

A Study on Motivation and Strategy Use of Bangladeshi University Students to Learn Spoken English

Quadir Mst. Moriam

Graduate Student, Graduate School for International Development and Cooperation

Hiroshima University, 1-5-1 Kagamiyama, Higashi-Hiroshima 739-8529, Japan

E-mail: mquadir@hiroshima-u.ac.jp

Abstract

This study discusses motivation and strategy use of university students to learn spoken English in Bangladesh. A group of 355 (187 males and 168 females) university students participated in this investigation. To measure learners' 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, the Strategy Inventory for Language Learning, version 7.0 (Oxford, 1990). In order to find out the factors of motivation and strategy use, the data of both instruments were analyzed separately. To understand the relationships between motivation and strategy use factors Pearson correlation (2-tailed) were examined. The findings of the study support several pedagogical suggestions about motivation and strategy use of Bangladeshi university students who are learning spoken English in academic settings.

Key words: motivation, strategy use, university students, spoken English, Bangladesh.

1. Introduction

Motivation and language learning strategies are considered to be two major variables to bring about differences in individual language learners (Ellis, 1985). In the field of foreign language learning a good number of recent studies have dealt with these two topics sometimes separately (Dörnyei, 1998; Dörnyei & Otto, 1998; Gardner et al., 1997; Nakata, 2006; Oxford, 1993) and sometimes collectively (Brown et al., 2002; Ehrman & Oxford, 1995; Oxford & Nyikos, 1989; Schmidt et al., 1996; Schmidt & Watanabe, 2002). Compared to overseas studies, in Bangladesh to date a few studies are conducted concerning motivation (Rahman, 2005) and/or strategy use (Quadir, 2005) of university level EFL learners.

English education is stressed at all levels in Bangladesh. English is taught as a foreign language in public schools starting at grade one and in many private schools it is used for instruction at all levels. At many universities instruction is in English for most of the disciplines including law, business studies, engineering, medicine, science and agriculture. Therefore, English as a foreign language plays a vital role in the whole education system in Bangladesh, as in many other typical Asian contexts.

In Bangladesh the importance of English communication proficiency has been recognized not only in academic sectors but also in job markets. The economic development of the country has become increasingly related to

globalization. Since a good command of English is an indispensable tool for international communication, demand for workers with English oral proficiency is strong in society. In recent years the fundamental qualification to secure a desirable job is to be competent in English communication. Most of the jobs for university graduates require proficiency in spoken and written, or just spoken English (Hamamoto, 2002).

In order to respond to the demand of communication proficiency prevailing in society, most of the universities in Bangladesh have initiated basic English communication courses besides major subjects. Both English and non-English majors are attending those courses to improve their oral competence in English as a preparation for career competition. But small amount of research is conducted to investigate students' motivation, strategy use, attitude, level of anxiety and motivational strength to learn spoken English in Bangladesh. The course designers as well as the teachers of spoken English courses should be aware of those aspects of learners' while developing teaching methodologies.

2. Research Review

A good number of researches have been conducted to find out the factors and links between the aspects of learners' motivation and learning strategies in foreign language environments. In an investigation on variables affecting choice of foreign language learners in a conventional academic setting, Oxford & Nyikos (1989) found that among other variables self-perception motivation had the strongest influence on learners' strategy use. They also found that the more motivated students used learning strategies of all categories more frequently than the less motivated ones. In another study conducted on 78 L2 adult language learners, Ehrman & Oxford (1989) revealed that strategy use has strong correlation with motivational factors. Ehrman & 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 language learning strategy use. MacIntyre & Noels (1996), in a study of 138 students of Italian and Spanish courses found that three variables, attitude towards learning situation, integrativeness and language anxiety were correlated with three types of strategies: cognitive, metacognitive and social. Schmidt et al. (1996) investigated the internal structure and external connections of foreign language learning motivation by administering questionnaire on a sample of 1,464 adult Egyptian learners. This study reported the factors of motivation of Egyptian EFL learners and also found that learners' motivation and preferences for learning strategies are very much related. In an exploratory study Okada et al. (1996) found that significant correlations exist between motivation and strategy use of both Japanese and Spanish language learners. Gardner et al. (1997) found similar results about the association of motivation and strategy use, but in his study strategy use was not significantly correlated with L2 achievement. Wharton (2000) conducted a study on the Singaporean bilingual foreign language learners and reported that the degree of motivation had the most significant main effect on the use of language learning strategies. Yamato (2002) performed factor analysis in order to find out the factors of motivation and strategy use in Japanese EFL setting. A strong correlation between motivation and strategy use was also reported in his study. 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 strategy use. Schmidt & Watanabe (2002) carried out a survey with 2,089 students of five different foreign languages and conducted a factor analysis. Based on the factor analysis they tried to find out the similarities and differences among groups of students learning different target languages, as well as relationships among various factors of motivation, strategy use and pedagogical preferences. This study also found that motivation affects learners' strategy use.

The factors of language learning motivation may be different from culture to culture (Schmidt et al., 1996) and the relationship between motivation and strategy use may vary depending on many other related variables: such as language task, learning styles, career choice, aptitude, age, gender etc. (Ehrman & Oxford, 1989; Oxford & Nyikos, 1989; Oxford, 1990).

Turning to research conducted in Bangladesh, Rahman (2005) examined the motivation to learn English on a sample of 94 private university students. This study was based on the aspects of Socio-Educational Model (Gardner, 1985). Through frequency distribution and mean score analysis, he found that instrumental motivation is the major motivational orientation for the university students to learn English as a foreign language in Bangladesh. Quadir (2005) in a comparative study on speaking strategy use between Japanese and Bangladeshi university students revealed that learners' use of mental processing, compensating and learning sharing strategies had strongest correlations with their self-estimated speaking skill.

3. Research Questions

The studies reviewed above deal with general motivation and strategy use to learn English as a foreign language and do not concern about relationship of those variables with any particular skill such as reading, writing, speaking, or listening. In fact, learners' motivations and strategy use to learn spoken English in foreign language settings have not yet received sufficient attention of language researchers. To the knowledge of the researcher, no published study is yet conducted in Bangladesh to investigate university students' motivation and strategy use to acquire speaking skill in English. Therefore, considering the necessity of English speaking proficiency in Bangladeshi socio-economic conditions, the present study seeks answers to the following questions:

1. What are the factors of motivation to learn spoken English of Bangladeshi university students?
2. What are the factors of speaking strategy use of Bangladeshi university students?
3. What are the relationships between the factors of motivation and strategy use to learn spoken English of Bangladeshi university students?

4. Methodology

4.1 Participants

The participants of this study were 355 university students of Bangladeshi nationals enrolled at four different universities in the capital city of Dhaka. There were 187 males (52.68%) and 168 (47.32%) females. Their academic grades ranged from undergraduate to graduate levels. They ranged in age from 18 to 25 years. The participants majored in English, Law, Pharmacy, Architecture and Business studies. All the participants were native speakers of Bangladesh and they were enrolled in communicative English courses as a part of their curriculum.

4.2 Instruments

Two instruments were used in this study. First, a motivation questionnaire was constructed in simple English following Schmidt et al.'s (1996) instrument used in a survey on Egyptian adult EFL learners. Thirty questionnaire items were selected from the original version and were modified considering the EFL learning conditions in Bangladesh and to suit the purposes of this study (e.g. the original item 'I enjoy learning English very much' was modified to 'I enjoy speaking in 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 1). The internal consistency reliability of motivation instrument was assessed by means of Cronbach α coefficient and it was at .82 for the 30 items based on the sample of 355 Bangladeshi university students. The Cronbach α of each subscale is indicated on each part of the questionnaire (Appendix 1).

Second, the participants reported their speaking strategy use frequency on a 32 items questionnaire composed in simple English. The items in this section were selected and modified from SILL 'The Strategy Inventory for Language Learning' version 7.0 (Oxford, 1990). The strategy categories (metacognitive, cognitive, compensation, memory, affective, social) remained as 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 considering the preference of the Bangladeshi participants. Therefore, 'never' and 'always' were the two poles of the 5-point Likert scale questionnaire of this study (Appendix 2). The Cronbach's index of internal consistency was at .83 for the 32 items used in this study. In addition, the questionnaire contained some items concerning personal background information about the participants (e.g. gender, academic level). The Cronbach α of each subscale is indicated on each part of the questionnaire (Appendix 2).

4.3 Procedures

The analyses of the collected data were carried out using the Statistical Package for the Social Sciences (SPSS) Version 14.0. In order to find out the factors of motivation and strategy use, the data of both sections were separately analyzed by exploratory factor analysis, and regression method factor scores were generated for the two sets of factors by SPSS. Afterwards to understand the relationships between motivational and strategy use factors Pearson correlations (2-tailed) were examined.

5. Results

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 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 5-point Likert scale, this item is pertained to ceiling effect. However, considering the importance of this item in Bangladeshi social context, it was not eliminated and was included within all statistical analysis.

The collected data of motivation instrument (section 1) and strategy use instrument (section 2) were separately analyzed using a principal component analysis and Varimax rotation. The number of factors to be extracted was based on minimum eigenvalues 1 and the factors to contain each item with .35 minimum loading.

A seven-factor solution was extracted from motivation data, which counted for 58.62% of the variance. The factor matrix of motivation is presented in Table 2. Factor 1 has appreciable loading on nine items (19, 20, 11, 17, 16, 9, 18, 12, 10). The items loaded on this factor are from attitude and extrinsic motivation subscales. These items express learners' attitudes towards English speaking communities, their intention to stay abroad and to develop friendship with foreigners. This factor is labeled *Foreign residence and friendship*. This factor suggests that learners' positive attitude towards English speaking community influences their intention to immigrate to a foreign country. Factor 2 loads highly on five items (23, 22, 21, 24, 25). All these items are from 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. Factor 3 consists of five items (29, 30, 27, 26, 28), which are from motivational strength subset. This factor can be named *Determination to learn*. Learners' dedication and perseverance to continue learning are suggested in these variables. Factor 4 receives loadings from four items (14, 15, 13, 8), all of which are related to professional utility of learning English: such as

Table 1 Descriptive statistics of motivation and strategy use items

Motivation items			Strategy items		
Item no	Mean	SD	Item no	Mean	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	1.129	6	3.12	.864
7	3.21	1.054	7	3.55	.680
8	3.78	.955	8	3.19	.840
9	3.23	1.091	9	2.87	.901
10	4.09	.831	10	3.21	.928
11	3.05	1.122	11	3.52	.881
12	3.30	1.012	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	1.114	20	3.09	.948
21	2.75	1.065	21	3.12	.860
22	2.82	.986	22	2.98	.929
23	2.83	1.055	23	3.06	.855
24	3.18	1.019	24	3.28	.889
25	3.08	1.079	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

obtaining a better job, receiving financial benefits, enjoying status and luxury. This factor is very similar to Gardner's (1985) definition of instrumental motivation and therefore is named *Instrumentality*. Thus factor 4 represents the so called feature in Bangladeshi society, where English speaking proficiency in some cases is believed to bring about social security. All the four items (1, 4, 2, 3) that load heavily on Factor 5 are from intrinsic motivation subset, thus this factor can be unambiguously labeled *Intrinsic motivation*. This motivational factor suggests Bangladeshi university students' autonomous interest to learn spoken English. The two items (6, 7) that loaded on factor 6 concern impressions to parents and other people around. This factor is named *Social appeal*. Factor 7 consists of one item (5) and this factor is labeled *Learning effort* on that single item.

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	Percentage of variance	20.52	13.85	6.81	5.89	4.39	3.68	3.44
19. I like to follow the modernity of native English speakers.	.79							
20. The life-style of native English speaking countries fascinates me very much.	.76							
11. I want to speak in English because I would like to immigrate.	.75							
17. Most of my favorite musicians and actors are English speakers.	.66							
16. Native English speakers are very friendly people.	.65							
9. I am learning how to speak in English because I want to spend a period of time in an English speaking country.	.64							
18. The culture of native English speaking countries has contributed a lot to the world.	.61							
12. One reason I am learning to speak English is that I can talk to and make friends with foreigners.	.47							
10. I want to speak in English because it is useful when traveling in many countries.	.40							
23. I am afraid other people will laugh at me if I speak in English.		.80						
22. It embarrasses me to talk voluntarily in English.		.79						
21. I feel uncomfortable if I need to speak in English.		.78						
24. I think I know English well, but I don't perform well in speaking.		.68						
25. Speaking is harder than other language learning skills (reading, writing, listening).		.67						
29. I often think of how I can improve my English speaking proficiency.			.75					
30. I will try to improve my English speaking skill in every possible ways.			.75					
27. I plan to improve speaking proficiency in English as long as possible.			.70					
26. I can honestly say that I really try to put my best effort to improve my English speaking proficiency.			.65					
28. Even if I need to spend much money to learn spoken English, I will continue.			.62					
14. Increasing my English speaking proficiency will have financial benefits for me.				.74				
15. If I can speak in English, I will have a marvelous life.				.74				
13. If I can speak in English, I will be able to get a better job.				.70				
8. Being able to speak English will add to my social status.				.57		.41		

1. I enjoy speaking in English very much.						.80		
4. I don't enjoy speaking in English, but I know that this proficiency is important for me. (reverse-coded)						.76		
2. Speaking in English is a hobby for me.						.63		
3. Speaking in English is a challenge that I enjoy.						.59		
6. I am learning how to speak in English because my guardians want me to improve my skill.							.81	
7. I need to improve English speaking proficiency because I want to impress people around me.							.66	
5. I wish I could acquire English speaking proficiency in an easier way, without much effort. (reverse-coded)								.62

Table 3 Factor analysis of strategy use items

Factors	F1	F2	F3	F4	F5	F6	F7	F8	F9
Eigenvalues	5.45	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	3.62	3.48	3.29
17. If I cannot think of an English word, I use a word or phrase that means almost the same thing.	.65								
13. To understand unfamiliar English words in conversation I make guesses.	.59								
2. I notice my mistakes in speaking and use that information to help me do better.	.58					.39			
6. I have clear goals for improving my English speaking skills.	.52								
26. I notice if I am tense when I am speaking in English and try to overcome nervousness.	.49			.37					
8. I take initiative to start conversation in English.	.40								
29. I welcome others to correct me when I speak in English.		.69							
27. I share my experiences of learning with other learners.		.56							
31. I ask for help from other learners of English.		.55							
30. I practice English conversation with other learners.		.53						.35	
28. If I do not understand something in conversation, I ask the speaker to slow down or say it again.		.50							
22. I remember new English words or phrases by remembering their locations.			.65						
5. I look for people I can talk to in English.			.62						
20. I remember a new English word by making a mental picture of a situation in which the word might be used.			.61						
3. I pay attention when someone is speaking English.			.56						-.40

16. I try to guess what the other person may say next in conversation.				.68					
21. I think of relationship between what I already know and new things I learn in English.				.51					
12. I try to find patterns of spoken English.				.50					
24. I encourage myself to speak in English even when I am afraid of making mistakes.	.36			.38					
11. I watch English TV shows or go to movies to help me do better in speaking.					.72				
1. I try to find out how to improve speaking skill in English.					.51				
7. I think about my progress in speaking skill.					.46				
32. I co-operate with other learners in their learning.					.42				
18. When I learn a new English word I try to use it in speaking.						.67			
19. I use new English words in speaking so I can remember them.						.58			
10. I say new English words several times so that I can use it in speaking.						.36			
23. I try to relax when I feel afraid of speaking in English.							.70		
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.	.38						.48		
4. I plan my schedule so I will have enough time to learn oral English.							.46	.36	
9. I try to talk like native English speakers.								.64	
14. When I cannot think of a word during conversation I use gestures (body language).									.66
25. I give myself a reward or treat when I do well in speaking English.									.57

The factor matrix of strategy use is presented in Table 3. A nine-factor solution was extracted from strategy use data, which counted for 51.06% of the variance. Factor 1 has high loading on six items (17, 13, 2, 6, 26, 8). The five questionnaire items that load heavily on this factor come from a variety of learning strategies: compensation, metacognitive, affective and cognitive strategies. Most of the variables of this factor are related to processing of learning. Therefore this factor is labeled *Metacognitive and processing strategies*. Factor 2 is labeled *Learning sharing strategies*. This factor has appreciable loading from five items (29, 27, 31, 30, 28). These items represent learners' strategies to share learning with others. The third factor receives loading from four items, and two of the items are from memory strategies which require learners' visualizing power and the other two items express active involvement in the learning process. This factor is named *Sensory memory strategies*. Factor 4 is labeled *Coping strategy*. It consists of items from compensation, memory, cognitive and affective strategies. Most of the variables reveal learners' effort to cope with the given situations. Factor 5 consists of four items (11, 1, 7, 32), most of which express learners' concern

with improving skill through organizing learning activities. Therefore this factor is labeled *Organizing learning*. Factor 6 consists of three items representing learner strategies related to active use of language. This factor is named *Active language use*. Factor 7 is labeled *Metacognitive/compensation/affective strategy*. It consists of three items from affective, compensation and metacognitive strategies. Factor 8 is named after the only item (9) that loads on it. It is labeled *Imitation strategy*. The final factor, factor 9 is labeled *Compensation in speaking*. It consists of two items (14, 25).

Pearson correlations (2-tailed) were examined to understand the relationships between motivational and strategy use factors. For both motivation and strategy use factors regression method factor scores were generated by SPSS and afterwards correlations were calculated. The correlation results are presented in Table 4.

Table 4 Correlations of motivational and strategy use components

Factors	Foreign residence and friendship	L2 speaking anxiety	Determination to learn	Instrumentality	Intrinsic motivation	Social image	Learning effort
Metacognitive and processing strategies	-.084	.174**	.107*	.122*	-.121*	-.116*	.065
Learning sharing strategies	-.068	.157**	.032	.059	-.121*	.011	.005
Sensory memory strategies	.022	.017	-.090	-.052	.123*	.082	-.022
Coping strategies	.074	.086	.132*	.055	-.063	-.014	.068
Organizing learning	.061	.139**	-.031	.070	-.105*	-.029	.027
Active language use	.058	.088	-.005	-.108*	-.043	.020	-.064
Metacognitive/compensation/affective	.037	-.013	.064	.088	-.019	-.020	-.001
Imitation strategy	.129*	.000	-.004	.082	-.031	.001	-.011
Compensation in speaking	.093	-.030	.081	.021	.069	.066	.022

**p<.01, *p<.05

According to Table 4, the motivational factor *Foreign residence and friendship* had a significant positive correlation with only one strategy use factor, that is *Imitation strategy* ($r=.129, p<.05$). *L2 speaking anxiety* showed significant positive correlations with three strategy use factors: *Metacognitive and processing strategies* ($r=.174, p<.01$), *Learning sharing strategies* ($r=.157, p<.01$), and *Organizing learning* ($r=.139, p<.01$). *Determination to learn* had significant relationships with two motivational factors, *Metacognitive and processing strategies* ($r=.107, p<.05$) and *Coping strategies* ($r=.132, p<.05$). The motivational factor *Instrumentality* was positively correlated with strategy use factor *Metacognitive and processing strategies* ($r=.132, p<.05$) and negatively correlated with *Active language use* ($r=-.108, p<.05$). Quite unexpectedly, *Intrinsic motivation* showed significantly negative correlations with three strategy use factors: *Metacognitive and processing strategies* ($r=-.121, p<.05$), *Learning sharing strategies* ($r=-.121, p<.05$) and *Organizing learning* ($r=-.105, p<.05$). *Intrinsic motivation* had a significant positive correlation with *Sensory memory strategies* ($r=.123, p<.05$). The motivational factor *Social image* was negatively correlated to *Metacognitive and processing strategies* ($r=-.116, p<.05$). The other correlations were not significant.

6. Discussion

The objective of this reported study is to bring together two different areas within the field of foreign language learning - motivation and strategy use - of university students in Bangladesh. Previous studies conducted in Bangladesh (Rahman, 2005; Quadir, 2005) considered these two variables independently without examining their relationship with each other. Furthermore, these studies did not analyze the factors of motivation and strategy use regarding Bangladeshi learners of spoken English. The motivational factors revealed in Schmidt et al.'s (1996) study were found for adult Egyptian EFL learners. Therefore, this study is conducted to find out how much the categorization suits for Bangladeshi learners. Again, though SILL (Oxford, 1990) is an instrument constructed for world wide EFL learners, the researcher is not aware of any published study conducted in Bangladesh with this inventory to measure learners' strategy use and to find out strategy use factors to learn English and more specifically to learn spoken English. This study has also sought to see how the instrument applies to this particular Bangladeshi context.

The first research question of this study was to identify factors of motivation to learn spoken English of Bangladeshi university students. A total of seven motivational factors were yielded for this sample of 355 participants. The first motivational factor *Foreign residence and friendship* reflects the typical motive for learning spoken English in Bangladesh, the wish to actually stay in a foreign country for at least a period of time. Dörnyei (1990) in his investigation of motivational components on a group of adult learners in Hungary named a factor *Spend time abroad* and Schmidt et al. (1996) also named a factor *Foreign residence*, which are comparable to the factor labeled *Foreign residence and friendship* of the present study. Although the present study deals with factors of motivation to learn spoken English in Bangladesh, the existence of this factor in those studies indicates the affinity of this motivational factor in other EFL settings. The second motivational factor is named *L2 speaking anxiety*, which suggests learners' hesitation to deal with the productive skill of speaking. Nakata (2006) revealed in his study of Japanese non-English majors that anxiety occurs in L2 speaking owing to lack of confidence. He also relates anxiety with contextual issues such as culture and learning experience. The third factor extracted in this study is labeled *Determination to learn*, which consists of variables representing learners' self-motivated persuasion, perseverance and commitment towards learning. This factor indicates that Bangladeshi university students possess considerable motivational strength to pursue English speaking skill with determination. The factor *Instrumentality* in this study reveals a crucial aspect of learning oral English prevailing in Bangladeshi society. Though this study was conducted in a foreign language context, these factors strongly reflect Gardner's (1985) definition of instrumental motivation. This factor represents social reality in Bangladesh, where some of the crucial reasons to learn spoken English are to secure a good job, to gain financial benefits and to increase social status. The factor *Instrumentality* parallels a factor with the same name in Dörnyei's (1990) study and a factor labeled *Instrumental orientation* in the study of Schmidt et al. (1996). The similarity of these factors in other studies implies the correspondence of these social features in other EFL contexts. *Intrinsic motivation* is the fifth factor in this study suggesting learners' autonomous interest in learning spoken English. The factor *Social appeal* indicates that learners learn spoken English not only as a subjective need but also to impress people around. The final motivational component *Learning effort* suggests the essential responsibilities required throughout the acquisition process.

The second research question addressed in this study was to identify the factors of strategy use of Bangladeshi university students to learn spoken English. There were nine components found in this study. It was really hard to label the factors as the variables clustered from various strategy categories. The first strategy use factor found in this study was *Metacognitive and processing strategies* which partially matches to the aspect of a factor named *Active involvement* found in Schmidt et al.'s (1996) study. This factor suggests learners' practical strategies to plan and process their learning activities. The second factor was *Learning sharing strategies* which indicates learners' intention to share

learning experiences with their co-learners or others. This aspect of strategy use was named *Social/Affective strategies* in a study (Yamato, 2002) on Japanese EFL learners. The third factor, *Sensory memory strategies* suggests learners' effort to memorize through visualizing and to speak and listen in public. The fourth factor of this study *Coping strategies* is found to be common in other foreign language learning contexts (Schmidt et al., 1996; Schmidt & Watanabe, 2002). This factor refers to learners' effort to cope with the situations when faced with some difficulties in speaking English. The next factor *Organizing learning* corresponds to a factor with the same name in Schmidt et al.'s (1996) study. The rest four factors *Active language use*, *Metacognitive/compensation/affective strategies*, *Imitation strategy* and *Compensation in speaking* might be limited to the Bangladeshi tertiary level spoken English learners only as to the knowledge of the researcher these factors were not found to be common in any other EFL study.

The final research question of this study was designed to examine the relationships between motivational factors and strategy use factors. From the correlation results we find that unlike other EFL studies (Yamato, 2002; Schmidt et al., 1996) the relationships between motivational factors and strategy use factors were not so strong for this sample of spoken English learners. Most of the correlations were weak or insignificant. According to the results, among other motivational factors *L2 speaking anxiety* had the strongest correlations with strategy use factors. *L2 speaking anxiety* positively correlated with three strategy use factors: *Metacognitive and processing strategies*, *Learning sharing strategies* and *Organizing learning*. The results indicate that learners' worry about practicing spoken English may make them to apply these strategies to make-up deficiency in learning. In EFL contexts where learners have infrequent native speaker contact, anxiety can be high in output activities such as speaking (Nakata, 2006). In Bangladesh learners do not have enough exposure to spoken English outside of classrooms. In foreign language learning situations due to insufficient contact with native speakers of English learners feel anxious to practice the productive skill of speaking (Clement, Dörnyei & Noels, 1994). In the case of Bangladeshi learners since anxiety was associated with learning strategy use, it might be viewed as 'facilitative anxiety' found in the study of Scarcella & Oxford (1992). This result is quite contrary to Schmidt et al.'s (1996) finding where anxiety was not found to be significantly related to any set of learning strategies. The motivational factor *Determination to learn* showed positive relationships with *Metacognitive and processing strategies* and *Coping strategies*. These results imply that commitment towards learning promoted them to be sincere about using these strategies to manage learning activities. This finding is correspondent to some other studies (Schmidt et al., 1996; Schmidt & Watanabe, 2002) conducted in foreign language settings though in these studies motivational strength or learners' determination had the strongest correlations with their strategy use. While the motivational factor *Instrumentality* was expected to have relationship with many strategy use factors it had a positive correlation with only *Metacognitive and processing strategies* and a negative correlation with *Active language use*. These findings suggest that economic and social pressure to get a better job and to secure establishment in society may promote learners to plan and actively handle learning activities. The negative correlation of instrumental aspects of motivation with vocabulary acquisition strategy use was unexpected, but it seems to imply that their instrumentality does not encourage vocabulary acquisition. In Schmidt et al.'s (1996) study also instrumental motivation was found to be related to the strategy use factor *Active involvement*. *Foreign residence and friendship* had a positive correlation with only *Imitation strategy*. The Bangladeshi EFL learners might consider that native like pronunciation would be helpful for seeking immigration abroad. The interpretation of the negative correlations of *Intrinsic motivation* with some strategy use factors is complex. Though the negative correlations are not strong, they are significant. Intrinsic motivation is expected to have a positive relationship with learners' strategy use. But in this study negative correlations were found in three factors: *Metacognitive and processing strategies*, *Learning sharing strategies* and *Organizing learning*. One possible interpretation of these results might be that for this sample of learners *intrinsic motivation* is not strong enough to prompt them to use speaking strategies. Such results might be limited to the context of Bangladeshi

university students only. In Schmidt et al.'s (1996) study also intrinsic motivation did not correlate significantly with any set of strategy use. In this study intrinsic motivation was found to be positively related to *Sensory memory strategies* only, which simply indicates that this motivation makes learners prone to use this strategy. The motivational factor *Social image* was found to be negatively related to *Metacognitive and processing strategies*. This result is opposite to Schmidt et al.'s (1996) findings where learners' sociability positively correlated to their strategy use.

7. Conclusion

Learners' motivation and strategy use is of practical interests to language teachers and program designers who want their courses to be congruent to learners' needs and interests (Schmidt et al., 1996). The structural components of motivation and strategy use provide some suggestion about Bangladeshi university students who learn spoken English in an academic environment. This study might provide some views for program designers and teachers to understand learners' expectation from the courses and their ways of learning and therefore, to be reflective about those in the preparations.

Based on the results of this study, some practical applications are proposed for amelioration of spoken English courses for Bangladeshi university students. According to the findings of this study learners' intrinsic motivation is not strong enough to promote them to use speaking strategies. Therefore, inclusion of training and instruction on speaking strategy use with spoken English courses might be effective. Anxiety is found to be a striking aspect for this particular Bangladeshi EFL context. 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 recommendable to help learners to overcome the feeling of anxiety. Since a tendency of immigration to foreign countries is observed in Bangladeshi EFL learners, survival English for a foreign resident could be included in the curriculum to make courses congruent to their expectation. Further research is needed to examine the generality of the findings of this study. An extensive research is necessary to replicate at different levels to gather a profounder view about learners' motivation and strategy use to learn spoken English.

Acknowledgements

This research was done with the financial support of a research grant from the International Communication Foundation (ICF) of Japan. The author wishes to express her gratitude to the organization for their assistance, without which this study would not have been made possible.

References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of student of Japanese. *Modern Language Journal*, 78, 157-167.
- Brown, J. D., Robson, G., & Rosenkjar, P.R. (2002). Personality, motivation, anxiety, strategies, and language proficiency of Japanese students. In Z. Dörnyei & R.Schmidt (Eds.). *Motivation and Second Language Acquisition*. (pp.281-295). Honolulu: University of Hawai'i.
- Clement, R., Dörnyei, Z., & Noels, K.A. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *Language Learning*, 44, 417-448.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 45-78.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135.
- Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied*

Linguistics, 4, 43-69.

- Ehrman, M., & Oxford, R. (1989). Effects of sex difference, career choice, and psychology type on adult language learning strategies. *Modern Language Journal*, 73, 1-13.
- Ehrman, M., & Oxford, R. (1995). Cognition plus: Correlates of language learning success. *Modern Language Journal*, 79, 67-89.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Gardner, R. C. (1985). *Social Psychology and Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R. C., Tremblay, P.E., & Masgoret, A. M. (1997). Toward a full model of second language learning: An empirical investigation. *Modern Language Journal*, 81, 344-362.
- Hamamoto, S. (2002). A step forward to improve English language education in Bangladesh. *Asian English Studies*, 4, 85-98.
- MacIntyre, P.D., & Noels, K. A. (1996). Using social-psychological variables to predict the use of language learning strategies. *Foreign Language Annals*, 29, 373-386.
- Nakata, Y. (2006). *Motivation and Experience in Foreign Language Learning*. Oxford: Peter Lang AG.
- Okada, M., Oxford, R., & Abo, S. (1996). Not all alike: Motivation and learning strategies among students of Japanese and Spanish in an exploratory study. In R. Oxford (Ed.). *Language Learning Motivation: Path Ways to the New Century* (pp.105-119). Honolulu: University of Hawaii Press.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House/ Harper & Row.
- Oxford, R. (1993). Research on second language learning strategies. *Annual Review on Applied Linguistics*, 13, 175-187.
- Oxford, R., & Nyikos, M. (1989). Variables affecting choice of language learning strategies. *Modern Language Journal*, 73, 291-300.
- Quadir, M. (2005). Speaking strategy use by the EFL students in Japan and Bangladesh. *Journal of International Development and Cooperation*, 12, 47-62.
- Rahman, S. (2005). Orientations and motivation in English language learning: A study of Bangladeshi students at undergraduate level. [Electronic version]. *Asian EFL Journal*, 7, 29-55.
- Scarcella, R., & Oxford, R. L. (1992). *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle & Heinle.
- Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connection. In R. Oxford (Ed.) *Language Learning Motivation: Path Ways to the New Century* (pp.9-70). Honolulu: University of Hawaii Press.
- Schmidt, R., & Watanabe, Y. (2002). Motivation, strategy use and pedagogical preferences in foreign language learning. In Z. Dörnyei & R. Schmidt (Eds.). *Motivation and Second Language Acquisition*. (pp.313-359). Honolulu: University of Hawai'i.
- Wharton, T. (2000). Language learning strategy use of bilingual foreign language learners in Singapore. *Language Learning*, 50, 203-243.
- Yamato, R. (2002). A study on motivation and strategy in an EFL setting. *JACET Bulletin*, 35, 1-13.

Appendix 1

[Section 1]

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 2**[Section 2]****Strategy use questionnaire** ($\alpha=.83$)

(a) Never or almost never	(b) Usually not	(c) Sometimes	(d) Usually	(e) Always 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.