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## An Investigation into the Effects of Integrative and Instrumental Orientations on Language Learning Strategies

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This study examines the effects of two motivational orientations on the use of language learning strategies at overall, category, and specific-item levels. 184 students (males and females) from a Korean university responded to the following two questionnaires: the Motivational Orientation Questionnaire (MOQ) developed by the author and Oxford's Strategy Inventory for Language Learning (SILL). The results showed that both integratively- and instrumentally-oriented students were moderate strategy users overall. Integratively-oriented learners were found to use learning strategies more often and a broader spectrum of strategies than instrumentally-oriented learners. A noteworthy finding, however, is that strategy use was not motivation orientation-specific. In other words, the two motivational groups were found to share the similar patterns of strategy use. Independent samples *t* test results revealed that integratively-oriented students exhibited significantly greater use of overall strategy than instrumentally-oriented students. This phenomenon held true for the use of cognitive, metacognitive, and social categories. At the specific item levels, 13 of the total 50 individual strategies were shown to be employed significantly more often by integratively motivated learners than by their instrumentally motivated peers.

[language learning strategies/motivational orientations, 언어학습 전략/동기유형]

## I. INTRODUCTION

Language learning strategies (henceforth, LLSs) are “steps or actions consciously selected by learners” with the purpose of the learning and using of a second/foreign language (Cohen, 1998). During the past 20 years, numerous studies (e.g., Green & Oxford, 1995; Lee, 2003a; Oxford & Burry-Stock, 1995; Purpura, 1997; Torrance, Thomas, & Robinson, 2000) have provided strong evidence for a link between LLSs and L2 performance and achievement. Now there seems to be little doubt that the use of LLSs plays a facilitating role in L2 learning. Consequently, the focus has been shifted to other factors that are related to the choice of learning strategies, such as gender (El-Dib, 2004; Lee, 2003b; Oxford, Nyikos, & Ehrman, 1988), intelligence, aptitude, and exposure to a target language (Oxford, 1990). El-Dib’s (2004) study suggests that culture may also impinge on the use of certain strategies.

However, one of the main conclusions of the good language learner project (Naiman, Frolich, Stern & Todesco, 1978) involves the need to relate L2 learning strategies to motivational factors that the learner possesses. Quite a few studies (e.g., Cohen, 1998; Skehan, 1989) propose the need to study the link between strategy use and his/her motivation. Gardner and MacIntyre (1993) argue that affective attributes play an important role in the use of learning strategies. Gardner (1991) found that motivation was one of the most important affective variables in second language learning (SLL). Furthermore, several researchers have concluded that motivation for SLL has a strong influence on strategy use (Oxford & Crookall, 1989). Oxford and Nyikos’ (1989) large-scale study found a key role of motivation in frequency and type of strategy use. Lee’s (2004) recent study also reveals a substantial influence of motivation on learners’ spectrum and frequency of strategy use. According to MacIntyre and Noels (1996) and MacIntyre (1994), SLL takes place through a complex interplay between motivational variables and learning strategies.

From the previous studies, a conclusion might be drawn that more motivated learners are more likely than their less motivated counterparts to mobilize a wider variety of ways and means in order to facilitate their SLL. In most studies, however, the emphasis has primarily been upon the relationship between motivation and strategy use and less attention has been given to the

investigation into the employment of LLSs in relation with the two motivational orientations (integrative and instrumental), both of which are considered as two important components of motivational orientations.

The present study examines the patterns of variation in overall strategy use, strategy use in broad categories, and strategy use at the individual item level, by integratively- and instrumentally-oriented students, in a "specific" setting of a Korean university where all first-year students are required to take the two-semester Practical English Program (PEP) for enhancing their basic communicative competence. This program is taught by native speakers of English, suggesting that the students can utilize the language use situation inside of the classroom and even outside, albeit limited contact with the English-speaking community is still the norm. This study specifically addressed the two research questions: (a) What strategies do the two motivational orientations (integrative vs instrumental) report using? and (b) Are there any significant differences in overall strategy use and in the use of broad categories and finally individual strategy items ?

## **II. BACKGROUND**

In the field of SLL, motivation has been the target of a great deal of research since Gardner and Lambert (1959) first shed light on the role of attitudes and motivation in SLL. Gardner and his colleagues (e.g., Gardner, 1985; Gardner and Lambert, 1972) proposed the socio-educational model of SLL in order to underscore the importance of socio-psychological aspects of SLL. Gardner and Lambert (1972) proposed that motivation is influenced by two basic types of what they identified as integrative and instrumental motivation. The integrative side of the dichotomy refers to learners' identification with the target language and culture and their contact with the target language group for communicating with its members. By contrast, the instrumental side describes learners who have a desire to learn the target language for utilitarian goals, such as getting a job.

Motivational orientations have been recognized as one of the most important components of motivation for foreign language learning (FLL). According to

Gardner and MacIntyre (1991), "orientations refer to reasons for studying a second language, while motivation refers to the directed, reinforcing effort to learn the language" (p. 58). In a like fashion, Oxford and Shearin (1994) mention that "motivation reflects the power to attain the goal which is reflected in the motivational orientation" (p. 14). Furthermore, motivational orientation has been expanded to allow for complicated changes over time in a student's reasons for learning a language (Clement, Dörnyei, & Noels, 1994; Dörnyei, 1990).

Despite the expansion of motivational orientations into more subdivisions, the integrative and instrumental orientations were found to be core components of motivation (Clement et al., 1994). Clement's factor analysis study of Hungarian students' motivational orientations produced five dominant factors (Xenophilic, Identification, Sociocultural, Instrumental-Knowledge, and English Media), all of which are broadly related to the integrative and instrumental orientations proposed by Gardner and his colleagues. Another recent factor analysis study done by Kang (2000) on motivational orientations of Korean high school students also revealed almost the same factors as those found in Clement et al.'s study. This suggests that integrative and instrumental motivation could be one of the most important and powerful motivators for SLL or FLL.

Gardner and Lambert (1972) found that integrative motivation would make a greater contribution to SLL than instrumental motivation, eventually leading to greater SLL competence. Integrative motivation has also been found to sustain long-term success in SLL (Ellis, 1997; Gardner, 1985, 1988). In the earlier research conducted by Gardner and Lambert, integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis, 1997).

However, the importance of instrumental motivation has also been acknowledged as a significant factor in some research. Gardner and MacIntyre (1991) found that in certain contexts instrumental motivation also played an important role in facilitating SLL. Lukmani (1972) demonstrated that an instrumental orientation was more important than an integrative orientation in a study of female learners of English in India who have not been greatly exposed to Western culture. In a similar vein, Kachru (1992) points out that in India, where English is an international language, instrumental purposes alone could substantially help Indian learners of English acquire the English language very

successfully. The Lukmani and Kachru findings suggest that the social situation might be a key determinant of L2 learners' motivational orientations for language learning.

### III. METHODOLOGY

#### 1. Participants

A total of 193 first-year students participated in this study on a volunteer basis, consisting of 162 males and 31 females. All of them were chosen from science/engineering majors from a large university located in Seoul, Korea. They were enrolled in the Practical English Program (PEP) taught by native speakers of English. The data sets of nine students who scored the same on each test on integrative and instrumental orientations were excluded from the analyses, leaving 184 data sets. The integratively- and instrumentally-oriented groups were composed of 97 and 87 students respectively.

#### 2. Instruments

The subjects completed a Korean translation of the Strategy Inventory for Language Learning (SILL) (Oxford, 1990), a 50-item Likert-type inventory measuring the frequency of strategy use of ESL/EFL learners. Within the SILL, there are six subscales representing the following six strategy dimensions: memory strategies for storing and retrieving information; cognitive strategies for using mental processes; compensation strategies for overcoming limitations in knowledge of the target language; metacognitive strategies for coordinating the learning process; affective strategies for managing emotions, motivations, and attitudes; and social strategies for learning with others.

The SILL was selected as a measure of language learning strategy use because of its high reliability in a variety of learning milieus (Cronbach alpha for internal consistency in a variety of learning milieus ranged from .93-.98, Green & Oxford, 1995) and its widespread acceptance (Oxford & Burry-Stock, 1995). In addition, a Korean translation with Korean university EFL learners

(Park, 1997) also reported high reliability (Cronbach alpha = .93). The modified SILL that was used for this research reported high reliability (Cronbach alpha = .92). Furthermore, the SILL is easy to use and provides an overall assessment of each student's learning strategies across an ample spectrum of possible learning tasks. However, it cannot describe in depth the LLSs that students use in response to more specific language tasks as think-aloud protocols do (Oxford & Burry-Stock, 1995). The SILL consists of statements, where students answer on a 5-point Likert scale ranging from 1 (never or almost never true of me) to 5 (always or almost always true of me).

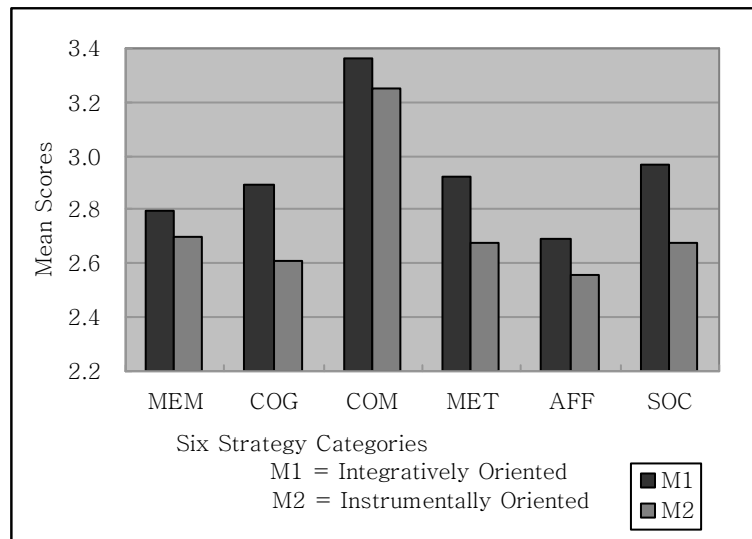
The Motivational Orientation Questionnaire (MOQ) was created by the researcher for this study in order to elicit information on the participants' motivational orientations. This survey (see Appendix B) consisted of two subscales (10 items) measuring the factors of integrative and instrumental orientations and has a general internal consistency (Cronbach alpha reliability) of .72 based on estimations from the present study. The integrative orientation subscale consisted of five Likert-type, 5-point items that focused on communicating with English-speaking people and understanding their cultures and had an internal consistency of .64. Similarly, the instrumental orientation subscale consisted of five Likert-type, 5-point items that focused on the importance of English for utilitarian purposes such as obtaining employment and passing exams and had an internal consistency of .59. Items were presented in random order, with equal numbers of integrative and instrumental items. Motivational orientations were decided by the scores on the MOQ of a 5-point Likert scale: *never*, *rarely*, *sometimes*, *often*, and *always*. The subjects were asked to rate their agreement with each item on a scale of 1 to 5, with 1 being "never" and 5 "always."

#### **IV. RESULTS AND DISCUSSION**

The mean strategy scores are divided by Oxford (1990, p. 291) into the following three levels according to the degree of strategy use: low use (mean = 1.0-2.4), medium use (mean = 2.5-3.4), and high use (mean = 3.5-5.0). The present study found that for both integratively-oriented (M1) and

instrumentally-oriented (M2) students, the overall means on the SILL were 2.94 and 2.75 respectively. Both groups were found to be moderate strategy users overall. As shown in Figure 1, some discrepancies in strategy use between the two groups occurred across the six strategy categories, with M1 group surpassing M2 group in the use of all six strategy categories. It is quite unexpected that not a single strategy category was used more often by M2 students than by M1 students. This finding suggests that integrative motivation might have a stronger influence on the employment of learning strategies than instrumental motivation. In addition, integratively motivated students used the compensation category most often, followed by social, metacognitive, cognitive, memory, and affective categories. Instrumentally motivated students used the compensation category most frequently, followed by memory, social, metacognitive, cognitive, and affective strategies.

**FIGURE 1**  
**Use of Six Strategy Categories by Motivational Orientations**



Here are two general patterns that surfaced. First, M1 and M2 groups alike utilized compensation strategies most frequently and affective strategies least

frequently. The popularity of compensation strategies across the two groups seems plausible because guessing is the most universal strategy for overcoming the limitation in knowledge. Second, the M1 group used social strategies second most, while M2 group employed memory strategies second most. This finding displays a differential focus on strategy use between the two groups. One explanation might be that students with integrative motivation tend to be more interested in communicative strategies, while those with instrumental motivation relied more on memorization of words and mechanical repetition of linguistic material. These findings suggest that strategy use might be motivation orientation-*general* instead of motivation orientation-*specific*. In other words, the two groups share more similarities rather than show differences their uses of LLSs.

In looking at the use of individual strategies (see Appendix A), M1 students had 6 high-use, 35 medium-use, and 9 low-use items and their M2 counterparts displayed 3 high-use, 31 medium-use, and 16 low-use items. A pronounced pattern emerged in the use of individual strategies by the two groups. M1 students' high-use strategies were twice those of M2 students, whereas M2 students' low-use strategies was greater than M1 students' low-use strategies by a large margin. This finding suggests that integratively-motivated learners utilize a broader spectrum of strategies than their instrumentally-motivated peers.

Examined more closely, M2 students' high-use strategies (items 23, 25, and 26) are all included in M1 students' high-use strategies (items 23, 30, 25, 26, 33, and 46). By contrast, M1 students' low-use strategies belong to M2 students' low-use strategies (see Appendix A). In other words, the strategies that the two groups favor/disfavor mostly overlap. As mentioned earlier, this indicates that both integratively- and instrumentally-motivated learners generally share a convergent trend of strategy use. This finding, albeit noteworthy, was not dealt with in the previous studies. It is also striking that a few strategies (items 5, 6, 9, 27, 28, 39, and 43) were found to be used more often by the M2 group than by the M1 group, while not significant statistically. Further, most of the strategies appear to be related to general study strategies, not to functional practice strategies *vis-a-vis* the active use of the target language in naturalistic milieus. This could be an inkling that instrumentally-



motivated students might be more interested in the use of certain general study strategies.

Independent-samples *t* tests were carried out to see the mean differences in strategy use between M1 students and their M2 counterparts. The *t* test results revealed significant variation ( $t = 2.48, p = .014$ ) in the overall strategy use by the two orientations, with the M1 students surpassing the M2 students in their strategy use. In a like fashion, integratively motivated students showed significantly greater use of cognitive, metacognitive, and social strategies than instrumentally motivated students (see Table 1). This finding is largely supported by prior studies (MacIntyre & Noels, 1996; Oxford & Nyikos, 1989). The MacIntyre and Noels study reveal significant correlations with memory, cognitive, metacognitive, and social strategies. More important, in their study, integrativeness (the desire to meet members of the target language community) was found to correlate significantly with cognitive, metacognitive, and social strategies. Consistent with this finding, the present study reported all of the three categories (cognitive, metacognitive, and social) as being used significantly more often by M1 students than M2 students. This is confirmed by Oxford and Nyikos' factor analytic study in which motivation was found to be associated with increased use of several types of strategies (memory, cognitive, compensation, metacognitive, and social).

**TABLE 1**  
**Variation in Use of Six Strategy Categories by Motivational Orientations**

Dependent Variables	M1		M2		Mean Difference	t	p	Comments
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Memory	2.80	.53	2.70	.58	.10	1.06	n.s	
Cognitive	2.89	.61	2.61	.56	.27	2.92*	.006	M1>M2
Compensation	3.36	.52	3.25	.50	.11	2.26	n.s	
Metacognitive	2.92	.67	2.68	.70	.23	3.11*	.040	M1>M2
Affective	2.69	.51	2.56	.54	.12	.36	n.s	
Social	2.97	.72	2.75	.45	.29	2.97*	.019	M1>M2

\*  $p < .05$

M1= Integratively Oriented

M2 = Instrumentally Oriented

More closely examined, there were significant variations between integratively-oriented students and their instrumentally-oriented peers in the use of 13 of 50 SILL items. More specifically, 12 of the 13 strategies were used significantly more often by the M1 group than by the M2 group and only one strategy was used more frequently by the M2 group than by M1group. These thirteen strategies could broadly be grouped into three types of strategies: functional practice strategies (items 11, 12, 13, 14, 30, and 31); emotional management strategies (items 40, 41 and 43), and general study strategies (items 2, 21, 32, and 33). Greater use of the functional practice strategies by the M1 group than by the M2 group seems reasonable since learners who are oriented to learn a target language for integrative reasons might be expected to seek out more opportunities for plunging themselves into real and authentic communicative environments than their instrumentally motivated counterparts. This suggests that the major concern of integratively motivated learners could be with developing communicative competence. The social use of the target language might make M1 learners more adept at coping with their nervousness and tension because a desire for contact with foreigners and Anglophone culture entails a strong affective demand. Thus, integratively motivated students, whose primary interest lies in interacting with native speakers of the target language, might be expected to militate against L2 learning anxiety by making the most of some appropriate affective strategies.

However, an interesting finding is that more anxiety was found among instrumentally-oriented students (item 43). Besides, it is surprising that M1 students use some general study strategies more frequently than M2 students. This finding might be explained that grade achievement would also be an important goal of integratively motivated students. As Nyikos and Oxford (1993) point out, achieving high grades is the goal of most university students that realistically cannot be made light of, no matter what the goals of a course might be. Another possible explanation might be, as noted by Gardner and MacIntyre (1991) that integratively-oriented learners might well also recognize the instrumental value of learning the target language.

## VI. PEDAGOGICAL IMPLICATIONS

Several pedagogical implications can be drawn from the results of this study, in which integrative motivation was found to contribute more to strategy use than instrumental motivation. First, in order to promote more strategy use, the development of integrative motivation should be encouraged. As Kang and Kim's (2004) note, teaching American culture stimulates students' interest and motivation for learning English and helps them maintain their positive attitudes toward English, which eventually enhances their English competence. Second, a non-threatening classroom atmosphere promotes students' involvement and activity while moderating anxiety (Clement, Dörnyei, & Noels 1994). This self-confidence may be conducive to increasing students' English use inside and even outside of the classroom. The students do not feel uncomfortable even when communication is not going their way. In particular, Korean students tend to be unwilling to express themselves in class due in part to the anxiety of losing face from the mistakes that they might make. Therefore, teachers should have students see the positive side of making mistakes. Namely, they can learn from their mistakes. Third, encouraging students to utilize available rich authentic resources may help to maintain motivation. For example, modern technology such as the Internet and the media can serve as an effective classroom context for developing students' motivation and English learning strategies. Ultimately, teachers should promote learner autonomy. Fostering learners' accurate perception of themselves and the realization of their own responsibilities in learning will contribute to motivation (Dickinson, 1995). In a similar vein, Chong (2003) notes that by utilizing the strategies best suited to the situation, language learners can realize a sense of autonomy. Ramage (1990) claims that integrative motivation is associated with persistence in foreign language students and continuing students tend to rate a desire to learn to speak a foreign language as the most important reason for taking a foreign language course. Even so, also important is that students need to be made aware of instrumental benefits of learning English.

## V. CONCLUSION

This study provides new evidence about the effects of two motivational orientations on the use of learning strategies by EFL students in a specific university setting. The results of this study suggest that motivational orientations are related, in some measure, to strategy use. At first glance, the relationship appears to be simple: integratively motivated EFL learners are more likely than instrumentally motivated ones to use LLSs more frequently and utilize a broader spectrum of LLSs. However, the strategies that the two motivational groups most/least utilize mostly overlap, suggesting that the employment of strategies might not be motivation type-specific. Rather, both integratively motivated and instrumentally motivated learners share similar patterns of strategy use.

Furthermore, there were statistically significant effects by integrative motivation on English learning strategies. Specifically, integratively-oriented learners use overall strategy more often than their instrumentally-oriented counterparts and this finding holds true for cognitive, metacognitive, and social strategies. A closer look at individual strategy items reveals that about a quarter of the total strategies are also employed more frequently by the students who are integratively oriented than by those who are instrumentally oriented. The current study indicates that integrative motivation might exert a more powerful influence on strategy use than instrumental motivation. Integrative motivation is a primary source of motivation because it is rooted in the learner. It can also provide the long-term motivation required to achieve proficiency in the target language.

However, some methodological limitations should be pointed out for further research. First, the findings of this study may not be directly applicable to students in SLL contexts dissimilar to FLL contexts, where limited opportunities to use the target language is the norm. Thus, a caveat is recommended in generalizing the results to other situations. Second, a question can be posed whether the integrative/instrumental dichotomy captures the full spectrum of student motivation (Ely, 1986; Oxford & Shearin, 1994). There is a type of motivation which can't belong to either of the two motivational orientations. Besides, since this study was conducted with only one small population of

students, further research is necessary to assess the relationship between type of motivation and strategy use among other groups of learners. Fourth, a self-report format for assessing motivation and strategy use needs to be diversified. Multiple measurements, such as self-report measures, observations, or interviews, should be employed, so that any discrepancies caused by data collection techniques can be noted. In particular, more endeavors in qualitative research would provide a richer, more in-depth picture of the ways in which integratively motivated learners and instrumentally motivated learners use language learning strategies.

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**APPENDIX A**  
**Summary of Variation in Use of 50 Strategies by Motivational Orientations**

50 SILL Items	M1		M2		t value	Comments
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Memory (9 Items)						
1 Associate new things with already known	3.25	.97	3.05	1.01	1.24	
2 Use new English words in sentence	3.09	1.13	2.53	1.02	3.07*	M1>M2
3 Connect word sound with image or picture	3.36	1.17	3.22	1.06	.74	
4 Connect words with mental picture of situation	3.09	.93	2.82	.97	1.69	
5 Remember new words by rote memorization	2.73	1.20	2.91	1.14	-.92	
6 Record new words on note cards	2.66	1.34	2.96	1.27	-1.35	
7 Organize words into groups to remember	2.47	1.06	2.18	1.05	1.59	
8 Review English lessons often	2.27	1.11	2.36	1.33	.02	
9 Connect words to location (e.g., on page)	2.27	1.11	2.36	1.33	-.40	
Cognitive (15 Items)						
10 Say or write new words several times	3.02	1.04	2.87	1.09	.80	
11 Try to talk like native English speakers	3.38	1.10	2.86	1.22	2.72*	M1>M2
12 Practice sounds of English	2.78	1.12	2.39	1.00	2.12*	M1>M2
13 Use known words in different ways	2.90	.97	2.29	.93	3.04*	M1>M2
14 Try to think in English	2.60	1.04	2.18	.90	2.50*	M1>M2
15 Practice speaking in English by oneself	2.44	1.04	2.17	1.02	1.54	
16 Watch TV or movies in English	2.81	1.14	2.58	1.10	1.22	
17 Read for pleasure in English	2.30	1.01	2.03	.89	1.63	
18 Write notes, letters, or diaries in English	2.17	1.00	2.00	1.04	1.00	
19 Skim first and then read carefully	3.10	1.18	3.00	1.18	.54	
20 Use similarities between Korean and English	2.63	1.13	2.37	1.12	1.35	
21 Try to find patterns in English	2.94	1.07	2.57	1.06	2.03*	M1>M2
22 Find meanings by dividing a word into parts	3.31	1.11	3.07	1.23	1.22	
23 Try not to translate word-for-word	3.90	.79	3.87	.95	.16	
24 Highlight or underline key parts while reading English	3.00	1.22	2.75	1.24	1.17	



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Compensation (6 Items)							
25	Guess meanings of unknown words	3.69	.77	3.68	.88	.06	
26	Use gestures when stuck for words	3.65	.86	3.56	1.06	.55	
27	Make up new words when stuck	3.09	1.01	3.12	1.07	-.13	
28	Read without looking up all new words	3.19	1.04	3.22	1.00	-.17	
29	Try to guess what others will say	2.84	1.01	2.56	1.06	1.62	
30	Use synonyms when stuck for words	3.72	.88	3.32	.88	2.64*	M1>M2
Metacognitive (9 Items)							
31	Find many ways to use English	3.23	1.01	2.84	1.03	2.28*	M1>M2
32	Use mistakes to be a better learner	3.37	.91	2.98	.92	2.55*	M1>M2
33	pay attention when someone is speaking	3.58	.86	3.13	.98	2.90*	M1>M2
34	Find out ways to become a better learner	2.88	1.07	2.75	.99	.70	
35	Plan study schedule to have enough time	2.13	.89	2.04	1.00	.67	
36	Look for people to talk with in English	2.43	1.28	2.08	1.20	1.64	
37	Seek opportunities to read in English	2.47	.99	2.43	1.02	.25	
38	Have a clear goal for improving English skills	3.33	1.24	2.94	1.24	1.84	
39	Think about progress in learning English	2.84	1.11	2.93	1.32	-.43	
Affective (6 Items)							
40	Try to relax when I feel afraid while speaking English	3.17	.96	2.81	1.09	2.12*	M1>M2
41	Encourage self to speak English when afraid	3.08	1.08	2.53	1.02	3.10*	M1>M2
42	Give self reward for doing well	1.78	.95	1.70	.95	.48	
43	Notice nervousness or tension while speaking English	2.79	1.08	3.34	1.08	-3.01*	M2>M1
44	Try to have self-confidence when learning English	3.25	.97	3.06	.97	1.10	
45	Talk to someone about feelings	2.06	.95	1.91	.99	.92	
Social (5 Items)							
46	Ask other person to slow down or repeat if misunderstood	3.50	.98	3.29	1.00	1.27	
47	Ask to be corrected when speaking in English	2.92	1.06	2.60	1.04	1.81	
48	Practice English with other students	2.58	1.22	2.32	1.08	1.28	
49	Ask for help from English learners around you	3.02	1.15	2.68	2.68	1.31	
50	Try to understand the culture of the target language	2.86	1.00	2.51	1.21	1.87	

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\*  $p < .05$

**APPENDIX B**  
**Motivational Orientation Questionnaire**

Please circle the number of the statement that is best true of you about each statement.

SCALE: 1: Never    2: rarely    3: sometimes    4: often    5: always

I study English hard because...

1. I like English.

Never            1            2            3            4            5        Always

2. \*I want to get a good job.

Never            1            2            3            4            5        Always

3. I want to converse and communicate with English-speaking people.

Never            1            2            3            4            5        Always

4. I want to better understand the cultures of English-speaking countries.

Never            1            2            3            4            5        Always

5. \*I want to travel to English-speaking countries.

Never            1            2            3            4            5        Always

6. I want to better understand English art and literature.

Never            1            2            3            4            5        Always

7. \*I want to get better grades.

Never            1            2            3            4            5        Always

8. I want to speak English fluently.

Never            1            2            3            4            5        Always

9. \*I want to be a more knowledgeable person.

Never            1            2            3            4            5        Always

10. \*English is an international language.

Never            1            2            3            4            5        Always

\* items for measuring instrumental orientation

**예시언어(Examples in): English**  
**적용가능 언어(Applicable Languages): English**  
**적용가능 수준(Applicable Levels): Secondary/Tertiary**

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