	.11	-.08	.05	.22	.05	.01	<b>.32</b>

The factor matrix of speaking strategy is presented in Table 3. A nine-factor solution was extracted from strategy data, which accounted for 51.06% of total variance. Factor 1 has high loading on five items (29, 31, 28, 30, 27). The variables that load heavily on this factor mostly come from social strategies except one from affective strategies. All the items of this factor concern learners' intention to share learning experiences with their co-learners or others, and hence it is simply labeled *learning sharing strategies*. This factor matches with a factor named *Social/Affective strategies* found in a study on Japanese EFL learners (Yamato, 2002). Encouraging this strategy in the classroom would be helpful for students to learn in a cooperative and supportive atmosphere.

The second factor consists of three compensation strategies and one metacognitive strategy (15, 17, 13, 2). These variables suggest learners' strategies to cope with the given situations and this factor is labeled *Coping strategies*. This factor is found to have matches in other foreign language learning contexts (Schmidt et al., 1996; Schmidt & Watanabe, 2002). Practising these strategies in the speaking classroom will be helpful for learners to apply those when faced with some difficulties in conversation.

The six items that load heavily on the third factor come from a variety of learning strategies: compensation, cognitive, memory, affective and metacognitive strategies. This factor is labeled *Active processing strategies* as most of the variables (16, 12,

21, 25, 4, 10) of this factor are related to the processing of learning activities. This factor reflects learners' strategy to activate and organize their learning in various ways, which suggest practical prospects of training this strategy in the language classrooms.

Factor 4 receives loadings from two items of memory strategies (20, 22) and can be easily named *Memory strategies*. This factor suggests learners' effort to memorize target language vocabulary and to recall them. Memorization of language elements is crucial for language proficiency. Since only two items are loaded on this factor, language teachers need to be aware of encouraging and training memory strategies in classrooms in Bangladesh.

Factor 5 receives loadings from three items (8, 6, 24) expressing learners' sincere intention to be involved in conversation and to improve language skill. This factor is labeled *Involving strategies*. This factor also finds a partial match with the factor named *Active involvement* yielded in Schmidt et al.'s (1996) study. This feature of speaking strategy suggests the potentials of encouraging students' autonomous engagement in learning activities. The other four factors receive loading from only one item each and are not considered factors or components for this study.

Table 3  
*Factor analysis of strategy use items*

Factors	F1	F2	F3	F4	---	F5	---	---	---
Eigenvalues	5	2.30	1.39	1.36	1.32	1.17	1.15	1.11	1.05
Items/ Percentage of variance	17.03	7.20	4.36	4.26	4.13	3.36	3.32	3.48	3.29
29. I welcome others to correct me when I speak in English.	<b>.77</b>	-.02	-.11	-.11	-.04	.03	.11	-.01	.06
31. I ask for help from other learners of English.	<b>.50</b>	.02	-.09	.06	.00	-.00	.03	.01	-.01
28. If I do not understand something in conversation, I ask the speaker to slow down or say it again.	<b>.45</b>	.08	-.08	.03	.06	-.10	-.00	.03	-.00
30. I practice English conversation with other learners.	<b>.44</b>	-.04	.18	.01	-.02	.06	-.20	.00	-.13
27. I share my experiences of learning with other learners.	<b>.35</b>	.01	-.00	.11	-.08	.12	-.04	-.10	-.02
15. I try to describe in new words (e.g. substance we use for washing in-stead of soap) if I do not know the right ones in English.	.05	<b>.59</b>	-.19	.11	.00	-.03	.01	-.09	.04
17. If I cannot think of an English word, I use a word or phrase that means almost the same thing (e.g. hot, warm).	-.03	<b>.52</b>	-.09	.00	.08	.12	-.00	-.00	.10
13. To understand unfamiliar English words in conversation I make guesses.	.07	<b>.37</b>	-.11	-.06	.05	.14	-.08	.07	.03
2. I notice my mistakes in speaking and use that information to help me do better.	-.00	<b>.37</b>	-.01	-.10	-.01	.11	-.02	.07	.15

16. I try to guess what the other person may say next in conversation.	-.19	-.13	<b>.73</b>	.01	-.02	-.05	.08	-.02	.13
12. I try to find patterns of spoken English.	.13	-.04	<b>.55</b>	-.07	-.00	.04	-.09	-.05	.03
21. I think of relationship between what I already know and new things I learn in English.	.04	-.14	<b>.42</b>	-.04	.04	.07	.06	-.00	-.00
25. I give myself a reward or treat when I do well in speaking English.	-.12	.28	<b>.35</b>	-.17	-.00	.12	.09	.11	-.12
4. I plan my schedule so I will have enough time to learn oral English.	-.02	.23	<b>.30</b>	.09	-.04	-.15	-.03	-.18	-.09
10. I say new English words several times so that I can use it in speaking.	.15	-.06	<b>.30</b>	.13	.00	.03	.10	.03	.12
20. I remember a new English word by making a mental picture of a situation in which the word might be used.	-.01	-.11	-.30	<b>.81</b>	.04	-.16	-.02	-.01	.11
22. I remember new English words or phrases by remembering their locations (e.g. on the page, on the board, or on a street sign).	.04	.22	-.10	<b>.40</b>	-.11	-.01	.15	.05	-.06
11. I watch English TV shows or go to movies to help me do better in speaking.	-.00	.04	-.00	-.01	<b>1.00</b>	.06	.00	-.03	-.04

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8. I take initiative to start conversation in English.	.03	.06	.02	.12	-.01	<b>.64</b>	.07	.00	.03
6. I have clear goals for improving my English speaking skills.	-.04	.26	.07	-.15	-.02	<b>.41</b>	-.02	-.02	.03
24. I encourage myself to speak in English even when I am afraid of making mistakes.	.08	.15	.13	-.21	-.01	<b>.32</b>	.11	-.00	-.00
3. I pay attention when someone is speaking English.	-.00	-.07	.05	.05	-.01	.12	<b>.82</b>	-.00	-.04
18. When I learn a new English word I try to use it in speaking.	-.01	-.02	-.06	.03	-.02	.01	-.00	<b>.92</b>	.04
26. I notice if I am tense when I am speaking in English and try to overcome nervousness.	.00	.28	.12	.04	-.04	.05	-.04	.05	<b>.70</b>

The second research question examined the relationships between motivation factors and speaking strategy factors. Pearson correlations (2-tailed) were examined to understand the relationships. For examining correlations among the factors, items excluded from factors were discarded while generating factor scores. Table 4 shows the correlation results between motivation factors and speaking strategy factors. According to the correlation results, the motivation factor *Determination to learn* had strong positive correlations with most of the speaking strategy factors. This motivation factor showed significant correlations with *Learning sharing strategies* ( $r=.240, p<.01$ ), *coping strategies* ( $r=.248, p<.01$ ), *Active processing strategies* ( $r=.251, p<.01$ ), and *Involving strategies* ( $r=.237, p<.01$ ). The motivation factor, *Determination to learn* had the most positive correlation with speaking strategy factors.

This finding corresponds to the finding of Schmidt and Watanabe (2002) where among other motivation factors *Motivational strength* was the strongest predictor of learners' strategy use. *Instrumentality* was the next motivation factor which had positive correlations with many strategy factors: *Learning sharing strategies* ( $r=.142, p<.01$ ), *Coping strategies* ( $r=.213, p<.01$ ), *Active processing strategies* ( $r=.195, p<.01$ ), and *Involving strategies* ( $r=.197, p<.01$ ). Motivation factor *Intrinsic*

*motivation* had positive correlations with *Involving strategies* ( $r=.199, p<.01$ ), *Coping strategies* ( $r=.116, p<.06$ ), and *Active processing strategies* ( $r=.135, p<.05$ ). In contrast, Schmidt et al.'s (1996) study did not find a significant correlation between intrinsic motivation with any set of strategy use. This difference in findings might be due to contextual differences. The factor *Positive attitude* had positive relationships with two strategy factors: *Active processing strategies* ( $r=.156, p<.01$ ) and *Coping strategies* ( $r=.106, p<.05$ ). Students' positive attitude towards a target language community potentially influences their use of strategy as is found in the present study. The other correlations were not significant. The other two motivation factors *Social appeal* and *Immigration tendency* did not have any significant correlation with any strategy factors. Quite naturally, *L2 speaking anxiety* had significant negative correlations to some strategy factors: *Learning sharing strategies* ( $r=-.168, p<.01$ ), *Active processing strategies* ( $r=-.167, p<.01$ ), and *Coping strategies* ( $r=-.147, p<.01$ ). These results suggest that learners' anxiety to deal with learning activities of spoken English might keep them away from using strategies. In an EFL context where learners have infrequent native speaker contact, anxiety can be high in output activities such as speaking (Nakata, 2006).

Table 4  
*Correlations of motivation and strategy use factors*

Factors	Positive attitude	L2 speaking anxiety	Determination to learn	Instrumentality	Intrinsic motivation	Social appeal	Foreign residence
<i>learning sharing strategies</i>	.076	-.168**	.240**	.142**	.090	.036	-.007
<i>Coping strategies</i>	.106*	-.147**	.248**	.213**	.116*	.044	-.044
<i>Active processing strategies</i>	.156**	-.167**	.251**	.195**	.135*	.061	.070
<i>Memory strategies</i>	.073	.102	.093	.022	-.053	.073	.098
<i>Involving strategies</i>	.080	-.061	.237**	.197**	.199**	-.019	-.064

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



## Conclusion

The major objective of this study, however, is not to investigate students' motivation to learn spoken English in isolation, rather to find out the links between learners' motivation and strategy to learn English oral communication in Bangladeshi EFL context. Looking for the links of motivation with their use of strategies was guided by the concern to find out how learners' motivation works. It is interesting to note that many of the findings of this study correspond to the inferences drawn in many different EFL and ESL contexts. The characteristics of learners' motivation and speaking strategies found in the present study would be helpful to ameliorate pedagogical preparations. The salient motivation and strategy factors extracted in the study would be informative to the language teachers, curriculum developers, material designers and other stakeholders. The findings would allow the language teachers to be reflective about learners' needs and expectations in their pedagogical preparations. This study reveals that not all aspects of motivation equally affect learners' strategy, and not all strategies are equally affected by motivation factors. The study allows us to be more specific about the relationships between motivation and strategy factors to learn spoken English in this particular context. The findings may be used to facilitate and increase effectiveness of classroom preparations for oral communication courses. The understanding of the correlational strength (whether positive or negative) between some particular motivation factors and speaking strategy factors, would support language teachers to assume learners' ways of learning, and to guide how to improve their oral communication skills in English.

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## Appendix A

### Motivation questionnaire ( $\alpha=.82$ )

(a) Strongly agree	(b) agree	(c) neither agree nor disagree	(d) disagree	(e) strongly disagree
5	4	3	2	1

#### Part A (Intrinsic motivation) $\alpha=.70$

1. I enjoy speaking in English very much.
2. Speaking in English is a hobby for me.
3. Speaking in English is a challenge that I enjoy.
4. I don't enjoy speaking in English, but I know that this proficiency is important for me. (reverse-coded)
5. I wish I could acquire English speaking proficiency in an easier way, without much effort. (reverse-coded)

#### Part B (Extrinsic motivation) $\alpha=.79$

6. I am learning how to speak in English because my guardians want me to improve my skill.
7. I need to improve English speaking proficiency because I want to impress people around me.
8. Being able to speak English will add to my social status.
9. I am learning how to speak in English because I want to spend a period of time in an English speaking country.
10. I want to speak in English because it is useful when traveling in many countries.
11. I want to speak in English because I would like to immigrate.
12. One reason I am learning to speak English is that I can talk to and make friends with foreigners.
13. If I can speak in English, I will be able to get a better job.
14. Increasing my English speaking proficiency will have financial benefits for me.
15. If I can speak in English, I will have a marvelous life.

#### Part C (Attitude) $\alpha=.80$

16. Native English speakers are very friendly people.
17. Most of my favorite musicians and actors are English speakers.
18. The culture of native English speaking countries has contributed a lot to the world.
19. I like to follow the modernity of native English speakers.
20. The life-style of native English speaking countries fascinates me very much.

Part D (Anxiety)  $\alpha=.83$

21. I feel uncomfortable if I need to speak in English.
22. It embarrasses me to talk voluntarily in English.
23. I am afraid other people will laugh at me if I speak in English.
24. I think I know English well, but I don't perform well in speaking.
25. Speaking is harder than other language learning skills (reading, writing, listening).

Part E (Motivational strength)  $\alpha=.79$

26. I can honestly say that I really try to put my best effort to improve my English speaking proficiency.
27. I plan to improve speaking proficiency in English as long as possible.
28. Even if I need to spend much money to learn spoken English, I will continue.
29. I often think of how I can improve my English speaking proficiency.
30. I will try to improve my English speaking skill in every possible ways.

## Appendix B

### Strategy use questionnaire ( $\alpha=.83$ )

- | (a) Never or<br>almost never | (b) Usually not | (c) Sometimes | (d) Usually | (e) Always<br>or almost always |
|------------------------------|-----------------|---------------|-------------|--------------------------------|
| 1                            | 2               | 3             | 4           | 5                              |

#### Part A (Metacognitive strategy) $\alpha=.47$

1. I try to find out how to improve speaking skill in English.
2. I notice my mistakes in speaking and use that information to help me do better.
3. I pay attention when someone is speaking English.
4. I plan my schedule so I will have enough time to learn oral English.
5. I look for people I can talk to in English.
6. I have clear goals for improving my English speaking skills.
7. I think about my progress in speaking skill.

#### Part B (Cognitive strategy) $\alpha=.47$

8. I take initiative to start conversation in English.
9. I try to talk like native English speakers.
10. I say new English words several times so that I can use it in speaking.
11. I watch English TV shows or go to movies to help me do better in speaking.
12. I try to find patterns of spoken English.

#### Part C (Compensation strategy) $\alpha=.39$

13. To understand unfamiliar English words in conversation I make guesses.
14. When I cannot think of a word during conversation I use gestures (body language).
15. I try to describe in new words (e.g. substance we use for washing in stead of soap) if I do not know the right ones in English.
16. I try to guess what the other person may say next in conversation.
17. If I cannot think of an English word, I use a word or phrase that means almost the same thing (e.g. hot, warm).

#### Part D (Memory strategy) $\alpha=.52$

18. When I learn a new English word I try to use it in speaking.
19. I use new English words in speaking so I can remember them.
20. I remember a new English word by making a mental picture of a situation in which the word might be used.

21. I think of relationship between what I already know and new things I learn in English.
22. I remember new English words or phrases by remembering their locations (e.g. on the page, on the board, or on a street sign).

Part E (Affective strategy)  $\alpha=.32$

23. I try to relax when I feel afraid of speaking in English.
24. I encourage myself to speak in English even when I am afraid of making mistakes.
25. I give myself a reward or treat when I do well in speaking English.
26. I notice if I am tense when I am speaking in English and try to overcome nervousness.
27. I share my experiences of learning with other learners.

Part F (Social strategy)  $\alpha=.62$

28. If I do not understand something in conversation, I ask the speaker to slow down or say it again.
29. I welcome others to correct me when I speak in English.
30. I practice English conversation with other learners.
31. I ask for help from other learners of English.
32. I co-operate with other learners in their learning.