



# **The Relation Between Motivation And Foreign Language Learning Strategies In Second Language Learning Process**

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Department of English

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## **Dedication**

This work is dedicated to my wonderful, supportive, and amazing my beloved man my fiancé . **Mosa Ramadan Elmesmari**, who stands beside me through life and he is behind all the successful steps. He always listens and helps me to go through all the difficulties. Without his love and support ,I would not have been able to finish this study.

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## **List of Abbreviations**



<b>Abbreviation</b>	<b>Stands For</b>
IM	Intrinsic Motivation
EM	Extrinsic Motivation
LLS	Language Learning Strategy
STD	Standard Deviation
L2	Second Language
SLA	Second Language Acquisition
FL	First Language
SDT	Self – Determination Theory
SILL	Strategy Inventory Language Learning
SPSS	Statistical Package Social Science

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## **Abstract**

The design of the current study is correlational which is based on two major variables: motivation and second language learning strategies. The study aimed to clarify the role of motivation and determine which type of motivation is exhibited by the learners who participated in this research. The second variable is second language learning strategy, which was classified according to its six categories. The study investigated the relationship between motivation and the choice of second language learning strategies among third year English language undergraduates students in the Department of English language at Benghazi University. The sample of this study was 61 students. The participants completed the two sets of questionnaires: the first one is 24 item likert-type questionnaire which elicits data on motivation and the second questionnaire consisted of a 50-item likert-type Strategy Inventory for The collected data were computed and analyzed. Language Learning utilizing descriptive statistics as well as the Pearson's product-moment correlation coefficient. The results revealed that the overall opinion of the learners was highly significant towards the role of motivation in the second language learning process ; instrumental motivation is the type that was exhibited by the second language learner who participated in this research. Moreover ,the subjects of the study employed the meta-cognitive strategy to a significant degree more than the other categories, followed by memory ,affective ,compensation, social and cognitive strategies. According to the investigation of motivation and the second language learning strategy, the result of the data illustration found significant relationship was obtained between these two variables.

# **Chapter One**

## **Background to the Study**

### **1.1 Introduction**

The English language has come to be used more extensively in various areas of professional and social life and there is a growing perception that people's ability to communicate in English is closely related to both individual and national economic success. Accordingly English language education has become more indispensable. In recent years, the research focus of language education has shifted from teachers and teaching methods to learners and learning strategies. This is called a learner-centered approach which focuses on individual factors and learning. The present research focuses on motivation proficiency and strategy use as important factors of learner-centered language learning. This research attempts to provide empirical findings to emphasize the role of motivation in the second language learning process. According to Gardner, (1985) research in language learning strategies suggested that several factors could influence strategy use. However, motivation is regarded as the most important one. Accordingly, an increasing number of second language – first language researchers have indicated that both learning motivation and learning strategies play important roles in a successful language learning, which suggest a need to investigate the links between these two significant characteristics of learning (Ellis, 1994).

Many research studies have confirmed the close relationship between language learning motivation and learning strategies (Ellis, 1994; Wen, 2004). However, no well-established theories have directly indicated the exact relationship between motivation and learning strategies (Zhang & Guo, 2001).

What is important is to understand the implicit and strong impact of motivation on language learners and its relation and effect on the use of language learning strategies in the process of learning English as a second language. Understanding the interaction between language learning strategies and the role of motivation, many studies have investigated and emphasized the relationship between these two major variables.

Oxford and Crook (1989) team analyzed the variance on individuals factors and found that motivation was the most influential factor on strategy use by the learners in the process of learning. According to their research “Highly motivated students made frequent use of strategies in comparison to unmotivated student” (Ibid:414).

Motivation is considered as one of the most appealing, complex variables used to explain individual differences in language learning. By the 1990s, Gardner's conceptualization of motivation had an overwhelming dominance in second language motivation research (Dornyei, 2001). Gardner and Lambert (1959) focus on both integrative and instrumental motivations orientations.

Instrumental motivation involves perception of purely practical value in learning the L2, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school, whereas integrative motivation is based on an interest in learning the L2 because of a desire to learn about or associate with people who use it ,or because of an intention to participate or integrate in the L2using speech community; in any case, emotions or affective factors are dominant.

Motivation is a factor determining the extent of people's desire to do an activity. A great deal of research has dealt with defining, analyzing, and conceptualizing motivational factors. Many definitions come under the heading "motivation". Keller (1983:289) indicates that "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect." In other words, motivation can be seen as a force that makes a person initiate action, and continue until the goals are achieved. Based on the social psychological point of view, Gardner defined L2 motivation as" the extent to which an individual works or strives to learn the language because of their desire to do and the satisfaction obtained from the activity" (1985:10). Such definitions focus on learners' inner desire and attitude toward the second language learning process .Thus, attitude and motivation are considered major factors that affect the learners' proficiency in the second language.

In addition to the above concept of motivation is an important aspect of self-determination theory that was established by Deci and Ryan (1985). Self-determination theory is an organism theory that focuses on human behavior and its correlation to social context. The major aim of this theory is the investigation of human beings and their inherent tendencies as well as psychological needs that may affect their learning process of a foreign language, which is considered as basic elements for self-motivation and integration in personality. According to this concept there is a close relationship between people's motivational behaviors and social contextual factors. Deci and Ryan (Ibid) classified motivation into two types in this theory: intrinsic and extrinsic motivation. Intrinsic motivation (IM) refers to people doing something out of inherent interest or joy, so the aim is to achieve pleasure and satisfaction from the language learning process. This type of motivation occurs when someone is moved to do something for fun or challenge, instead of through environmental factors. In other words, people decide to do the action or behavior because of their inherent interest toward the activity rather than because of an external outcome. Extrinsic motivation (EM) on the other hand, refers to a broad array of behavior, having in common the fact that activities are engaged in not for reasons inherent in them but for instrumental reasons" (Deci and Ryan, 2000:42). In this sense learners are extrinsically motivated when they engage in an activity because it will enable them to obtain rewards such as grades or avoid punishment.

Furthermore, based on Deci and Ryan's self-determination theory, motivation is related to all aspects of "activation" and "intention" including energy, direction, and persistence. motivation is classified into five categories which are four categories are extrinsic and one is intrinsic

Extrinsic motivation is classified into five categories: external regulation, interjected regulation, identified regulation, integrated regulation, External regulation means that learners perform certain behaviors so as to satisfy external demands or to get external rewards. These externally regulated behaviors are usually experienced as being controlled or alienated (Deci and Ryan,1985)

Interjected regulation, which is another type of extrinsic motivation, remains quite controlling for People who are interjected-regulated mean that they perform the behaviors without a feeling of pleasure, avoiding guilt, or obtaining self-esteem. For example, children may do their homework not because they like to do it, but because they want to avoid being punished by their teacher.

Identified regulation occurs when people identify the importance of some behaviors and take it as his/her is own values. The most self-determinate form of extrinsic motivation is integrated regulation which occurs when people take the new regulation in their life and make it congruent with their own needs and values. Integrated regulation and intrinsic motivation are similar in some ways.

Both intrinsic and extrinsic motivation is important in language learning. There is evidence that intrinsic motivation can promote effective learning in the classroom context. However, in the real world of the classroom, extrinsic motivation is also necessary. Students need to be provided with more meaningful learning material and activities that stimulate their interest in the process of learning language .



When classroom conditions are created that facilitate varied challenges and autonomy, it is possible to generate positive attitudes towards learning a foreign language at university .Furthermore, it is important to allow students to be more autonomous by increasing their involvement in organizing their learning process. By developing and maintaining these elements in the classroom context including teachers and parents' support, students' acquisition of a foreign language may be more internalized and consequently more effective .

As related to language learning ,motivation may be defined as a mixture of endeavor and desire to acquire English as a second language (Gardner, 1985) When a learner is motivated to learn a foreign language, he or she really wants to master that language and makes all the effort in order to achieve that goal.

Gardner's classic model (1985) classifies motivation as two types: instrumental orientation and integrative orientation. The former refers to acquiring language for instrumental goals, which means that the major reason for studying the language is for utilitarian values such as getting a better job, or passing an entrance examination. The later refers to the learners' desire to be accepted or identified as members of the target language group.

In sum, the conception and the role of motivation in the process of learning English language has been presented to confirm that motivation would probably be identified as the most powerful influences on learning to most teachers. Gardner (1985) proposed, Motivation is a term which is often used with respect to second language learning as a simple explanation of achievement.

## **1.2 Second Language Learning Strategies**

“Strategy”, from the ancient Greek term *strategia*, refers to generalship or the art of war. In a more specific sense, strategy entails the optimal management of troops, ships or aircraft in a planned campaign. “Tactics” is different but related to strategies, which are tools to achieve the success of strategies. Moreover, the two expressions share some basic concepts: planning, competition, conscious manipulation and movement toward a goal. In nonmilitary settings, the concept of strategy has been applied to the non-adversarial situations, where it has come to mean a plan, step or an action is taken for achieving a specific objective (Oxford, 1990).

Oxford (Ibid) stated that strategies are particularly important for language learning “because they are tools for active, self-directed involvement, which is essential for developing communicative competence” (1990:1) Language learning strategies (LLS) are seen as a shift from focusing on teachers and teaching to learners and learning. Language learning strategies are the procedures students adopt to enhance their own learning for developing communicative competence because they provide learners with active and self-directed guidance. Cohen (1998:1) maintains that “the term strategies, in the second-language learning sense, has come to be applied to the conscious moves made by second language speakers intended to be useful either in learning or using the second language.”

Schemeck states that, strategy is “the implementation of a set of procedures (tactics) for accomplishing something” and learning strategy is “a sequence of procedures for accomplishing learning”. Weinstein and Mayer (1986:315) proposed learning strategies as “behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner’s encoding process”.

Chamot (1984:71) asserts that “learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information.”.

The strategies chosen by the learner may not necessarily be effective, but if they were chosen with the intent to facilitate the process of learning then they are considered to be language learning strategies. These strategies may become automatic and, therefore, unconscious. However, what is of concern to this study are not these automatic mental processes but rather the strategies that the learner is aware of using. “The essential premise which underlies learning strategies research in second /foreign language education has been that one of the factors that makes good learners good is the use of learning strategies” (Rubin,1975:41)

Rubin (Ibid) maintains that language learning strategies are considered to be an essential element for facilitating the process of adapting and learning new language. These strategies have been defined by several scholars who are interested in the field of language such as Rubin, who defines second language learning strategies as "techniques or devices which a learner may use to acquire knowledge". Wenden and Rubin define learning strategies as "any set of operations, steps, routines used by the learner to obtain, store, retrieve and use information" (1987:19).

In addition, Oxford (1990:8) also emphasized this assumption by the definition which defines language learning strategies as “specific actions taken by the learners to make learning easier faster more enjoyable more-self directed more effective ,and more transferable to a new situation”. LLSs enable learners to manage their own learning and achieve desired individual goals.

Rubin (1987:23) proposed, that “language learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly.” She also suggested that language learning strategies include “any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information”(Ibid:19) .

Rubin's definition mirrors that by Platt, (1992:209) who defines language learning strategies as “intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn and remember new information” She proposed that some language learning strategies are observable, but some may not. According to Rubin there are six direct strategies that contribute directly and indirectly to L2 learning: The six direct strategies include: (a) clarification/verification; (b) monitoring; (c) memorization; (d) guessing/inductive inference; (e) deductive reasoning; and (f) practice. Two indirect strategies are: (a) creating opportunities for practice; and (b) production tricks. In addition to different ways of defining LLSs, there are also various approaches to the classifications of LLSs. A scheme, proposed by O’Malley and Chamot (1990), includes cognitive, meta-cognitive, and social/affective strategies.

According to O’Malley and Chamot (Ibid), cognitive strategies are used by learners to work with information to improve learning; meta-cognitive strategies are higher order executive skills that involve planning, monitoring, or evaluating a language learning activity; and, social/affective strategies are those that involve interactions with others or exert control over affect.

Oxford (1990) produced a classification system known as the Strategy Inventory for Language Learning (SILL) According to Oxford's system of language learning strategies, there are two major classes of strategies: direct and indirect .There are also six major categories of second language strategies, which include cognitive strategies, meta-cognitive strategies, memory-related strategies, compensatory strategies, affective strategies, and social strategies.

Memory–related, cognitive and compensation strategies are classified as direct strategies because by nature they are directly involved in the target language and require deep mental processing. On the other hand, meta-cognitive, affective, and social strategies are considered indirect strategies since they are used to deal with language learning without directly being involved in the target language (Oxford, 1990)

In sum , Motivation and second language learning strategies play an important role in the process of learning a second language. Motivation is considered to be a major factor that has a strong effect on the learner's choice of language learning strategies.

In an attempt to further examine these constructs, the main aim of the current study is to focus on investigating the relationship between motivation and language learning strategies in the process of learning English as a second language that are used by third year Libyan students of the English Language Department at Benghazi University.

### **1.3 Literature Review**

The following section reviews a great many theories and the research that focus on the process of language learning ,particularly motivation and language learning strategies which are the two major variables in this study. Moreover, the relationship between these two variables and their relation to second language learning process is explored.In the field of language learning, it is not always easy to learn a second language. As a result during the last few decades there has been tremendous discussion on the importance of motivation which plays an essential role in the second language learning process and it's relation on the choices of the learner for the strategies that help them to learn the language.

To understand the role of these affective factors in second language learning, many studies on motivation have been conducted. Much of this early research on second language learning focused on the relationship between motivation and second language learning strategies According to Gardner and MacIntyre (1993) motivation is the direct desire of learners to acquire and reinforce efforts in learning a new language which is the effort that language learners are willing to pay in the process of second language learning .In the field of the study of learning process many individual differences among students have been studied. Moreover, there are differences between the students in related to the goal that they would like to achieve from their process of learning a new language.

To emphasize this conception The former learners' goals can be viewed as what Brown (2000) called the 'instrumental orientation', which refers to acquiring language for instrumental goals, such as passing entrance exams, or communication with foreigners.

The latter learners' goals can be viewed as the 'integrative orientation,' which refers to learners' desire to be accepted or identified as members of the group of the target language.

While studies on motivation represent a wide body of research, the research on the use of second language learning strategies are fairly new. Language learning strategies have been investigated within the two fields of second language acquisition and cognitive psychology. The main aim of researchers in these two fields has been focused on both strategies used by successful learners and how these strategies can help less effective learners. According to Oxford's definition, language learning strategies are actions that learners use to make language learning more successful, self-directed, and more enjoyable. (1990) However, it is of great interest to researchers to discover the characteristics of good language learners and how these characteristics will affect their use of second language learning strategies. Rubin (1975) lists one characteristic of the good language learner as "willing and accurate guessers". In other words, good language learners are not afraid of making mistakes and they are willing to take every opportunity to communicate or to practice. How language learning strategies influence the success of language learning has been the primary concern of many researchers.

Many investigators interested in LLS have attempted to classify the learning strategies that are used by successful language learners in order to utilize these strategies in training less effective learners.

There are two types of classification Oxford (1990) classification which contains two categories direct and indirect strategies: memory, cognitive and compensation strategies are classified as direct whereas meta-cognitive, effective and social are classified as indirect strategy.

The second classification is Malley, Chamot, and Walker's (1987) classification. This model has been recognized for its comprehensive classification and strong theoretical base. Three broad categories are introduced, including Met cognitive, Cognitive, and Social/Affective Strategies. There are in total 25 strategies identified, with 8 for meta-cognitive, 15 for cognitive, and 2 for Social/Affective Strategies.

A study by Hassanpur (1999) aimed to clarify the use of second language learning strategies and its relation to attitude and motivational variables among Iranian university students. The researcher emphasized that integratively motivated students employ more memory and cognitive strategies than instrumentally motivated ones. With regard to the four remaining strategies, integratively motivated learners were reported to use these strategies less frequently than those with instrumental motivation, but the differences were not significant. The participants of this study was 102 science students at Al Shiraz University.

Motivation was confirmed to have a significant correlation with language learning strategies in a study conducted by Yang (1993) who investigated college English majors' use of learning strategies in Taiwan. The results demonstrated that the most frequently used strategies for these English majors were formal-practice strategies and compensation strategies, while the cognitive-memory strategies were among the least frequently used strategies. More importantly, Yang (Ibid) discovered that there were significant correlations between students' beliefs and their strategy use, in that students with a strong belief in their language learning ability and proficiency were shown to actively look for opportunities to practice English.



Pong (2002) investigated language learning motivation and the use of second language strategies among Taiwanese senior high school students. She found that extrinsic motivation was the most frequent motivation type among the sample. In addition, intrinsic motivation seemed to have a strong relationship with achievement. The result of her study showed that there was a strong correlation between intrinsic motivation and the use of meta-cognitive and cognitive strategies, while extrinsic motivation seemed to have a close relationship with cognitive and affective strategies. It was suggested that students with higher motivation were more likely to engage in using various kinds of learning strategies .

Chang and Huang (1999) examined the use of language learning strategies by 46 Taiwanese undergraduate and graduate students of English as a foreign language in the United States. In this study, motivation correlated significantly with the choice of language learning strategies. The findings revealed that instrumentally motivated learners employed more memory and affective strategies, while students with integrative motivation used a greater range of cognitive and meta-cognitive learning strategies. Compensation strategies were used almost equally among students with both instrumental and integrative motivation

Another study conducted by Tamada (1996) investigated the relationship between learner's personal factor and their choice of language learning strategies. The participants of this study were 24 Japanese third year college students learning English as a second language in England. They were studied in terms of their use of learning strategies and its effect on factors such as motivation. The results indicated that the differences in motivation types significantly influenced the use of language learning strategies.

In summary, the role of motivation in the second language learning process the research cited the link between motivation as an important factor and second language learning strategies that the learners use to acquire English as a second language.

#### **1.4 Statement of the Problem**

This research seeks to clarifying the problem that third year English language students who study English as a second language at Benghazi university to understand which type of motivation do the students follow in their learning and how the type affect their learning process and which type of strategies do the students use to achieve their goals which is learning English

#### **1.5 Research Questions**

The purpose of this study is to discover the relationship between types of motivation and the use of language learning strategies among Libyan students at Benghazi University. Based on the related literature discussed above, the following research questions are posed:

1. What type of motivation does third year English language students at Benghazi university exhibit?
2. What kind of language learning strategies do third year English language students at Benghazi university use?
3. To what extent does motivation and language learning strategies relate to each other?

## **1.6 Aim of the Research**

. This research attempts to measure one psychological variable, namely motivational orientation, and its relation to second language learning strategies among third year third year English language students at the University of Benghazi. Furthermore ,these variables are examined to use their relation to student achievement .

## **1.7 Scope of the Study**

This study is restricted to the third year students who study English as a second language in the English Department of Benghazi University during the academic year 2010 to 2011.

## **1.8 The significance of the study**

According to the research presented previously the types of motivation plays an essential role for learning English as a Second Language. The learners' choice of second language learning strategies be impacted by the two types of motivation that was mentioned in this study, therefore, it is essential to investigate the relationship between the types of motivation and second language learning strategies that are used by the third year learners who attempt to acquire English as a second language . The findings of this study reveal the state of motivation as related to LLs in a Libyan context .

The knowledge gained from this study can add to the data base for practice, research and theory. In practice, this could be used as a basis for administration, management and to plan for efficiency and effectiveness in technical level and to raise technical colleges' competitive abilities to international levels.

Additionally, it could have a strong impact on teacher and help them to select activities and tasks that tap students' motivation and improve the learners' achievement.

### **1.9 Methodology**

The participants of this study are third year undergraduate English language students at Benghazi University, aged between 19 and 23 years old. The method that is utilized for this study is descriptive correlation research which usually involves data that are collected to describe by parameters like their central tendency (mode, median, mean) and their dispersion (range, interquartile range, standard deviation).

According to Dornyei (2003:10) "questionnaires are very versatile, which means that they can be used successfully with a variety of people in a variety of situations.". This versatility is precisely one of the reasons why the researcher decided to use questionnaires as a data tool. Motivation is a complex topic that implies a variety of subtopics which the researcher hopes to cover through the questionnaire by using a wide range of well-organized statements. Two instruments will be used to gather the needed data for this study. The students strategies use will be measured by Oxford (1999) strategy inventory for language learning and the other instrument that will be used to elicit data which measure the learners' level of motivation is like-type questionnaire with five-scale responses, and it will be consists of two parts ,the first part of the questionnaire includes questions that describe learner's opinion for learning English at the university, while The second part of the questionnaire asks the students to agree or disagree with the statement that concerning the reason why they think studying English is important.

## **1.10 Procedure and Data Analysis**

The participants will be asked to complete the strategy inventory concurrently with the background questionnaire in their regular classes. There is no limitation of time, it may take about 25 minutes for students to score all the items in the two questionnaires. The researcher will apply the appropriate statistical tests on the data which is the Pearson product-Moment correlation coefficient.

## **1.11 Definitions of Terms**

### **Participants**

Participants is the largest class of people to which the results of an investigation based on sample can be generalized.

### **Variable**

Variable is an attribute or trait of people or things which can take on different values. Variable can be very broad in scope for example educational background, or narrower for example age. In addition variables can be measured or quantified in different ways and different kind of scales are used. Variables are one of the most important elements for any research, which can be classified as dependent or independent. The dependent variable is the principle attribute that is being investigated such as the proficiency of a group of test takers. The independent variable is one which is taught to influence the dependent variable such as the test method (Davies et.al 1999:220).

## **Response**

Response is a specific measurement value that a sampling unit supplies to the researcher (interview, experiment) Response is supplied by word of mouth or on paper ; this response is raw (data) words .To these words ,the researcher attaches figures which are then analyzed and interpreted (Bongkiyung,2006:11).

## **Sampling**

Sampling is the process of selecting small units to build what we call a sample which measure study .It could be people or animals or organizations, The sample is normally built from a large population of interest .By studying the sample, we attempt to fairly generalize our obtained results back to the large population from which the sample was selected(Bongkiyung,2006:12).

## **Random Sampling**

Random sampling is an orderly method of obtaining sample from the population in order to provide an unbiased cross selection. A common procedure is to select every tenth member .The criteria are:

- Every member of the population has an equal chance of being chosen in the sample
- The choice of any one member does not influence the choice of any other(Davies et.al ,1999:159)

## **Mean**

The mean score of any test is the arithmetical average: i.e. the sum of the separate scores divided by the total number of testes (Harris, 1969:169).

### **Standard Deviation**

Standard deviation is a property of the normal curve mathematically, it is the square root of the variance of a test along with the mean, it is one of the most widely used statistic in language testing the standard deviation, often referred to as (std), provides an informative summary of variation or distribution of a set of scores around the mean (Davies 1999:185).

### **Treatment**

Treatment is the researcher's initiated stimulus given to a dependent variable of the study (Bongkiyung, 2006:120)

### **Validity**

Validity is the extent to which a study perfectly or accurately reflects the specific concept the researcher purposively set out to measure this exists in two types: internal validity and external validity (Bongkiyung, 2006:12).

### **Reliability**

Reliability is the actual level of agreement between the results of one test with itself or with another test such agreement ideally, would be the same if there were no error which may arise from bias of item selection, from bias due to time of testing or from examiner bias (Davies et.al 1999:168).

## Chapter Two

### Motivation and Language Learning Strategies

#### 2.1 Motivation in Language Learning

Research has demonstrated that motivation is an essential element in the language learning process. Thus when the learners are motivated the process of learning the foreign language is more likely to be satisfactory and enjoyable. Even though motivation is a term used in academic and research settings, it is unexpected to find so little consensus regarding its precise meaning (Dornyei, 1998). Motivation defined as the orientation a learner has with respect to the purpose of learning a second language (Crooks and Schmidt, 1991). There is no collective agreement on the meaning of motivation even though the majority of motivation investigators would see that motivation has to do with the trend and extent of human conduct, that is, the choice of a certain action, the perseverance with it and the effort extended upon it (Dornyei, 2001).

In general, motivation is also related to the drive to do something. Therefore it can be defined as the force that pushes us to do things; one may say that motivation is the concept that explains” why people behave as they do rather than how successful their behavior will be” (Csizer and Dornyei ,2005:20).

In other words, motivation refers to the reason why people decide to do something. with regard to the educational aspect in the field of language learning, motivation maybe defined as a mixture of endeavors and desire to acquire the language (Gardner 1985) which means that when a learner is motivated to learn a foreign language , he really wants to master that language and makes all the efforts in order to achieve the goal of learning.



Motivation in language learning may be interpreted in different ways according to different theories. A great deal of research has dealt with defining, analyzing, and conceptualizing motivational factors. Many definitions come under the rubric of the term “motivation”. Keller (1983:289) indicates that “Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.” and Brown (1987:117) defines it as: “commonly thought of as an inner drive, impulse, emotion, or desire that moves one toward a particular action.” Oxford and Shearin maintained that “Motivation determines the extent of active, personal involvement in L2 learning.” (1994: 12).

It is obvious that motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language learning. The original impetus in second/foreign (L2) motivation research comes from the field of social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community.

A pioneer in the social psychological field, Gardner Motivation in Gardner's theory does not contain any integrative or instrumental elements. There does exist an integrative or instrumental dichotomy in his model. This is at the orientation goal level, and as such, is not part of the core motivation component; rather, the two orientations function merely as motivational antecedents that help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental).

The two models of motivation concentrate on specific factors that influence motivation. Gardner was one of the pioneering researchers in second language acquisition (SLA) to focus on motivation. He chose to define motivation as is an important factor in learning a second and foreign language (Gardner,1985) Moreover, Ryan and Deci (2000) define motivation as consisting of energy, direction, persistence and equifinality- all aspects of activation and intention. In the field of second language acquisition (SLA), motivation has been identified as one of the key factors that determine L2 achievement and attainment. It serves as an impetus to generate learning initially and later as a sustaining force to the tedious process of acquiring a target language (Cheng &Dornyei, 2007).

According the Gardner's modal a major aspect was classifying the reasons for second language study, which he identified as orientations in his modal. Gardner, (1985:54) maintains two main orientations through his research: Integrative and instrumental.

Integrativeis considered as a favorable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use of the language; whereas, Instrumentalis concerned with more functional reasons for learning the target language, such as job promotion, or a language requirement.

In Gardner's socio-educational model, motivation is the central concept of the model, but there were also some factors which affected this, such as integrative and attitudes. These were other factors that influenced individual differences, and were seen as complex variables. Gardner(Ibid) received criticism for focusing so much on the integrative motive in his modal.

However, Gardner himself stated that since the SLA process is extremely complex, when considering motivation to learn a language the complexity must also be realized. Motivation must be looked at in totality and in relation to other characteristics of the individual. He simply found that studies have demonstrated “that subjects who select integrative reasons over instrumental ones as indicative of themselves evidence higher levels of motivational intensity” (Gardner, 1985: 53). As a result of these studies Gardner found the integrative motive to have an extremely high significance in the results of his studies.

Another research was conducted by Clement and Kruidenier(1983: 288) in order to specify further factors that influence motivation from the survey’s results, Four different orientations to language study were identified . The second major orientation is instrumental which was considered as an important factor, along with reasons such as travel, seeking new friendships, and acquiring knowledge.

They acknowledged that the “relative status of learner and target groups as well as the availability of (or at least familiarity with) the latter in the immediate environment are important determinants of the emergence of orientations”. The challenge was to look not at the universality of integrative and instrumental orientations, but to look more at “who learns what in what milieu”.

Ely (1986) did work looking specifically at a FL setting, with learners of Spanish in Northern California. He designed the study wanting to address the possibility that the integrative/instrumental dichotomy did not capture the full spectrum of student motivation.

Crooks and Schmidt (1991) also strove to move beyond the instrumental and integrative orientations, specifically looking at how motivation includes both internal and external factors. Dörnyei(1994: 275). was also concerned with expanding the model of motivation beyond two orientations, specifically in a FL setting. He stated that “the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages where” Contrary to Gardner's focus on integrative, asserted that in a FL setting instrumental orientation would have a greater influence on language learners.

According to the literature on motivation, it is very rare to find one single, integrated definition of motivation. Instead, the focus was highlighted what specific factors that work together to create motivation. Many researchers acknowledge that motivation can be one of the key predictors of success in second/foreign language learning.

A large quantity of research has been carried out in order to investigate what constitutes motivation and how it functions. Existing research on motivation suggests that motivation is a complex construct comprised of various sub-constructs with multi-dimensions.

In an overview of research on motivation, Ellis (1994) simply asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement. Wlodowski (1985: 2) explained motivation as "the processes that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior".

Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. In the conceptualization of the term "motivation", researchers and scholars hold different versions on its definitions according to their adoption of different theories. Dornyei describe motivation as the process whereby the learner use to achieve their goals where as there is no other forces weakening it until the planned goals were reached .In other words, motivation can be seen as a force that makes a person initiate action and keep on until the goals are achieved.

However based on the social psychological point of view Gardner(1985:10) defines L2 motivation as "the extent to which an individual works or strives to learn the language because of their desire to do so and satisfaction obtained from the activity" Such definitions focus on learners' inner desires and attitudes toward language learning.

In addition to this motivation in Dornyei and Otto' (1998:65) defined motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and( successful or unsuccessfully) acted out".

In conclusion, focusing on the role of motivation in second language learning process is very important because the learning process depends on some affective factor and motivation is one of these factors As mentioned in this section it is difficult to choose one definition for

motivation, and also the kinds of motivation are considered an essential tool that the learners use to acquire English as a second language in the field of language learning the kinds of motivation will be classified and discussed in the following section.

## **2.2 Types of Motivation**

For the last few decades, motivation has been a central area for both empirical research and theoretical work within the context of learning a language other than one's mother tongue. So motivation represents one of the most appealing, complex variables used to explain individual differences in the process of language learning.

Upon review of the literature available in the area of students' motivation for learning foreign language attempt to confirm that reasons for learning a second language vary widely from person to person, The first complete summary of L2 motivation research was first proposed by Robert Gardner and Wallace Lambert in 1972, this classical model Gardner and his associates has been followed for decades (Gardner & Lambert, 1972; Gardner, 1985). According to them the classification of the motivation types was classified as mainly two types of motivation in second language learning process: instrumental motivation which is an attempt to learn the language as an instrument to achieve practical goals, and integrative motivation, that is learn the language out of interest in or desire to identify with the target culture.

### **2.2.1 Instrumental Motivation**

This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson,2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status.

Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

### **2.2.2 Integrative Motivation**

It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native - like pronunciation" (Finegan,1999:568). Integrative motivation in contrast, is considered as the opposite of instrumental motivation.

The purpose of this motivation is not to get benefit from learning the language, but the language is learnt for the learner to be integrated in that language and its culture. Students who don't possess instrumental or integrative motivation, in fact, will face problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language will would be difficult for them (Cook, 2000).

In addition to the conceptualization of motivation as instrumental or integrative there are also literally dozens of complementary theories of motivation in psychology. From the behaviorist psychologists' perspectives, the role of drive and reinforcement are emphasized, and motivation is defined as "the anticipation of reinforcement" (Brown, 1994).

Beginning in the 1990s, there was a transformation of defining motivation as a more dynamic and cognitive term (Vandergrift, 2005). The Cognitive view of motivation centers on individuals making decisions about their own actions as opposed to being at the mercy of external factors over which they have no control (Williams & Burden, 1997).

Social constructivists stressed motivation as a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals) (Williams & Burden, 1997). One of the dominant frameworks in contemporary psychological theories is Deci and Ryan's (1985) self-determination theory. Deci and Ryan (1985).



## **2.3 Self -Determination Theory**

### **2.3.1 Conceptualization**

Deci and Ryan's Self-Determination theory (SDT) states that "all individuals have natural, innate and constructive tendencies to develop an ever more elaborated and unified sense of self" (Deci and Ryan, 2002:9). That is, human beings' nature is based on their need for autonomy which leads them to take control of their own functioning. In this sense, a self-determined person engages in activities because she or he wants to. Furthermore, self-determination may also be defined as the "capacity" to make one's own choices without being coerced by external influence or pressure. However, as Deci and Ryan state "Self-determination is more than a capacity"; it is also based on innate psychological needs. These are explained in the next section" (1985:38).

#### **Basic psychological needs:**

According to SDT, human beings are constantly trying to satisfy three fundamental needs: the need for competence, the need for relatedness, and the need for autonomy. The need for competence refers to being capable of interacting with the social environment and being able to demonstrate one's own skills in different aspects of life. It leads individuals to seek for activities that provide challenges that can improve and maintain their skills. However, as Deci and Ryan (2000:7) state "competence is not, then an attained skill or capability, but rather is a felt sense of confidence and affected in action". Human beings need to feel competent through their interactions with others, with activities they engage in and with their own environment.

The need for relatedness refers to individuals' need to feel related to others, the need to feel oneself accepted by other people. In this sense, people may also engage in activity when feeling accepted by others like in the case of children who usually feel more motivated to do something when feeling supported by their parents. The need for autonomy is defined as the degree to which learners regard their activity as being self-initiated and not controlled by others. This basic need implies that when individuals are free to choose to develop an activity, they try to find their own ways to achieve the challenges that such an activity may offer. Furthermore, by making efforts to overcome those challenges they can acquire a sense of competence which stimulates intrinsic motivation (Noels et al, 2003).

Autonomy implies control over one's own actions which leads to freedom to have choices, rather than being forced to behave according to someone else's desire (Deci and Ryan, 1985). Accordingly, a person needs to feel free from external pressures such as punishments and exigencies in order to perform an activity intrinsically motivated.

### **2.3.2 Motivation in Self-Determination Theory**

According to self-determination theory, motivation is related to all aspects of activation and intention, including energy, direction, and persistence. Motivation is classified as mainly two types: extrinsic and intrinsic motivation based on the degree of self-determination.

Intrinsic motivation (IM) refers to people who do something out of their inherent interest, it is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation are inclined to stay

with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Extrinsic Motivation (EM) refers to doing something because it contributes to a separable outcome. The two types of motivation were not opposite to each other; instead they were a continuum. The achievement of these basic needs favors intrinsic motivation, which is one of the types of motivation that originates from SDT.

On the other hand, extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in an exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006).

### **2.3.2.1 Conceptualization of Intrinsic Motivation:**

"When the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic" (Williams and Burden, 1997:123). In other words, an intrinsically motivated person engages in an activity because through that activity he or she experiences satisfaction and pleasure. This also implies that when intrinsically motivated, people do not need recompenses to do something. Rewards are in the activity itself. As Ames and Ames (1989:55) assert, "Intrinsic rewards consist of a direct experience, a state of consciousness that is enjoyable."

Regarding the context of language learning, intrinsic motivation when intrinsically motivated, learners study a foreign language because they experience satisfaction through the learning process and not just because of external recompenses such as grades and a better chance for employment. Research has confirmed the relevance of intrinsic motivation in the language learning process.

According to Noels. (2003), it may not be sufficient to convince students that language learning is interesting and enjoyable through intrinsic motivation; they need to be motivated extrinsically to reinforce their learning process.

Vallerand (cited in Noels et al, 2003) classified intrinsic motivation (IM) into three types :IM-Knowledge, IM-Accomplishment and IM-Stimulation IM-knowledge Implies engaging in activities because of the pleasure and satisfaction derived from learning, exploring and understanding new things .In language learning, IM-knowledge is the motivation for learning and exploring different aspects of the target language such as culture and literature. For example, learners who want to know about the target community and their way of life. IM-Accomplishment this type refers to "engaging in activities because of the pleasure and satisfaction derived from trying to surpass oneself, creating, or accomplishing something .Concerning foreign languages, IM-Accomplishment refers to the enjoyment experienced when achieving a goal after developing a task in the target language. That is, when foreign language learners obtain satisfaction after realizing that they have mastered the language.IM-Stimulation is related to the positive sensations stimulated by performing an activity in a foreign language?

A good illustration of this is when learners have fun while participating in listening and speaking activities. The common basis of these three types of IM is the enjoyment experienced by learners when getting involved in the process or learning a foreign language. They do not need external rewards or pressure to feel motivated to learn, the whole experience of learning is motivating.

### **2.3.2.2 Conceptualization of Extrinsic Motivation**

Extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards , he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

In contrast to intrinsic motivation(IM), extrinsic motivation (EM) refers to "a broad array of behaviors, having in common the fact that activities are engaged in not for reasons inherent in them, but it is for instrumental reasons" (Deci and Ryan, 2002:42). In this sense, learners are extrinsically motivated when they engage in an activity because it will enable them to obtain rewards such as grades or avoid punishment. In other words, they do not get involved in the learning process simply for the enjoyment of the process itself.

Deci and Ryan (1985) distinguish different types of EM which differ in their degree of autonomy or self-determination. External Regulation "External regulation is defined as those activities that are determined by sources external to the person, such as tangible benefits and costs" (Noels et al. 2003:62). When language learners are externally regulated they engage in the learning process because of the pressure of "others" (parents or society) or due to the fact that it may signify eventual material profit such a good job later or a better salary later. In this sense, external regulation may also be defined as instrumental orientations. According to Gardner (1985) instrumental orientations consist of extrinsic reasons for learning a foreign language. Accordingly, instrumental motives may include passing exams, financial rewards or improvement of future career.

However, when someone is externally regulated, he or she not only performs an act in order to attain an instrumental outcome but also to avoid a negative situation. It is often the case of foreign language learners who engage tasks in order to avoid punishment from parents. As external regulation requires external motives to continue engagement in the learning process, this type of external motivation is considered to be the least self-determined.

Introjected Regulation as a type of extrinsic motivation individuals perform activities in order to avoid feeling guilty or ashamed for not completing those activities. In the realm of education, learners partially accept parents and teachers' demands and participate in the learning process so they do not disappoint their expectations. An example of this are the students who study a foreign language because they would feel guilty if they could not speak the language as their parents tell them to do so.

Identified Regulation People who possess identified regulation decide to do something according to personal reasons. As Deci and Ryan (2000:236) state, "this is the process through which people recognize and accept the underlying value of a behavior". In this sense, students identify the value of engaging in the learning process because they realize its importance for their own lives. For instance, language learners who think that writing in a foreign language is essential for their professional development will commit themselves in order to achieve this goal. For this reason, this form of extrinsic motivation is the most self-determined. However, as Deci and Ryan (Ibid) assert, "the resulting behavior would still be instrumental, rather than being done solely as a source of spontaneous enjoyment or satisfaction".

#### **2.4 Background of Language Learning Strategies**

Language learning strategies are one of the cognitive variables that are highly associated with success and achievement of the language learning. Chamot and O'Malley (1990:1) defines language learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" Similarly, Oxford (2003:274) points out that language learning strategies help the learners with "perception, reception, storage, retention, and retrieval" stages of language learning.

Not only are the choice and frequency of language learning strategies determining factors in success and higher achievement, but the capability to mix the strategies that are convenient to a certain situation is also of paramount importance.

In this regard studies show more proficient learners not only use more and a wider range of language learning strategies, but also have the ability to mix different types of strategies in a harmonious manner to satisfy the needs of a certain task (Oxford, 2008). It might be interpreted that if learners are equipped with language learning strategies, then they will engage actively in the process of learning.

Learning strategies are defined as specific actions, behaviors, steps and techniques used by learners to enhance their own learning. It seems to attract learners to help them to remember things better or to do tasks more efficiently. Oxford (1990) explains that the word ‘strategy’ originates from the word ‘strategia’ that means generalship or the art of war. It also defines as the management of troops and ships in a war situation. Rubin defined strategies as “the techniques or devices, which a learner may use to acquire knowledge” (1975:43). Later, Rubin (1981) conducted a study to identify cognitive strategies in second language learning and introduced the distinction between direct and indirect language learning strategies. Language learning strategies (LLS) are seen as a shift from focusing on teachers and teaching to learners and learning. Cohen (1998) defined such a shift when he states that “one potentially beneficial shift in teacher roles is from that of being exclusively the manager, controller and instructor to that of being a change agent, a facilitator of learning, whose role is to help their students to become more independent and more responsible for their own learning. In this role the teachers become partners in the learning process. Griffiths (2003) defines LLS as specific actions consciously employed by the learner for the purpose of learning language.



There are two sub-disciplines that have investigated second language learning strategies: second language acquisition and cognitive psychology. The research in these two fields focused on strategies used by effective or successful learners and how those strategies could help less effective learners (Rubin 1975).

Language learning strategies were defined as actions that "learners use to make language learning more successful self-directed, and enjoyable (Oxford, 1989). However it was of great interest for researchers to discover what characteristic good language learners possess.

Rubin(1987:23) maintains that "learning strategies are strategies which contribute to the development of the language system which the learners construct and affect learning directly." In a fairly explicit way, Willing (1988:7) defines learning strategy as "a specific mental procedure for gathering, processing, associating, categorizing, rehearsing and retrieving information and patterned skills" (as cited in Gardner and Miller, 1999).

O'Malley and Chamot (1990) states that learning strategies are special ways to enhance comprehension via information processing. It was suggested that learning strategies help students to comprehend, remember, and store new information (Chamot and Kupper,1989). The behaviors of using strategies were believed to be goal-oriented with learners 'consciously involving in the use of strategies ,and the behaviors can be either observable or non-observable.

Learners' use of appropriate strategies enabled them to be responsible for their own learning through improving their independence, self-direction and learner-autonomy which were crucial factors for learners to continue learning even when they were no longer in a school setting. Because of its significance, learning strategies have been extensively employed in the educational field. In defining the language learning strategy, "different researchers use different terms and different concepts" (Oxford & Crook all, 1989:414); therefore, a great number of researchers have formulated their own definitions.

Since the work done by researchers such as Rubin and Stern (1975) in the mid-seventies, awareness has been slowly growing of the importance of the strategies used by learners in the language learning process. O'Malley et al. conducted that "language learning strategies have been broadly defined as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information" (1985:23).

According to Oxford's definition LLS are "specific actions behaviors steps or techniques" that help learners handle a task and enhance learners' learning, such as seeking for help, asking questions for verification, or changing topics (Oxford,2003) Oxford claimed that language learning styles and strategies are among the critical factors that may help determine second language learners' achievement .

Oxford proposed that a strategy is useful under the three conditions: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences in one degree or another and (c) the student employs the strategy effectively and links it with other relevant strategies (Oxford,2003).

If strategies are used under these three conditions then learners' language learning may be facilitated and enhanced.

## 2.4.1 Classifications of LLSs

A number of scholars have constructed different classifications of LLSs. Two well-known classifications have been developed by O'Malley, Chamot, and Walker (1987) and Oxford (1990). The latter is employed in the current study.

### 2.4.1.1 Malley, Chamot, and Walker's classification

This model has been recognized for its comprehensive classification and strong theoretical base. Three broad categories are introduced, including Met cognitive, Cognitive, and Social/Affective Strategies. There are in total 25 strategies identified, with 8 for met cognitive, 15 for cognitive, and 2 for Social/Affective Strategies. The characteristic of each strategy is shown in Table 2.1 below.

**Table 2.1 The classification of Malley, Chamot, and Walker's**

<b>Strategies</b>	<b>Definitions</b>	<b>Examples</b>
<b>Meta-cognitive</b>	Executive processes in planning for learning	Directed attention, self-management, and self-evaluation
<b>Cognitive</b>	Direct manipulation of the material to be learnt	Repetition, note-taking, And deduction
<b>Social/affective</b>	Direct interaction of learners with other people in order to assist their learning	Cooperation and asking for clarification

The major criticism against this model is that there is little development and elaboration of the social/affective aspect, which has received much attention from scholars in recent research.

#### **2.4.1.2 Oxford's Classifications**

Based on Oxford's strategy system, there were two major classes which included six categories of second language strategies. Each main category is discussed below.

**Direct strategies:** this category is concerned with Memory-related strategies, cognitive strategies, and compensatory strategies. They are classified as direct strategies because of their nature that they are directly involved in the target language and require deep mental processing.

**Memory Strategies:** In language learning, the learner tries to store or receive new information that he/she is taught in the language classroom or in any other learning context. He/she also needs to remember the language elements such as words or grammar rules he has learnt. Hence, to cope with this entire related process, the learner tends to develop strategies which enable him/her to achieve all the stated objectives. These strategies are said to be memory strategies which help students to store and retrieve information. Some examples of these strategies include creating mental linkage (e.g. placing new words into a context), applying images and sounds (e.g. Representing sounds in memory), reviewing well and employing action (Williams and Burden, 1997).

**Cognitive Strategies:** Cognitive strategies which enable learners to understand and produce new language are categorized as direct strategies. They include techniques which enable learners to make their language learning meaningful and understandable.

These strategies includes practicing the language in some way, receiving and sending messages such as focusing on the main idea of a message, analyzing and reasoning various expressions and creating structures for input and output such as taking note.

Compensation Strategies:In some way learners are sometimes forced to use some techniques to use the language without interruption in speaking or in some other language learning process. For instance, during speaking while learners are unable to utter the right word for that particular expression they are likely to shift to replace the word or phrase in some way. These strategies or techniques are grouped under the compensation strategies category. They attribute to enhance learners strategies which enable them to use some other alternatives to understand the language or to use the language by overcoming the limitations they face in the process of using or learning the language.

This means that learners try to make up for limited knowledge whenever they encounter in short of word or phrase. These strategies include guessing intelligently for instance using clues to guess meaning and overcoming limitations in speaking and writing for instance to use body language during speaking instead of some missing words or expressions (Richard and Lockhart, 1994;Williams and Burden,1997).

Indirect strategies:The second category which consists of meta-cognitive strategies, affective strategies ,and social strategies were groups of indirect strategies ,because these strategies are used to deal with language learning without being directly involved in the target language.

Meta-cognitive Strategies: The fourth category of learning strategies is placed under indirect learning strategies in Oxford's taxonomy. Meta-cognitive learning strategies permit the learners to control their own learning. Some of the devices of these strategies include: organizing, planning and evaluating.

They are used to oversee, regulate or self-direct language learning. O'Malley and Chamot (1990:8) say that "Students without meta-cognitive approaches are essentially learners without directing and ability to review their progress, accomplishments, and further learning direction".

Affective Strategies: They are categorized under indirect learning strategies. These strategies enable learners gain control over their emotions, attitudes, motivations and values. They include the techniques learners use to lower their anxiety, encouraging themselves as successful language learners when they do better and taking their emotional temperature by making discussion with someone else.

Social Strategies: These strategies contribute to learning indirectly like the former two such as asking questions, strategies. They enable learners to interact with other people in order to develop the language. They include techniques such as asking for clarification and cooperating with others, especially with proficient users of the new language.

## **2.4.2 Features of Language Learning Strategies**

Oxford (1990) suggests that features of language learning strategies. She recommends that language learning strategies should help learners to develop both practicing communication and building the language system. The implication of the features of learning strategies is to provide the comprehensive nature of the strategies and to confirm the teach ability of them.

Learning strategies contribute to the main goal of language which is communicative competence. Using these strategies learners can foster particular aspect of competence such as: grammatical sociolinguistic, discourse and strategic competences. They also allow learners to become more self-directed. This means that they help learners to take control of their own learning. They expand the role of the teacher and are problem oriented. In other words, they are used in response to a particular problem (William and Burden, 1997; Richard and Lockhart, 1994).

learning strategies is that they are specific actions taken by the learner, that is, they are specific behaviors in response to problem such as guessing the meaning of a word, rather than more general aspects such as learning style, personality.

They involve many aspects of the learner, not just the cognitive strategies. This means they also involve affective and social aspects as well support learning both directly and indirectly. They are not always observable, often conscious, and can be taught. They are flexible such that learners exert choice over the way they use, combine and sequence Strategies.

Another important feature of learning strategies is that they are influenced by a variety of factors. For example, stages of learning, task requirement, age, gender, and nationality, general learning style, personality, motivation and purpose for learning the language. (William and Burden, 1997; Richard and Lockhart, 1994) and Sunderland (1994) describes also the characteristics of learning strategies as some are automatic and cannot be recognized by learners; and some are also unobservable to teachers and researchers.

## **2.5 Research into the Relationships between Learners' Motivation and Language Learning Strategies .**

There have been some empirical studies exploring the link between motivation and the use of learning strategies according to (Weinstein, et al, 1988). strategy use constitutes the factors of motivated learning behavior "Motivation is a necessary component of strategic behavior and a precursor to strategy use". The systematic study of the relationship between L2 motivation and language learning strategy began in the mid-1990s by Richard Schmidt, Peter MacIntyre, and their colleagues.

One specific area in which motivational factors can be seen at work is in the use of different learning strategies. Studies by Oxford and Nyikos (1989) show that the "degree of motivation is the most powerful influence on how and when students use language learning strategies" (Scarcella & Oxford, 1992:53).

However, it is important to first distinguish specifically what learning strategies are. Learning strategies are "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information.



(they are) specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990:page ). Usually, more proficient language learners use a wider range in more situations. Strategy use varies according to the task, stage of the learner, age of the learner, the context of learning, individual learning styles, and cultural differences

Lan and Oxford (2003) conducted a study on the strategy use of elementary school students in Taiwan and reported that the degree of liking English, an indicator of motivation, turned out to have the most influential effect on strategy use, followed by gender and language proficiency. Similarly, Oxford and Nyikos (1989) found that motivation is the most important factor that affects the choice of learning strategies. Learners with higher levels of motivation used a variety of strategies more frequently than those with lower levels of motivation. The same conclusion about the connection between the motivation to learn and strategy use was later supported by Macintyre and Noels (1996). In addition, Macintyre and Noels (1996) also found that meta-cognitive strategies had the strongest correlation with motivation.

Other research has identified the significant relationship between strategy use and motivation. Dornyei and Csizer (2005) argue that motivation is only indirectly related to learning achievement, because motivation is a concept that explains why people behave as they do rather than how successful their behavior will be. Motivation has always been considered as a critical factor affecting strategy choice .

According to Dornyei (2003), learning strategies are techniques that students apply of their own to enhance the effectiveness of their learning. In this way, strategy use constitutes the factors of motivated learning behavior. 'Motivation is a necessary component of strategic behavior and a precursor to strategy use (Weinstein, C et al., 1988).

In a study conducted by Schmidt and Watanabe (2001) researcher investigated on motivation and strategy use among 2,089 learners of five different foreign languages at the University of Hawaii. They reported that not all aspects of motivation affect strategy use equally, and not all strategies are equally affected by motivational factors. The study further showed that motivational strength emerged as the strongest predictor of the use of language learning strategies. Among the different types of learning strategies, the uses of cognitive and meta-cognitive strategies were most affected by motivation.

In China, only a few studies have focused on the aspect of Chinese EFL learners' motivation and language learning strategy use. Wen reported a study on developmental patterns of modifiable learner variables (i.e. motivation, beliefs and strategies) and their relationships based on longitudinal questionnaire data. The research results indicated that the relationships among the variables such as motivation, beliefs and strategies are fairly stable(2001).

Intrinsic motivation and integrative motivation had a positive relationship with learning outcome, while extrinsic motivation had a negative relationship.

Although many scholars have realized the importance of motivation and its influence on language learning strategies, it is also important to note that very few studies have conducted to investigate this relationship among Arab student . The present study seeks to explore the correlation between motivation in language learning and the choice of language learning strategies among the students who study English as a second language in the department of English at Benghazi University.

## **2.6 Research on the Role of Language Learning Strategies**

In the literature review of second language learning strategies, several studies were conducted to examine and investigate learner's use of language learning strategies. These studies have been conducted to discover the relationship between students' learning strategies and other factors such as motivation language achievement or learning beliefs. According to these studies it is important for teachers to understand learners' motivation and learning strategies toward language learning since motivation is related to the effective parts of learners which may reflect their psychological needs ,and learning strategies are critical parts of effective learning.

In knowing the relationship between motivation and strategy use, it may be possible for teachers to provide learning materials, strategies or teaching methods which are suitable for facilitating learners' learning.

Huang and Naerssen (1987) examined the most frequently used strategies among 60 Chinese students who were learning English as a second language. The result indicated that the major strategies that were used by the students were functional practice strategies which involves in learners autonomously seeking for opportunities to practice. However, compensatory strategy was also found to be frequently used strategy among the students.

Hsin-huib Chang (2005) investigated the relationship between extrinsic/intrinsic motivation and language learning strategies among college students learning English in Taiwan. The purpose of this study was to investigate the relationship between the student's type of motivation and their use of second language learning strategies. A total number of 307 English majors participated in this study. The participants were asked to respond to two questionnaires: one on motivation language learning adapted from Deci and Ryan's (1985) motivational scale, while the other instrument was the learning strategy inventory of Oxford (1990). The result of this study showed that the most frequent type of motivation was extrinsic motivation while the most frequently used strategies were evaluating and planning strategies; functional practice strategies were less frequently used among learners in this sample. Statistically significant correlation between learners' motivation and learning strategies were discovered.

A study by Hassanpur (1999) aimed to clarify the use of second language learning strategies and its relation to attitude and motivational variables among 102 students at AI Shirez University in Iran. The researcher emphasized that integratively motivated students employ more memory and cognitive strategies than instrumentally motivated ones. With regard to the four remaining strategies, integrative motivation learners reported to use these strategies less frequently than those with instrumental motivation, but the differences were not significant.

Motivation was confirmed to have a significant correlation with language learning strategies in a study conducted by Yang (1995) who investigated college English majors' use of learning strategies in Taiwan. The results demonstrated that the most frequently used strategies for these English majors were formal-practice strategies and compensation strategies, while the cognitive-memory strategies were among the least frequently used strategies. More importantly, Yang discovered that there were significant correlations between students' beliefs and their strategy use, in that students with a strong belief in their language learning ability and proficiency were shown to actively look for opportunities to practice English .

To conclude, as the previous mentioned studies show motivation and language learning strategies are important factors in language learning and teaching. However, there are few studies which have paid attention to the their relationships with achievement.

## **Chapter Three**

### **Research Methodology**

#### **3.1 Introduction**

The purpose of this study is to examine the relationship between types of motivation and second language learning strategies among the third year Libyan students in Benghazi university .learners' motivation and strategies are identified, and the relationships between these two variables This chapter seeks to clarify the research methodology and the data collection procedure .

#### **3.2 Research Design**

This study adopts the descriptive survey approach. The specific survey method is the questionnaire survey. The study attempts to discover the relationship between language learning strategies on students' motivation and to know the kind of motivation among students of learning English language at the department of English language at Benghazi University.

The descriptive correlation design was employed in this study to describe the types of motivation and second language learning strategies among third year Libyan student at Benghazi University. Descriptive correlation research attempts to determine the extent of a relationship between two or more variables using statistical data In this type of design, relationships between and among a number of facts are sought and interpreted. This type of research will recognize trends and patterns in data, but it does not go so far in its analysis to prove causes for these observed patterns. The data, relationships, and distributions of variables are studied only. Variables are not manipulated; they are only identified and are studied as they occur in a natural setting.

### **3.3 Statement of the Problem**

This research seeks to explore the relationship between motivation as an essential affective factor and second language learning strategies, research that may well shed light on the language learning strategies chosen by Libyan learners.

### **3.4 Research Questions**

The purpose of this study is to discover the relationship between types of motivation and the use of language learning strategies among Libyan students at Benghazi University. Based on the related literature discussed above, the following research questions are posed:

1. What type of motivation does third year English language learners at Benghazi university exhibit?
2. What kind of language learning strategies do third year English language students at Benghazi university use?
3. To what extent does motivation and language learning strategies relate to each other?

### **3.5 Aim of the Research**

. This research attempts to measure one psychological variable, namely motivational orientation, and its relation to second language learning strategies among third year English language students at the University of Benghazi. Furthermore ,these variables are examined to use their relation to student achievement .

### **3.6 Scope of the Study**

This study is restricted to the third year students who study English as a second language in the English Department of Benghazi University during the academic year 2010 to 2011.

### **3.7 The significance of the study**

According to the research presented previously ' types of motivation plays an essential role for learning English as a Second Language. The learners' choice of second language learning strategies be impacted by the two types of motivation that was mentioned in this study, therefore, it is essential to investigate the relationship between the types of motivation and second language learning strategies that are used by Libyan learners who attempt to acquire English as a second language . The findings of this study reveal the state of motivation as related to LLs in a Libyan context .

The knowledge gained from this study can add to the data base for practice, research and theory. In practice, this could be used as a basis for administration, management and to plan for efficiency and effectiveness in technical level and to raise technical colleges' competitive abilities to international levels. Additionally, it could have a strong impact on teacher and help them to select activities and tasks that tap students' motivation and improve the learners' achievement.

### **3.8 Sample**

The targeted population of this research is third year undergraduate English language students who are aged between 19-22 years old. The questionnaire was distributed among students ,the total sample of the questionnaires survey is 61 undergraduate students participated in this research the questionnaires were distributed to 100 students but not all the students completed the needed data just only 61 students answered all the required questions.



### **3.9 Instrumentation**

The instruments of this study involved two sets of questionnaires: (a) Motivation questionnaire (b) Strategy Inventory for Language Learning (SILL).

#### **3.9.1 Motivation Questionnaire**

The Motivation questionnaire adapted by Salimi (2000) from Laine's 1988 model. The questionnaire consisted of 34, but in this research 24 items are used only because some questions are repeated so just 24 items were used to determine the participants' degree of motivation and investigated all the motivational interest to learn English in general. The participants selected a number on a five-point Likert scale reflecting their degree of preference or their tendency towards the item of the questionnaire. The choice ranged from 1 'strongly agree' to 5 'strongly disagree'. All items were constructed on five scales.

#### **3.9.2 The Strategy Inventory for Language Learning (SILL)**

The Strategy Inventory for Language Learning, (Oxford, 1989) version was used to assess the frequency of use of language learning strategies by students at the department of English at Benghazi University. The questionnaire is designed for learners of English as a second or foreign language. The SILL uses a five-point Likert-type scale ranging from 1 ("Never or almost never true of me") to 5 ("Always or almost always true of me") (see Appendices for a copy of the questionnaire). The taxonomy of strategies consists of 50 statements about strategies used by language learners covering six broad categories of strategies each represented by a number of items for the following categories.

**Table3.1 Distribution of strategy items according to the six strategy types**

<b>Strategies Type</b>	<b>Items</b>	<b>Total</b>
<b>Memory Strategies</b>	<b>1-9</b>	<b>9</b>
<b>Cognitive Strategies</b>	<b>10-23</b>	<b>14</b>
<b>Compensation Strategies</b>	<b>24-29</b>	<b>6</b>
<b>Affective Strategies</b>	<b>30-38</b>	<b>9</b>
<b>Met-Cognitive Strategies</b>	<b>39-44</b>	<b>6</b>
<b>Social Strategies</b>	<b>45-50</b>	<b>6</b>

- 1. Memory Strategies (items 1-9):** These strategies help learners remember, store and retrieve new information when there is a need for communication. This is achieved through using words in sentences, connecting words to mental picture of a word, grouping, and reviewing lessons frequently (e.g., representing sounds in memory, grouping, using physical responses).
- 2. Cognitive Strategies (items 10-23):** These help learners understand and produce new language through practicing, summarizing, reasoning deductively, and analyzing (e.g., repeating, taking notes).
- 3. Compensatory Strategies (items 24-29):** These strategies enable learners to use the language to overcome any limitations and gaps in their linguistic knowledge through guessing, making up new words, and using circumlocution and synonyms (e.g., language switching, making gestures, and seeking help).

- 4. Meta-cognitive Strategies (items 30-38):** These help learners control their own cognition and enable them maximize learning through monitoring their language use, planning, coordinating the learning process, and looking for opportunities to use the language (e.g. linking new information with old information, self-monitoring planning , evaluating , and seeking practice opportunities).
- 5. Affective Strategies (items 39-44):** These strategies help learners through lowering their anxiety levels, increasing their motivation, and controlling their emotions (e.g., discussing feelings with others, using music to lower anxiety).
- 6. Social Strategies (items 45-50):** These help learners to interact, communicate, cooperate, and empathize with others to maximize learning (e.g., developing cultural understanding, cooperating with others).

**The SILL uses a five-point Likert-type scale ranging from 1 to 5**

1. Never or almost never true of me
2. Usually not true of me
3. Sometimes true of me
4. Usually true of me
5. Always or almost always true of me.

### **3.10 Method**

According to Dornyei (2003:10)"questionnaires are very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics". This versatility is precisely one of the reasons the questionnaire as a data collection method was chosen . Motivation in language learning is a very complex topic that implies a variety of subtopics which are covered through the questionnaire by using a wide range of well-organized statements. The participants of the study are third year undergraduate English language students at Benghazi University Therefore, it is necessary to use questionnaires in order to collect data from such a large number of pupils. Quantitative correlation methodology was implemented to collect and analyze the data of this research. The roadmap that deals with the manners in which data will be collected, analyzed and interpreted in order to achieve the research's objectives, due to this it is necessary to clearly define the population being surveyed and to ensure that the sample selected provides an accurate representation of the population (Thomas, 1996). The targeted population who participated in the current study consists of 61 third year students in the department of English Language learning at Benghazi University.

However, it is also true that questionnaires might be fallible especially concerning problems with data quality such as completeness, accuracy and honesty of answers. as Dornyei (2001:207) states "while no one would deny that self-report instruments are vulnerable to extraneous influence ,we must also face the fact that there is no better way of measuring the unobservable construction of attitudes and motivation".

Moreover the questionnaire used for this study contains close-ended questions which allowed a more straightforward and reliable data analysis. Thus the questionnaire is seen as a valuable means to pursue this research .

### **3.11 Procedure and Data Analysis**

The SILL and motivation questionnaires were distributed to 61 students in the classes. The participants were asked to complete the strategy inventory concurrently with the motivation questionnaire. There was no limitation of time and it took about 25 minutes for students to score all the items in the two questionnaires ,before distributing the questionnaire, the students were informed of the objectives and significance of the research and they were asked to state their true and honest responses. In addition, the subjects were told to ask for any clarification they might required. Then, the questionnaire was distributed. Once they finished answering the questionnaire, they were requested to check their responses for incompleteness or missing answers.

A correlational analysis is used to determine whether there was a meaningful relationship between types of motivation and categories of language learning strategies. Descriptive statistics was used to determine the mean and standard deviations in both questionnaires. A paired t-test was run to determine the pattern of motivation among third year Libyan learners. T-test was run to determine whether high and low motivation groups chose different kinds of language learning strategies. The Statistical Package for the Social Science (SPSS) for Microsoft Windows10.0 was used to complete the analysis of the collected data. Descriptive statistics including frequencies, means, standard deviations and percentages, were implemented in order to investigate the

demographic data, and the use of language learning strategies. t-test was used to determine whether any significant relationships exist among respondents in the use of language learning strategies regarding their background characteristics. In addition, the 5% level of statistical significance was set at all statistical tests in the resent study.

To investigate the relation between learner's strategy use and motivation, Pearson's product moment correlation coefficients of all the related variables were computed and analyzed for the entire group of the sample. Furthermore, the use of language learning strategies among students of different motivation levels were more closely analyzed case by case .to find the correlation between these two variables the researcher compare each learners answers on both questionnaire Descriptive statistical analysis measurement was used in the current study The measurement techniques such as frequency distribution, percentage, means, standard deviation and ranking were employed to state the opinions of students in the department of English Language.

Another statistic employed was the t-test which was used to test for the statistical significance. The test computes the difference between the sample mean and the hypothesized value. Therefore, the mean score of responses was compared with 3 (the mid score of the 5 point scale) to examine the significance of agreement or disagreement using the t-test.

### **3.12 Reliability**

Assessing the reliability of the data is important before making any statistical analysis. Reliability is concerned with the accuracy and precision of a measurement procedure. Specifically, reliability refers to the degree to which an instrument or technique generates the same results each time it is used. The consistency of the results refers to similar observations being undertaken by different researchers on different occasions (Sinclair, 1975). Reliable instruments are refined to the degree that they are useful at different times and under different conditions. The coefficient alpha method provides a summary measure of the inter-correlations that exists among a set of items. The alpha coefficient ranges from 0 to 1, and it is common practice to take 0.60 as the minimum acceptable value of alpha. DeVaus (2001) suggested a minimum alpha value between 0.70 and 0.80 for reliability purposes. The alpha value is calculated based on the average correlation of items within a test if the items are standardized .

The equivalence measure of reliability for this study was done to focus on the internal consistence or internal homogeneity of the set of items. In this study, the researcher calculated the coefficient alpha score to measure the reliability of the motivation questionnaire. The result shows that the alpha coefficients in all cases are more than 0.73%. This result indicates that the data obtained from questionnaire survey are reliable and suitable for further analysis.

The researcher did a polite study to make sure for the reliability and validity for the study .the researcher chose two groups of students and gave them the two sets of questionnaire, the result confirmed that the study was valid and reliable with 87%.

With regard to the strategy inventory for language learning the alpha value is calculated based on the items into groups as mentioned in table 3.2 the test results are summarized in the following table.

**Table 3.2: The Reliability Analysis-Scale (Alpha)**

No.	Parts	Items	Coefficient Alpha
1.	Memory	9	60.9%
2.	Cognitive	14	85.5%
3.	Compensation	6	64.0%
4.	Affective	9	80.3%
5.	Social	6	61.3%
6.	Met cognitive	6	73.9%
Overall		50	88.4%

According to the above data which illustrated in Table 3.2 the alpha coefficients in all cases are more than 0.60. These results indicate that the data obtained from both questionnaire survey are reliable and suitable for any further analysis.

### **Motivation Questionnaire Reliability**

#### **Case possessing summa**

**Table 3.3: The Reliability Analysis-Scale (Alpha)**

		N	%
Cases	valid	61	100.0
	Excluded	0	.0
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure

#### **Reliability statistics**

**Table 3.4 : The Reliability Analysis-Scale (Alpha)**

Cronbach's Alpha	N of items
725	24



## **Chapter Four**

### **Results and Data Analysis**

#### **4.1 Introduction**

This chapter is concerned with presenting the results of the research, it is devoted to the presentation and analysis of the data that is gathered by using two different types of questionnaires: (a) Motivational Questionnaire and (b) Strategy Inventory for Language Learning (SILL). To assess if the items in the questionnaires provide accurate assessment of language learning motivation and language learning strategies, the current research questionnaires were subjected to Cronbach's Alpha Internal Consistency Reliability, and the results supported the internal consistency of the questionnaire and guaranteed that the questionnaire could be used in this study.

#### **4.2 Results of the Research**

One of the aims of this research is to investigate the relationship between learner's strategy use and motivation. For this purpose Pearson's product-moment correlation coefficient of the two variables were computed and analyzed for the entire group of the sample.

### **4.3 Research Question number one**

#### **What type of motivation does third year English language learners at Benghazi university exhibit?**

To answer this research question, the discussion of the result first details the descriptive statistics for the motivation questionnaire including the presentation of the results of the test of significance, which is followed by the analysis of the type of motivation English students displayed in this study.

The descriptive statistical technique refers to transformation from raw data to a form that is organized and easy to interpret for descriptive information. This technique normally involves the calculation of frequency, percentage distributions, means and standard deviation to help the researcher describe the characteristics or average scores and the variability of the scores in the sample. Table 4.2 presented the percentage of frequencies of disagree (strongly disagree and disagree), unsure, and agree (agree and strongly agree) for the sample. Therefore, the table also, presents the mean scores along with the standard deviations of the responses towards these statements. Furthermore, the statements have also been ranked on the basis of the mean scores and standard deviations as obtained from the responses.

As seen in Table 4.1 more than 50% of third year English language learners who participated in the current research agreed with four statements with the highest mean scores (between 3.93 and 4.14) and standard deviation (between 0.59 and 0.74).

### The first most agreed upon statements being

1. 'I like English more than other subjects' (mean = 4.14 and Std=0.59)
2. 'I think English courses in university should be increased' (mean =2.61 and Std= 1.60),

which means disagreed to the idea of increasing English courses at university overall responses (mean score of 3.57) tend to be agreed his/her opinion on learning English language.

**Table 4.1: Frequency Distribution Of Responses On The Motivation Questionnaire .**

Items	Strongly agree		agree		Unsure		disagree		Strongly disagree		Mean	Std. Deviation	Rank
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent			
1	20	24.7	54	66.7	6	7.4	1	1.2	-	-	4.14	0.59	1
2	17	21.0	52	64.2	10	12.3	2	2.5	-	-	4.03	0.66	2
3	16	19.8	48	59.3	13	16.0	4	4.9	-	-	3.93	0.74	5
4	19	23.5	42	51.9	18	22.2	2	2.5	-	-	3.96	0.74	3
5	14	17.3	31	38.4	32	39.5	3	3.7	1	12	3.66	0.85	13
6	14	17.3	34	42.0	29	35.8	4	4.9	-	-	3.71	0.80	7
7	9	11.1	34	42.0	28	34.6	10	12.3	-	-	3.51	0.85	17
8	24	29.6	33	40.7	21	25.9	3	3.7	-	-	3.96	0.84	4
9	24	29.6	22	27.2	24	29.6	9	11.1	2	2.5	3.70	1.08	11
10	15	18.5	32	39.5	19	23.5	9	11.1	6	7.4	3.50	1.14	18
11	22	27.2	29	35.8	15	18.5	11	13.6	4	4.9	3.66	1.16	14
12	11	13.6	21	25.9	18	22.2	18	22.2	13	16.0	2.98	1.29	21
13	15	18.5	36	44.4	21	25.9	9	11.1	-	-	3.70	0.90	10
14	11	13.6	40	49.4	25	30.9	5	6.2	-	-	3.70	0.78	9
15	21	25.9	38	46.9	17	21.0	5	6.2	-	-	3.92	0.84	6
16	17	21.0	35	43.2	19	23.5	9	11.1	1	1.2	3.71	0.96	8
17	18	22.2	27	33.3	29	35.8	7	8.6	-	-	3.69	0.91	12
18	13	16.0	31	38.3	30	37.0	5	6.2	2	2.5	3.59	0.91	16
19	8	9.9	27	33.3	28	34.6	15	18.5	3	3.7	3.27	1.00	19
20	20	24.7	26	32.1	22	27.2	13	16.0	-	-	3.65	1.02	15
21	7	8.6	29	35.8	25	30.9	12	14.8	8	9.9	3.18	1.10	20
22	10	12.3	17	21.0	27	33.3	14	17.3	13	16.0	2.96	1.23	22
23	12	14.8	24	29.6	10	12.3	11	13.6	24	29.6	2.86	1.48	23
24	13	16.0	19	23.5	8	9.9	6	7.4	35	43.2	2.61	1.60	24
<b>Total</b>	370	19.3	781	41.0	494	25.8	187	9.7	80	4.2	3.57	0.37	-

## Testing the Significance of Motivation Questionnaire:

Table 4.1 reports the mean scores and the standard deviation of the responses for the 24 statements on motivation questionnaire which clarify the learner's opinion towards the role of motivation in the English language learning process. It can be observed that some mean values are above 4.00, some are between 3.00 and 4.00, and a few values are below 3.00. The researcher felt that it was worth comparing the mean responses with 3 (the mid score of a 5 point scale) to examine the significance of agreement/disagreement using the t-test. The test used as a parametric statistic was the One sample t-test.

Table 4.2 presents the mean score of the responses to the questionnaire (3.571) is compared with 3 (the midpoint of a 5 point scale) in order to examine whether the agreement or disagreement of the responses is statistically significant or not.

**Table 4.2: Analysis Showing the Significance of The Responses On Motivation Questionnaire**

<b>Overall opinion</b>	<b>Test-value=3</b>				
	Mean	Std. Deviation	Df	t-value	p-value
	3.571	0.374	80	13.732	0.000

According to the data illustrated in Table 4.2 the overall opinion of the responses on motivation questionnaire was highly significantly agreed at a level of 0.001 (or  $p\text{-value} < 0.001$ ). This means that the overall motivation in the students' English language learning was high. The result of the current study based on all the descriptive analyses that were used to describe the data in order to get the results for the motivation orientation of third year students who learning English.

The result of the first question showed that third year undergraduate English language students had a stronger instrumental motivation to learn English more than integrative. The following table shows the differences between instrumental and integrative motivation.

**Table 4.3 Integrative motivation and Instrumental Motivation**

<b>Variables</b>	<b>Integrative</b>	<b>Instrumental</b>
Motivation	.652**	.931**

According to the above table the majority of the student participants, instrumental reasons for studying English were more important than integrative reasons. This finding is consistent with Hernandez (2004), Niitsuma (1992, cited in Williams and Burden 1997) Dornyei(1990), and Lukmani (1972 cited in Williams and Burden: 1997:117).

The finding suggests that since instrumental motivation is considered more important than integrative motivation by students, it can therefore be used to promote students' interest in learning English. English instructors should emphasize the role of English in the academic and career settings . It can be fostered by providing students with English activities in which they have to use their English knowledge and skills.

#### 4.4 Research Question number Two

##### **Q2- What kind of language learning strategies do third year English language students at Benghazi university use?**

To answer this research question, the discussion of the result first details the descriptive statistics for the motivation questionnaire including the presentation of the results of the test of significance, which is followed by the analysis of the type of motivation Libyan students displayed in this study

##### **Descriptive Statistics of Strategy Inventory for Language Learning Questionnaire**

The second questionnaire consists of 50 items classified according to six different aspects as mentioned before Strategy Inventory for Language Learning (SILL). The following tables present the frequency of responses on the statements included in the questionnaire in order to facilitate the reporting and analysis, the *Never true* and *Not true* columns have been merged to *Not true* and similarly *Always true* and *Usually true* columns have been merged to *Usually true* in the following tables.

##### **Part A –Memory:**

Table 4.4 below reports the responses statements to memory strategy. The three statement in the memory strategy that the majority of students believed to be usually true of them were the following

1. I think of relationships when I already know and new things I learn in English (mean = 3.29)
2. I use new English word in a sentence so I can remember them (mean = 3.26)
3. I connect the sound of new English word and image or picture of situation in which the word might be used (mean = 3.16)

**Table 4.4: Frequency Distribution Of Responses On The Memory Strategy**

Items	Not true		Sometimes true		Usually true		Mean	Std. Deviation	Rank
	Frequency	Percent	Frequency	Percent	Frequency	Percent			
1	15	9.3	17	27.9	29	17.3	3.29	0.97	1
2	12	7.4	24	39.3	25	14.9	3.26	1.05	2
3	11	6.8	32	52.5	18	10.7	3.16	0.84	3
4	25	15.4	19	31.1	17	10.1	2.81	1.06	6
5	22	13.6	21	34.4	18	10.7	2.77	1.15	7
6	15	9.3	28	45.9	18	10.7	3.04	1.02	4
7	23	14.2	26	42.6	12	7.1	2.68	0.99	9
8	15	9.3	29	47.5	17	10.1	2.96	1.06	5
9	24	14.8	23	37.7	14	8.3	2.77	1.33	8
Total	162	29.5	219	39.9	168	30.6	2.97	1.05	-

The responses for remaining six items of the memory strategy tend to fall somewhere between sometimes true and usually true with a (mean =2.97)

### **Part B- Cognitive**

As can be seen Table 4.5 indicates that the majority of the students were not sure with ten statements of English language on cognitive strategy. The statement regarding what has been sometimes true of the cognitive, with highest mean was of 3.05 and standard deviation was of 1.09. These statements namely:

- 15. I watch English language TV shows spoken in English or go to movies spoken in English (mean = 3.05),
- 18.I first skim an English passage (read over the passage quickly) then go back and read carefully (mean = 3.02),
- 11.I try to talk like native speakers (mean = 2.98),
- 10.I say or write new English words several times (mean = 2.95),
- 16.I read for pleasure in English (mean = 2.93),

- 13.I use the English words, I know in different ways(mean = 2.90)
- 21.I find the meaning of English word by dividing into parts that I understand (mean =2.85),
- 12.I practice the sounds of English (mean = 2.82),
14. I start conversations in English (mean = 2.80),
19. I look for words in my own language that are similar to new words in English (mean = 2.79)

**Table 4.5 Frequency Distribution Of Responses On The Cognitive Strategy**

Items	Not true		Sometimes true		Usually true		Mean	Std. Deviation	Rank
	Frequency	Percent	Frequency	Percent	Frequency	Percent			
10	22	36.1	18	30.0	21	34.4	2.95	1.31	4
11	20	32.8	24	39.3	17	27.9	2.98	1.23	3
12	21	34.4	25	41.0	15	24.6	2.82	1.15	8
13	20	32.8	26	42.6	15	24.6	2.90	1.15	6
14	20	32.8	29	47.5	12	19.7	2.80	1.14	9
15	16	26.2	29	47.5	16	26.2	3.05	1.09	1
16	16	26.2	31	50.8	14	23.0	2.93	1.18	5
17	26	42.6	23	37.7	12	19.7	2.56	1.22	14
18	17	27.9	25	41.0	19	31.1	3.02	1.24	2
19	22	36.1	26	42.6	13	21.3	2.79	1.11	10
20	23	37.7	26	42.6	12	19.7	2.67	1.01	12
21	22	36.1	23	37.7	16	26.2	2.85	1.17	7
22	25	41.0	25	41.0	11	18.0	2.66	1.22	13
23	22	36.1	28	45.9	14	23.0	2.69	1.16	11
Total	292	34.1	358	41.8	207	24.2	2.85	1.17	-

The responses remaining statements were generally not true, as seen in the above table, with lowest mean scores as follows ‘I write notes message, letters or reports in English’ (mean = 2.56), ‘I make summaries of information that I hear or read in English’ (mean = 2.69), ‘I try to find patterns in English’ (mean =2.67 ) ,and ‘I try not to translate word for word’ (mean = 2.66).



### Part C – Compensation

Table 4.6 shows the two statements in the compensation strategy that the majority of students believed to be usually true of them were the following :

29.. If a can't think of an English word ,I use a word or phrase that means the same thing .(mean = 3.18)

24.When I understand unfamiliar words I make guesses (mean = 3.03)

**Table 4.6 Frequency Distribution Of Responses On The Compensation Strategy**

Items	Not true		Sometimes true		Usually true		Mean	Std. Deviation	Rank
	Frequency	Percent	Frequency	Percent	Frequency	Percent			
24	23	37.7	22	36.1	16	26.2	3.03	1.26	2
25	18	29.5	29	47.5	14	23.0	2.87	1.12	4
26	19	31.1	27	44.3	15	24.6	2.88	1.14	3
27	25	41.0	24	39.3	12	19.7	2.67	1.16	5
28	26	42.6	23	37.7	12	19.7	2.65	1.12	6
29	16	26.2	25	41.0	20	32.8	3.18	1.14	1
Total	127	34.7	150	41.0	89	24.3	2.90	1.16	-

The responses for remaining four items of the compensation strategy tend to fall on sometimes true about their opinion on compensation strategy (mean = 2.90 ) which means that the mean score is less than (3.00).

## Part D – Affective

Table 4.7 below reports the responses statements to affective strategy. The three statement in the affective strategy that the majority of students believed to be usually true of them were the following:

37.I have a clear goal for improving my English skills ( mean =3.21)

35.I look for people I can talk in English ( mean = 3.11)

33. I try to find out how to be a better learner of English  
(mean = 3.10)

**Table 4.7 Frequency Distribution Of Responses On The Affective Strategy**

Items	Not true		Sometimes true		Usually true		Mean	Std. Deviation	Rank
	Frequency	Percent	Frequency	Percent	Frequency	Percent			
30	28	45.9	19	31.1	14	23.0	2.70	1.27	9
31	22	36.1	24	39.3	15	24.6	2.90	1.21	6
32	17	27.9	32	52.5	12	19.7	2.84	1.05	8
33	16	26.2	27	44.3	18	29.5	3.10	1.16	3
34	13	21.3	38	62.3	10	16.4	2.93	0.91	4
35	16	26.2	26	42.6	19	31.1	3.11	1.01	2
36	21	34.4	29	47.5	11	18.0	2.85	0.95	7
37	11	18.0	33	54.1	17	27.9	3.21	0.93	1
38	18	29.5	34	55.7	9	14.8	2.92	0.83	5
Total	162	29.5	262	47.7	125	22.8	2.95	1.04	-

The overall responses for this strategy indicate that the responses on the Affective strategy were slightly below *sometimes true*. The most recommended way of improving the effectiveness (mean score of 4.00) of the students is to increase monitoring in the case on affective strategy.

## Part E – Social

The table below reports the responses statements to social strategy. The two statements in the social strategy that the majority of students believed to *be not true* or *sometimes true* of them were the following:

39. I try to relax whenever I feel afraid of using English (mean = 3.03)

42. I notice if I am tense or nervous when I study or using English (mean = 3.00).

**Table 4.8 Frequency Distribution Of Responses On The Social Strategy**

Items	Not true		Sometimes true		Usually true		Mean	Std. Deviation	Rank
	Frequency	Percent	Frequency	Percent	Frequency	Percent			
39	14	23.0	34	55.7	13	21.3	3.02	1.10	1
40	17	27.9	33	54.1	11	18.0	2.89	0.90	3
41	23	37.7	23	37.7	15	24.6	2.85	1.25	4
42	27	44.3	12	19.7	22	36.1	3.00	1.37	2
43	25	41.0	22	36.1	14	23.0	2.69	1.25	6
44	26	42.6	16	26.2	19	31.1	2.80	1.21	5
Total	132	36.1	140	38.3	94	25.7	2.87	1.18	-

The rest of the mean scores of statements are below sometimes true tending to be not true about his opinion on social strategy. These statements namely:

40. I encourage myself to speak English even when I am afraid of making a mistake' (mean =2.89).

42. I give myself a reward or treat when I do well in English (mean =2.85) .

44. 'I talk to someone else about how I feel when I am learning English' (mean = 2.80)

43. I write down my feeling in a language learning diary(mean =2.69)

## Part F – Meta- cognitive

The table below reports the responses statements to met-cognitive strategy. The six statements in the met-cognitive strategy that the majority of students believed to be *sometimes true* of them were the following:

- 49. I ask question in English( mean = 3.62) This statement is considered as the most affecting factor
- 48. I ask for help from English speakers (mean = 3.20)
- 50. I try to learn about the cultures of English speakers (mean = 3.18)
- 45. I ask the other person to slow down or say it again (mean = 3.13)
- 46. I ask English speakers to correct me when I talk (mean = 3.10)
- 47. I practice English with other students (mean = 3.03)
- 48. These results which are consistent on met cognitive and were clearly highlighted by the majority of respondents.

**Table 4.9 Frequency Distribution Of Responses On The Meta- cognitive Strategy**

Items	Not true		Sometimes true		Usually true		Mean	Std. Deviation	Rank
	Frequency	Percent	Frequency	Percent	Frequency	Percent			
45	17	27.9	23	37.7	21	34.4	3.13	1.27	4
46	18	29.5	21	34.4	22	36.1	3.10	1.21	5
47	15	24.6	26	42.6	20	32.8	3.03	1.15	6
48	16	26.2	20	34.8	25	41.0	3.20	1.14	2
49	6	9.8	22	36.1	33	54.1	3.62	1.00	1
50	15	24.6	24	39.3	22	36.1	3.18	1.09	3
Total	87	23.8	136	37.2	143	39.1	3.21	1.14	-

The results of the analysis of the second question demonstrated that the most commonly used strategy is meta-cognitive strategies (M=3.21) were most frequently used by third year language learners with percentage (18.1%). where meta-cognitive strategies were most frequently used by learners. As for other language learning strategies, third year English language learners preferred to use other strategy subcategories as memory (M=2.97) with percentage (16.8%), affective (M=2.95) with percentage (16.7%), compensation (M=2.90)with percentage (16.2%), as well as social strategies (M=2.87) with percentage (16.7%). The less used strategy among Libyan learners is cognitive with (m=2.85)and percentage (16.0%).

## Testing the Significance of Strategy Inventory for Language Learning Questionnaire

The main aim of this research is to examine whether the usually true or not true of the responses on the six different strategies of the Strategy Inventory for Language Learning (SILL), if there is statistically significant different of 3 ‘the midpoint of a 5 point scale’ (or sometimes true)

**Table 4.10: Analysis Showing the Significance of Responses On The Six Different Aspects Of The Strategy Inventory For Language Learning**

SILL	Test-value=3				
	Mean	Standard deviation	Df	t-value	p-value
Part A-Memory	2.976	0.690	60	-0.358	0.722
Part B-Cognitive	2.834	0.693	60	-1.868	0.067
Part C-Compensation	2.863	0.651	60	-1.538	0.129
Part D-Affective	2.947	0.692	60	-0.633	0.529
Part E- Social	2.871	0.755	60	-1.449	0.153
Part F-Met cognitive	<b>3.210</b>	<b>0.516</b>	<b>60</b>	<b>2.176</b>	<b>0.034</b>

In attempting to examine whether there is any significant difference in terms of the mean scores of the responses in the different aspects of the SILL, Table 4.10 indicates that most of the parts of SILL were not statistically significant from sometimes true (or equal three) by using t-test ( $p\text{-value} > 0.05$ ), whilst it is clear that the statistical significance at a 5% level of usually true in the case of the Part F-Meta-cognitive, which is above Test-value=3. Accordingly, the use of the various strategies subsumed under the met cognitive heading seems for all of the sample to be an indispensable requirement if they are to graduate from the department with a degree to qualify them to teach English.

The relatively high use of meta- cognitive strategies has also been reported in other studies, including Hong-Nam &Leavell,( 2006); Magogwe& Oliver, (2007); Nisbet, Tindall& Arroyo, (2005)

**Figure 4.1: Mean scores of Responses On The Six Different Strategies of SILL.**

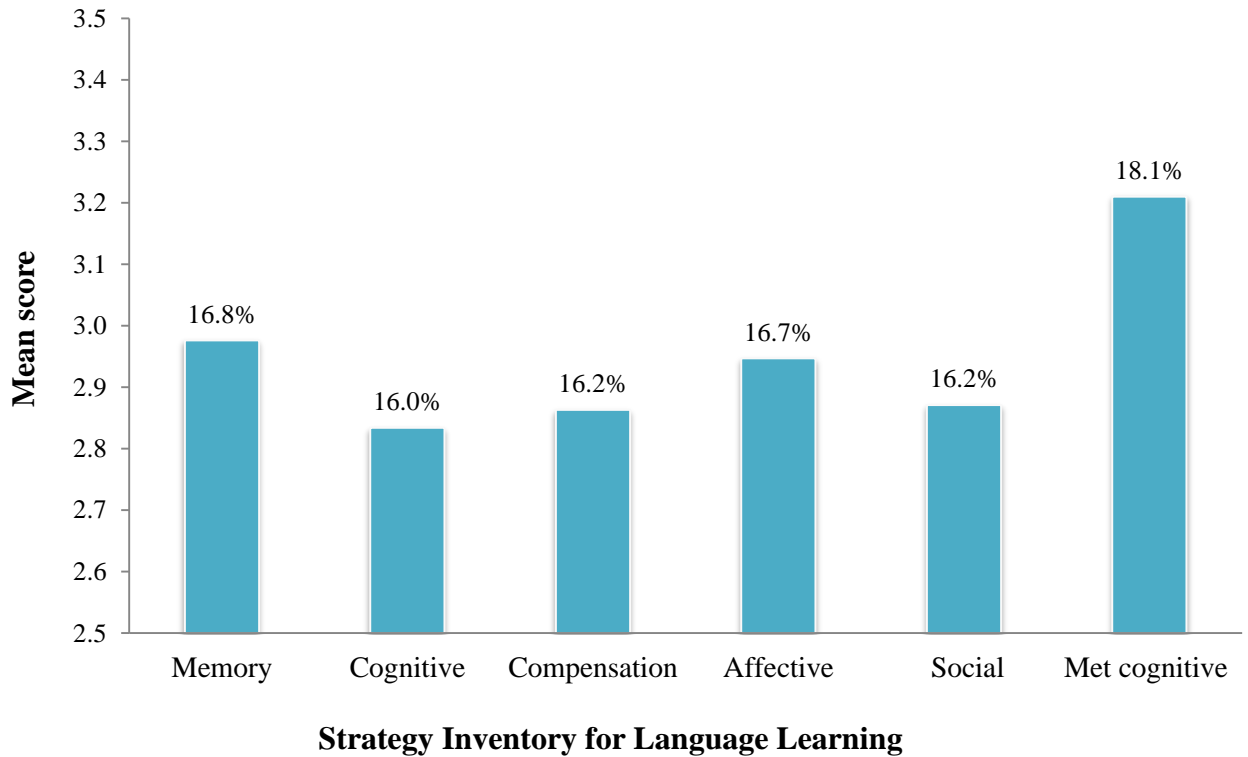


Figure 41. clarifies and analyzies the data analysis for all the categories of strategy in the second language learning process .According to the result of this research the most important and useful strategy that was used by the third year student who participated in this survey is Meta- cognitive strategy with mean score (3.2) which depends on cognition and linking new information with old information ,self-monitoring planning ,evaluation and seeking practice opportunities the second most using strategy is memory strategy and it is followed by the other categories which are affective ,compensation, social and cognitive strategies all of these are mentioned in the chart with their mean scores .

#### 4.5 Research Question number three

**To what extent does motivation and language learning strategies relate to each other?**

This research investigates two major variables, motivation and second language learning strategies among the third year students who learn English as a second language. The third research question concerns the relationship between language learning strategies and students' motivation for learning English as a Second Language in the process of learning. The scores on the motivation and strategy use were obtained through Pearson product moment correlation coefficients. To investigate the relationship among all the aspects of second language learning strategies and motivation, the data was computed to examine the relationships between learning motivation and language learning strategy use. To find the correlation between these two variables as mentioned two instruments were used: motivation questionnaire and second language learning strategy inventory. All the questionnaires were distributed to 61 students who had participated in this study to find the correlation in the researcher's study, each case by itself.

**Table 4.11: Correlation Between Motivation and Language Learning**

Strategies category	Memory	Cognitive	Compensation	Affective	Social	Met cognitive	Overall Strategy
Motivation	0.052	-0.063	0.141	0.106	0.107	0.124	0.123

\*Correlation is significant at the 0.05 level,

\*\*Correlation is significant at the 0.01 level



The result of this analysis was summarized in Table 4.11. indicates that there is a low degree of correlation between the two variables of the study. It also ascertained that the variables of the study are motivations and language learning strategies displayed (p-value >0.05).

In sum, this study aims to clarify three research questions and provides a deep understanding of motivation type and strategy use of third year students at English department as well as the relationships of language learning motivation, language learning strategies.

In terms of learning strategies, the study shows that most third year students are aware of using learning strategies, but in different ways. In the choice of learning strategies, learners more often use meta-cognitive strategies more than other strategies.

The results show that motivation has no correlation with strategies. Strong motivation generates both the necessity and desire for the employment of a wider range of strategies. In addition, integrative and instrumental motivation are not correlated with the six categories of learning strategies. The results indicate that learning motivation and strategies in foreign language learning have some relationship but it might not be a cause-and-effect issue.

## **Chapter Five**

### **Conclusion and Recommendations**

#### **5.1 Introduction**

This chapter provides the research conclusion and outlines the most important recommendations which will be helpful for second language learners who learn English as a second language in order to them to determine which strategy they should follow to improve their English language skills .

#### **5.2 Conclusion**

This study analyzed two variables: the second language learning strategies that are used by students who study English language as a second language in the department of English at Benghazi University. And the type of language learning strategies utilized by the sample third year Libyan students exhibited instrumental motivation. Successful learners are motivated by both internal and external factors and both types should be promoted in the classroom by teachers. The second variable in this study is the second language learning strategies. The result of the current study clarified that the most useful strategy for the third year Libyan students is meta-cognitive strategy which helps learner to control their own cognition and enable them maximize through monitoring their language use, planning, coordinating the process and looking for opportunities to use the language. There was no significant relationship between motivation and second language learning strategies.

### 5.3 Recommendations

The current study has opened a number of avenues for further research. It recommended that similar studies should be carried out in other institutions or universities, but it is suggested that researchers must consider the following recommendations in their research.

- A. In the current study, the researcher employed the Motivational Questionnaire and the Strategy Inventory for Language Learning (SILL) as the instruments to obtain data and perform the statistical analyses. However, every individual instrument has its strengths and weaknesses; hence, some other instruments could be taken into consideration for further relevant research . The survey technique was the only method adopted to investigate the language learning motivation and language learning strategy use in this study, but there are other research methods such as interviews, classroom observations, diary analyses and experimental design which could be used to obtain more information and may help reduce the bias caused by using a single research method.
- B. In future research, it is advisable to adopt both quantitative and qualitative analyses in the research. These two kinds of research methods could mutually support each other in order to take a broad and clear views of the language learning process.
- C. In this current research, the effects of language learning motivation on the use of language learning strategies were examined. However, there are a variety factors influencing strategies use. Therefore, the effects of other affective factors such as attitudes, anxiety, and learners' belief about their English learning should be examined in future research.

This study has a comparatively small sample size. The participants of this study were limited at only one university in Benghazi. The number of subjects was limited to students who voluntarily participated in answering and completing the questionnaires. Instruments used in this study. The Strategy Inventory for Language Learning (SILL) and Motivational questionnaire are not the only instruments for investigating motivation the strategy use, although they are commonly used by many researchers. It may be true that the SILL and Motivational Questionnaire may not cover all motivational variables and the effective language learning strategies FL learners use. Moreover , it is not possible to guarantee that students answered the questionnaire honestly, which may affect the accuracy of data information, and will hence influence the result of the research . It is better to use a combination of quantitative and qualitative research methods in future studies; this combination of methods may well combat the effects of participant dishonesty

#### **5.4 Pedagogical Implications**

The present study has led to the following implication for teaching and learning English. Motivation and language learning strategies have both been shown to play a role in L2 learning. It is the duty of language teachers to familiarize students with LLSs and incorporate strategy training into teaching programs (O'Malley and Chamot, 1995). Teaching learners how to learn is believed to be of paramount importance in making learning in general, and language learning in particular, more effective.

The purpose of such training is to provide learners with the strategies of learning a language, and an awareness of how and when to use such techniques most effectively. Strategy training is based on the belief that it

is possible to develop in the learners the ability to take charge of their own learning so that eventually they can become independent of the teacher.

English teachers should incorporate effective teaching and learning strategies for English language learners in order to develop students' motivation for learning. Motivation correlated negatively with language learning strategy use, suggesting that the more motivated L2 learners would use more language learning strategies. Perhaps, more motivated L2 learners in classrooms are more willing to invest time and effort required to engage in strategy use conducive to L2 learning success. Finally, this study was merely first in exploring the relationship between motivational orientations and language learning strategy use ,it is hoped that the more future research will examine the crucial role these variables play in language learning .

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## Appendix (A)

### Motivation Questionnaire

This questionnaire is designed to find out your opinion on learning English. There are not "right" or "wrong" answers, just to indicate your opinion.

Put a tick [ ✓ ] in the box that best describe your opinion concerning the reason why you study English at the university.

		Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1	I like English more than other subjects.					
2	I would like to have more personal practice in my English course .					
3	If I saw a tourist on the street, I would like to speak English.					
4	I would like to have more English spoken .					
5	In my English study, I get through hard work .					
6	Doing my home work, I carry on till I really know it .					
7	I work more with my English studies than with other subjects.					

8	If there is a panel discussion on the radio in English I just do my best to understand it					
9	Learning English is more important to me just because I want to get a good job.					
10	Other people think more highly of me if I know a foreign language.					
11	Learning a foreign language makes me a more knowledgeable person .					
12	I would like to learn English because I would like to teach it.					
13	Learning English is important to me because I can then get in contact with English-speaking people.					
14	I would like to learn English because I would like to be like native speaker. Integrative					
15	I learn English because I would like to join the English people .					
16	I learn English because I would like to get familiar with English culture.					
17	I would like to learn English perfectly					
18	I am curious about English					
19	I would choose to learn English even if it weren't compulsory .					
20	If feel learning a foreign language truly helps me to develop my real self.					
21	I think academic learning is pleasant					

22	I think that the number of academic years should be increased					
23	If I could choose, I would take more courses in English					
24	I think English courses in university should be increased					

Appendix (B)  
Strategy Inventory for Language Learning (SILL)  
Version 7.0 (ESLEFL), from( Oxford, 1989)

Dear Student,

What strategies do you use to learn English? Do you write down each new word you see? Do you try to practice your English with a native speaker every day? Do you listen to the radio to improve your listening skills?

These are all examples of language learning strategies. We are interested in finding out more about your learning strategies. If you would complete the following questionnaire, it will provide data for research and will help us to learn more about you and your needs as a language student. In this way we hope to be able to provide for your needs more complete.

Please read each statement .on the separate worksheet, write the response (1, 2, 3, 4, 5) that tell how true of you the statement is

- 1- Never or almost never true of me
- 2- Usually not true of me
- 3- Somewhat true of me
- 4- Usually true of me
- 5- Always or almost always true of me

**Part A –Memory**

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English word in sentences so I can remember them.
3. I connect the sound of new English word and imageor picture of situation in which the word might be used .
4. I remember new English word by making a mental picture of situation in which the word might be used.
5. I use rhymes to remember new English words.

- 6- I use flashcards to remember new English words.
7. I physically act out new English words.
8. I revive English lessons often.
9. I remember new English words or phrases by remembering their location on the page on the board or on a street sign.

### **Part B- Cognitive**

10. I say or write new English words several times.
11. I try to talk like native speakers.
12. I practice the sounds of English .
- 13.I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, message, letters or reports in English.
- 18 .I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of English word by dividing into parts that I understand .
22. I try not to translate word for word .
- 22.I make summaries of information that I hear or read in English

### **Part C – Compensation**

- 24 .When I understand unfamiliar words I make guesses.
25. When I cannot think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
- 27.I read English without looking up every new word.
28. I try to guess what the other person will say next in English .
29. If I cannot think of an English word, I use a word or phrase that means the same thing.

### **Part D –A affective**

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me to do  
Better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
- 34 .I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English .
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.



### **Part E – Social**

- 39. I try to relax whenever I feel afraid of using English.
- 40. I encourage myself to speak English even when I am afraid of making a mistake.
- 41. I give myself a reward or treat when I do well in English.
- 42. I notice if I am tense or nervous when I am studying or using English.
- 43. I write down my feelings in a language learning diary.
- 44. I talk to someone else about how I feel when I am learning English.

### **Part F –Meta- cognitive**

- 45. If I do not understand something in English, I ask the other person to slow down or say it again .
- 46. I ask English speakers to correct me when I talk.
- 47. I practice English with other student.
- 48. I ask for help from English speakers.
- 49. I ask questions in English.
- 50. I try to learn about culture of English speakers.

## ملخص

### العنوان : العلاقة بين الحافز وبين استراتيجيات تعلم اللغة الأجنبية الثانية في عملية التعلم .

تقوم هذه الدراسة علي تغييرين وهما الحافز واستراتيجيات تعلم اللغة الثانية وتهدف هذه الدراسة إلي توضيح دور الحافز وتحديد أي نوع من أنواع الدافع المستخدم من قبل الدراسيين الذي شاركوا في هذه البحث.

والمغير الثاني هو استراتيجيات تعلم اللغة الثانية التي تم تصنيفها وفقا للفئات الستة .وتقوم الدراسة علي دراسة العلاقة بين الحافز وبين استراتيجيات تعلم اللغة الأجنبية كالمعروف في عملية التعلم بين طلاب السنة الثالثة في قسم اللغة الانجليزية في جامعة بنغازي وقد تم توزيع نوعا من الاستبيان علي عينة الدراسة وهم 61 طالبا .

يتكون الاستبيان الأول من (24) أربعة وعشرون سؤالاً لجمع البيانات الخاصة بالحافز. والاستبيان الثاني يتألف من (50) خمسون سؤالاً المصممة من العالم أكسفورد لسنة 1989م لجمع البيانات الخاصة بالاستراتيجيات تعلم اللغة الثانية .

وقد تم جمع البيانات وتحليلها باستخدام الإحصاء الوصفي وكشفة النتائج أن الري العام للدارسين هو أن الدافع عامل مهم للغاية في عملية تعلم اللغة الثانية ونوع الدافع الأساسي هو النوع الذي كان مستخدماً من قبل الطلاب اللذين شاركوا في هذه البحث.

وعلاوة علي ذلك قد أظهرت النتائج انه تم استخدام إستراتيجية المعرفة الفوقية من قبل الطلاب اللذين شاركوا في هذه البحث إلي درجة كبيرة أكثر من الفئات الاخرى وهي الذكره والعاطفة والتعويض والاجتماعية والاستراتيجيات المعرفية .



## العلاقة بين الحافز وبين استراتيجيات تعلم اللغة الأجنبية الثانية في عملية التعلم

قدمت من قبل

سمية علي الجلاب

تحت إشراف

د. خديجة كوزرتش ابو عروش

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كلية الآداب

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