



**THE RELATIONSHIP BETWEEN LEARNING STRATEGY
USE IN ENGLISH AND MOTIVATION OF STUDENTS
AT A COLLEAGUE IN CAN THO CITY, VIETNAM**

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Abstract:

Among the many factors that increase students' achievement in the mastery of foreign languages, including English, are motivation and use of language learning strategies. Previous studies by a range of researchers have identified these two elements as the most important in obtaining success in language learning. This study carried out on 152 university students, roughly equal in gender, studying at a university in Can Tho, Vietnam, sought to discover the relationships between these two factors within the Vietnamese language learning context. In particular, the study sought to 1) discover which of two types of motivation, intrinsic and extrinsic, is most prevalent among the students studied; 2) their use of language learning strategies; 3) reveals the relationship between students' motivation and use of language learning strategies; and 4) describe the differences in their use of language learning strategies based on whether their motivation was high, medium or low. Research instruments included Schmidt et al.'s Questionnaire on Motivation in Learning English, and Oxford's Strategy Inventory for Language Learning (both modified for the Vietnamese language learning context and translated into Vietnamese), plus an interview with 18 of the students to gain greater insight into the answers they gave on the questionnaires. Results were obtained using standard deviations and t-tests. They showed that Vietnamese university students are mainly extrinsically motivated; that all strategies were used at least at a medium level, amidst other fluctuations; and that those metacognitive strategies are most prevalent among medium and high motivated students but affective strategies are most common among low motivation students. Recommendations flowing from these results are that teachers should prioritize the formal teaching of learning strategies and should attempt to increase

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intrinsic motivation by putting greater emphasis on making language learning fun and relevant to the students' interests and passions.

Keywords: language, strategy, English, students, university, motivation

1. Introduction

This chapter describes in detail (1) the rationale of the study, (2) the research aims and questions, (3) the hypotheses, (4) the significance of the study, and (5) the organization of the thesis.

1.1 Rationale

English has been widely used in many areas such as politics, economics, tourism, electronics, telecommunication, culture, and science and technology. English is not only a means but also a key to accessing the latest achievements of science and technology. Therefore, it is necessary for many Vietnamese to have a good command of English to satisfy the growing needs of a developing country like Viet Nam. How to learn English effectively is always a great concern. In fact, Narayanan, Rajasekaran Nair and Iyyappan (2008) believe that successful second language learning requires learners to actively participate in the learning process. In other words, learning a second language is "*a total physical, intellectual and emotional involvement*" (Narayanan et al., 2008, p. 485). The significant role of factors affecting the process of learning has been established in recent years. Among various factors, such as attitude, language anxiety and gender, motivation and use of learning strategy are the two that play the most vital roles. Previous studies suggest that motivation and learning strategies have great effect and strong correlation on academic achievement (Wenden & Rubin, 1987; Chamot and Kupper, 1989; Yang, 1993; Chang & Huang, 1999; Chung, 2000; Liao, 2000; Peng, 2001, cited in Yu, 2006).

These studies also suggest that much attention should be paid to these two variables if learners aim to master a foreign language. However, whether learners recognize the relationship between motivation and learning strategy use in the process of language learning is still an issue that concerns many researchers. Questions remain as to which strategies students with intrinsic motivation report using most and which ones' students with extrinsic motivation report most using. This study was therefore conducted to seek answers to these questions. It is hoped that the results of this study may yield some useful insights into the different effects that these two factors have on language learning. The detailed theoretical background of motivation and learning strategies and their influences on the process of learning English will be presented in the next chapter.

The rationale of conducting the research has been briefly introduced. The following parts will present the research aims and questions, the research hypotheses, the research significance and the organization of the thesis.

1.2 Research aims and questions

In the English learning and teaching context at the tertiary level in Can Tho city, this study aims to investigate the types of motivation which exist among English non-majored students at Tay Do University as well as the learning strategy use of these students. In addition, a further attempt is made to discover any correlation between their motivation and their use of learning strategies.

More specifically, the study tries to answer the following research questions:

- 1) What types of English language learning motivation do students of a university in Can Tho city have?
- 2) What types of learning strategies do these university students report using frequently?
- 3) Does the use of language learning strategies correlate with language learning motivation as a whole as well as for each motivation category?
- 4) What are the differences in the use of language learning strategies with respect to the level of language learning motivation among the students?

1.3 Research hypotheses

Based on previous studies, plus existing theories about motivation and language learning strategy use, and her classroom observation, the researcher has made the following hypotheses.

Hypothesis 1: Students in the study are generally extrinsically-oriented.

Hypothesis 2: Students use meta-cognitive strategies more than others.

Hypothesis 3: The use of language learning strategies may correlate with language learning motivation as a whole as well as for each motivation category.

Hypothesis 4: There will be differences in the use of language learning strategies with respect to the level of language learning motivation among the students.

1.4 Research significance

The current study explores the effects of students' motivation on their learning strategy use. The findings might be significant to both students and teachers. First, the study will arouse students' awareness about the two important factors which can affect their learning – motivation and learning strategy use – as well as help them to identify their own ones. In addition, understanding students' motivation types and their learning strategy use is a key component in effective teaching. To put it another way, the results may help the researcher herself as well as her colleagues successfully create learning situations in which students are more motivated and have more opportunities to employ learning strategies; thus, the students may gain better results in their learning, which is always the final teaching purpose of every teacher in general, and the researcher in particular.

1.5 Thesis organization

This thesis consists of five chapters: (1) Introduction, (2) Literature Review (3) Research Methodology, (4) Research Results and (5) Discussions, and Conclusions.

Chapter 1 presents the rationale, the aims of the study, the research questions, the hypotheses, and the significance of the study. This section also presents the organization of the thesis.

Chapter 2, the literature review, introduces definitions of key terms. The correlation between motivation and learning strategies and their effects on the language learning process will also be discussed. Previous studies on these issues are then included.

Chapter 3 presents the research methodology including the research design, participants, and research instruments. The procedures of data collection and data analysis are also presented.

Chapter 4 describes and analyzes the results of the data.

Chapter 5 reports the summary of the crucial findings, the implications, the limitations of the research, and the suggestions for further research.

2. Literature review

This chapter introduces theories on (1) motivation, (2) language learning strategy, (3) the correlations among motivation, learning strategies and achievement, and (4) previous studies.

2.1 Motivation

2.1.1 Definition of motivation

Motivation is generally defined as a psychological trait that leads people to achieve some goal. In language learning, that goal may be mastery of the language or achievement of some lesser aim (Johnson and Johnson, 1999). Similarly, Gardner et al. (1997) consider motivation as an inner force that can make an individual pursue a course of action. Chang (2005) also agrees with Gardner (1985) that language learning motivation is the degree to which one works or attempts to learn the language because of their desire to do so and the satisfaction obtained from the activity. Likewise, Ellis (1997) states that motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn a second language. Despite numerous definitions, motivation is commonly considered to be related to learners' directed, reinforcing effort in learning a language; that is, the effort that a language learner is willing to exert in the process of second language learning. Thus, in this study, language learning motivation will be viewed as a student's attitude toward, interests, and efforts in learning a second language.

2.1.2 Types of motivation

Motivation has been classified in various ways according to different perspectives of researchers. Ellis (1997) lists four types of motivation: instrumental, integrative,

resultative, and intrinsic. Learners with instrumental motivation may make efforts to learn a second language for a functional reason such as passing an examination or getting a better job. Meanwhile, integrative-oriented learners are interested in the people and culture represented by the target language group. It is suggested that motivation, including both instrumental and integrative, is highly related to the individual needs for achievement or their goals towards learning the target language (Ellis, 1997). Another claim is that motivation can be both the cause of L2 achievement and the result of learning – resultative motivation. That is, learners who gain success in learning may become more, or in some contexts, less motivated to learn. More interestingly, Ellis (1997) states that in some learning situations, motivation involves the arousal and maintenance of curiosity and can change according to such factors as learners' particular interests and the extent to which they feel personally involved in learning activities. This type of motivation is termed 'intrinsic'.

In Deci and Ryan's (1985) self-determination theory, motivation is classified into two types: intrinsic and extrinsic. These researchers point out that intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning, while extrinsic motivation is the actions that an individual carries out because of some extrinsic reward or punishment (Ryan and Deci, 2000). In fact, the distinction between intrinsic and extrinsic motivation is one of the most general and well-known in psychology motivational theory (Dornyei, 2001; Yu, 2006). According to Brown (2000), intrinsic and extrinsic factors can be easily identified in foreign language classrooms regardless of the differences between the cultural beliefs and the attitudes of learners and teachers. However, it should be noted that these two types of motivation are not in opposition to each other; instead, they exist along a continuum (Ryan and Deci, 2000).

Ryan and Deci's (2000) notion can be more clearly understood through a detailed model developed by Noels et al. (2000) based on the distinction between intrinsic and extrinsic motivation. According to them, extrinsically motivated behaviors are 'those actions carried out to achieve some instrumental end' (Noels et al., 2000: 61) and are classified into three types: (1) external regulation involving behavior motivated by sources external to the learner such as physical benefits and costs, (2) introjected regulation involving behavior that results from some kind of pressure that individuals have incorporated into the self, and (3) identified regulation consisting of behavior that stems from personally relevant reasons. Meanwhile, intrinsic motivation is defined as "*motivation to engage in an activity because it is enjoyable and satisfying to do so*" (Noels et al., 2000: 61). Again, the researchers distinguish three types: (1) knowledge (i.e. the motivation derived from exploring new ideas and knowledge), (2) accomplishment (i.e. the pleasant sensations aroused by trying to achieve a task or goal), and (3) stimulation (i.e. the fun and excitement generated by actually performing a task).

Noels et al. also consider motivation (i.e. the absence of any motivation to learn), which (based on what they could observe from their factor-analytic study on Anglophone learners of L2 French in Canada) is claimed to be negatively correlated with measures of perceived competence and intention to continue study. In fact, this concept had been

posited by Deci and Ryan (1985) and was included in the Academic Motivation Scale created by Vallerand et al. (1992). As it was mentioned by Noels et al. (2000), persons who are motivated, neither intrinsically nor extrinsically motivated, the experience of feelings of incompetence and have an expectancy of uncontrollability (Vallerand et al., 1992).

The distinction between intrinsic motivation and extrinsic motivation was also used by Schmidt et al (1996) in their questionnaire for motivational factors. This included 50 items: intrinsic motivation (5 items), extrinsic motivation (15 items), personal goal (5 items), expectancy/control components (9 items), attitudes (4 items), anxiety (6 items), and motivational strength (6 items). The factor analysis, which aimed to reveal the underlying components behind EFL motivation for adult learners in Egypt, produced nine factors: determination, anxiety, instrumental motivation, sociability, attitudes to culture, foreign residence, intrinsic motivation, beliefs about failure, and enjoyment. It can then be recognized that this questionnaire was developed based on models in both motivational and educational psychology.

According to Schmidt et al. (1996), extrinsic motivation could be understood as a motivation to get an external reward and intrinsic motivation as a motivation to obtain sufficient rewards from the activity itself. The researchers also affirmed that although the intrinsic-extrinsic distinction is similar to the integrative-instrumental distinction, these two were not identical. Both integrative and instrumental motivation can be seen as subtypes of extrinsic motivation because both are related to goals and outcomes (Schmidt et al., 1996). Besides, Schmidt et al. (1996) stated that some learners were both instrumentally and integratively motivated to learn a foreign language and those who were neither instrumentally nor integratively motivated; in other words, instrumental and integrative motivation are not a dichotomy.

The two types – intrinsic and extrinsic motivation – are then concluded to be useful constructs for understanding language learning motivation (Crook & Schmidt, 1991; Boraie & Kassabgy, 1996; and Brown, 2000). According to these researchers, intrinsic motivation is thought of as being within the task itself, e.g., a sense of achievement, self-esteem, pride in solving the problem, enjoyment of the class, or being able to use the language as desired. Extrinsic motivation is, therefore, external to the task itself, usually other consequences of success on the task; for example, prizes for doing well, getting the job of one's choice, a higher position, or gaining a certificate on a test score.

In addition, there has been empirical evidence supporting the idea that intrinsic and extrinsic motivation can be used in predicting learners' achievement in second language learning (Ellis, 1997). Noels et al. (2000) and Levesque et al. (2004) claim that students who are more internalized in L2 learning can be more persistent. This implies that students' degree of internalization may determine their long-term learning outcomes. Because of the important role the two types of motivation have in the language learning process, this study will investigate students' motivation in terms of the intrinsic and extrinsic types.

2.2 Language learning strategies

2.2.1 Definition of language learning strategies

The actions that learners perform to learn a language have been variously labeled – behaviors, tactics, techniques, and strategies (Ellis, 1997). The term most commonly used is ‘learning strategies’, which receives different definitions. In the field of L2 teaching and learning, strategies are generally defined as “*actions, behaviors, steps or techniques... used by learners to facilitate the acquisition, storage, retrieval and use of information*” (Oxford, Lavine, & Crookall, 1989: 29). However, O’Malley and Chamot (1990) consider language learning strategies not only as of the behaviors but also as the thoughts that learners employ to understand, process, and retain information. Cohen (1998) then proposes that language learning strategies are the processes of storage, recall, and application of information about a language, which learners consciously choose and may result in action taken to improve the learning and use of that language.

Among various definitions, Oxford’s language learning strategy definition has been widely used. In this definition, “*learning strategies 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: 8). Also, learning strategies, according to Oxford, are important in language learning because first, they are tools for active involvement which is essential for developing communicative competence, and second, learners who have developed appropriate learning strategies have greater confidence and learn more effectively.

It, nevertheless, should be noticed that there have still been some disagreements among researchers in defining learning strategies. First of all, a noteworthy debate is whether learning strategies should be regarded as either observable behaviors or inner mental operations, or both (Ellis 1994), an issue that is not restricted to L2 research but also concerns the broader field of educational psychology. For instance, Weinstein and Mayer (1986, p. 315) define strategies as “*the behaviors and thoughts that a learner engages in during learning that is intended to influence the learner’s encoding process*”. Then, Oxford (1990) views learning strategies as behaviors that are ‘specific actions’ which can be observed (e.g. note-taking). However, O’Malley and Chamot (1990) suggest that language learning strategies are both ‘behaviors’ (i.e., ‘observable’) and ‘thoughts’ (i.e., involving a mental process, and thus ‘unobservable’). Recently, Weinstein et al. (2000, p. 727) have redefined learning strategies as “*any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills*”. It is clear that from a scientific point of view a phenomenon is highly unlikely to be both behavioral and cognitive in nature, and yet it seems that rather than sorting out the cognition/behavior issue, the scope of learning strategies has been further broadened.

The second issue is about the characteristics of learning strategies. According to some researchers, language learning strategies are deliberate actions that students take to support the learning and recall of both linguistic and content area information; therefore, learning strategies can be regarded as conscious and intentional (Wenden, 1987; Oxford, 1990). Similarly, Ellis (1994) and Cohen (1998) define language learning

strategies as conscious or potentially conscious actions that learners intentionally use or as learning processes that learners consciously opt to use. Nonetheless, Oxford (1990) also claims that after language learning strategies are consciously used for a time by a learner, they may become automatic or unconscious. Thus, whether learning strategies are conscious and intentional or subconscious remains controversial.

Another concern among researchers is about the effect of language learning strategies on the development of a second language. Whereas Rubin (1987) argues that language learning strategies directly influence this development, Ellis (1994) generally views them to be an indirect effect. However, it is worth noting that language learning strategies themselves are not inherently good or bad; they are neutral until the context in which they are used is thoroughly considered (Politzer & McGroarty, 1985; Oxford, 2001). Also, Ellis (2008: 704) concludes that “*learning strategies are perhaps best defined in terms of a set of characteristics that figure in most accounts of them*”.

In general, although there are still conflicting views concerning the concept of language learning strategies, most researchers have accepted that LLS has the following characteristics: they are goal-oriented, consciously used, amenable to change, observable (behavioral) or non-observable (mental), contributing either directly or indirectly to learning, and influenced by a variety of factors (Wenden, 1987; Oxford, 1990; Ellis, 1994).

2.2.2 Classification of language learning strategies

Considerable effort has gone into classifying the strategies that learners use. According to Ellis (1994), two of the most commonly cited taxonomies are O'Malley and Chamot (1990) and Oxford (1990). The former is based on a three-way distinction between cognitive strategies, metacognitive strategies, and socio-affective learning strategies, while the latter – Oxford's taxonomy – is hierarchical, with a general distinction made between direct and indirect strategies due to their effects on language learning, each of which is then broken down into six subcategories.

According to Oxford (1990), *direct strategies* are those contributing directly to the learning development, and *indirect strategies* refer to strategies that support language learning indirectly. The six subcategories of the two groups are Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies. Among these, Memory, Cognitive, and Compensation belong to *Direct Strategies* that directly involve the target language and require mental processing of the language. The other three – Metacognitive strategies, Affective strategies, and Social strategies are considered as *Indirect Strategies*, which support and manage language learning without directly involving the target language.

In discussing the six components, Oxford points out that ‘Memory strategies’, which are used for putting new information into memory storage and for retrieving it when needed for communication (e.g., grouping, representing sounds in memory, structured reviewing, and using physical responses), is the largest and most unmanageable group. ‘Cognitive strategies’ are those that learners use to manipulate the language directly. In other words, this subcategory is responsible for not only deep

processing, forming and revising internal mental models but also receiving and producing messages in the target language. A few examples of cognitive strategies are analysis, note-taking, summarizing, outlining, and practicing structures and sounds formal. The third group, 'Compensation strategies', enables learners to use the target language despite any gaps in the knowledge of that language. To put it another way, these strategies help learners to make up for missing knowledge. For example, switching to the mother tongue, using synonyms, or guessing from the context are of great help for learners when they encounter unfamiliar words or structures in communication.

The next subcategory – 'Metacognitive strategies' – helps learners manage their process of learning. These include techniques used for organizing, planning, focusing, and evaluating one's learning, such as planning for L2 tasks, organizing materials, evaluating task success, and self-monitoring. It is clear that learners use this group of strategies to control their cognition. The fifth group is 'Affective strategies', like identifying one's anxiety level, sharing feelings, or rewarding oneself for good performance, which learners use to handle their emotional pressure during the language learning process. Finally, 'Social strategies' facilitate learning through interaction with others. This is quite understandable as language itself is one of the social aspects, and involves communication among people in society. In other words, learners use these strategies to help themselves work with others and to understand the target language and culture. Typical examples of this group are asking questions for verification, asking for help in a language task, or talking with native speakers are all examples of social strategies.

According to Ellis (1994, p. 539), Oxford (1990) proposed "*perhaps the most comprehensive classification of language learning strategies to date*". This classification framework was based on the theory that the learner should be perceived as a 'whole person' who used intellectual, social, emotional, and physical responses and was not merely a cognitive/meta-cognitive information-processing machine. Therefore, Oxford (1990) argued that her taxonomy was conceptualized in a broader way, including the social and affective sides of learners as well as the more intellectual (cognitive) and "*executive managerial*" (metacognitive) (see Figure 1). Also, Oxford's classification system served an important and practical function. It provided the foundation for a questionnaire, the Strategy Inventory for Language Learning (SILL), which has become the most popular instrument for assessing learners' use of language learning strategies to date.

To sum up, language learning strategies are techniques used by learners for remembering and organizing samples of the second language and are claimed to have a great contribution, either direct or indirect, to L2 development. As a result, one of the purposes of the current study is to find out what language learning strategies the students employ frequently, and the SILL will be used as the main instrument to investigate this issue.

I. Direct Strategies

Memory Strategies	A. Creating Mental Linkages	<ol style="list-style-type: none"> 1. Grouping 2. Associating/elaborating 3. Placing new words into a context
	B. Applying Images and Sounds	<ol style="list-style-type: none"> 1. Using 2. Semantic mapping 3. Using key words 4. Representing sounds in memory
	C. Reviewing Well	<ol style="list-style-type: none"> 1. Structured reviewing
	D. Employing Action	<ol style="list-style-type: none"> 1. Using physical response or sensation 2. Using mechanical techniques
Cognitive Strategies	A. Practicing	<ol style="list-style-type: none"> 1. Repeating 2. Formally practicing with sounds and writing systems 3. Recognizing and using formula and patterns 4. Recombining 5. Practicing naturalistically
	B. Receiving and Sending Messages	<ol style="list-style-type: none"> 1. Getting the idea quickly 2. Using resources for receiving and sending messages
	C. Analysing and Reasoning	<ol style="list-style-type: none"> 1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively (across languages) 4. Translating 5. Transferring
	D. Creating Structure for Input and Output	<ol style="list-style-type: none"> 1. Taking notes 2. Summarizing 3. Highlighting
Compensation Strategies	A. Guessing Intelligently	<ol style="list-style-type: none"> 1. Using linguistic clues 2. Using other clues
	B. Overcoming Limitations in Speaking and Writing	<ol style="list-style-type: none"> 1. Switching to the mother tongue 2. Getting help 3. Using mime or gesture 4. Avoid communication partially or totally 5. Selecting the topic 6. Adjusting or approximating the message 7. Coining words 8. Using a circumlocution or synonym

II. Indirect Strategies

Metacognitive	A. Centering your Learning	1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focus on listening
	B. Arranging and Planning your Strategies	1. Finding out about language learning 2. Organizing 3. Setting goals and objectives 4. Identifying the purpose of a learning language task (purposeful listening/reading/speaking/writing) 5. Planning for a language task 6. Seeking practice opportunities
	C. Evaluating	1. Self-monitoring your learning 2. Self-evaluating
Affective Strategies	A. Lowering your Anxiety	1. Using progressive relaxation, deep breathing or meditation 2. Using music 3. Using laughter
	B. Encouraging Yourself	1. Making positive statements 2. Taking risks wisely 3. Rewarding yourself
	C. Taking your Emotional Temperature	1. Listening to your body 2. Using a checklist 3. Writing a language learning diary 4. Discussing your feelings with someone else
Social Strategies	A. Asking Questions	1. Asking for clarification and verification 2. Asking for correction
	B. Cooperating with Others	1. Cooperating with others 2. Cooperating with proficient users of the new language
	C. Empathising with Others	1. Developing cultural understanding 2. Becoming aware of others' thoughts and feelings

Figure 2.1: Oxford's Strategy Classification System (Oxford, 1990, pp. 18-21)

2.3 The correlations among motivation, learning strategies and achievement

2.3.1 Motivation and learning achievement

The fact that motivation has a strong effect on learning achievement has been proved by numerous researchers. Gardner (1985) conducted a study to analyze the role of attitude and motivation in second language acquisition. He tested learners' language aptitude, attitudes toward the French-speaking community, the reason why learners studied French, and their effort in learning French. Also, he measured learners' achievement in French. The findings showed that language aptitude had a significant relationship with French achievement. Also, the attitudinal-motivational factors were found to be related to learners' achievement in French learning.

In addition, in the language learning motivation model, Gardner (1985) considers motivation as the independent variable and achievement in the target language as the dependent variable. According to the researcher, the higher an individual is motivated, the higher are his or her achievements. Besides, in Gardner's (1985) suggestion, the effort that learners are willing to make on language learning is determined by their attitudes and motivation. It is also worth noting that Gardner et al. (1983, 1985) have found

evidence to support the belief that proficiency in a second language is affected by attitudinal variables. Moreover, these studies show that motivation has a direct effect on situation anxiety and second language achievement.

Similarly, according to Krashen (2002), learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are well-equipped for success in second language acquisition. Nonetheless, the relationship between motivation and achievement is not linear since the positive feedback that one gets after achieving his or her goal might lead him or her to pursue a new goal; in other words, this can be the resultative motivation (Dornyei and Otto, 1998).

Regarding the relationship between the types of motivation and academic achievement, Deci et al (2004), in an empirical study, state that intrinsic motivation has a significant effect on students learning and performance. Similarly, the relationship between intrinsic motivation, course material, and higher academic performance has been confirmed by Noels, et al. (1999). More specifically, the result indicates that intrinsic motivation may be a critical predictor of learners' academic performance. According to Chang (2005:11), "*learners who were intrinsically motivated to learn were still believed to be more persistent in language learning, and this persistence may in turn contribute to learners' achievement*", whereas learners who may engage in language learning because of rewards and of punishment (i.e., extrinsically motivated) may nonetheless cease learning once the external pressure no longer exists.

Additionally, the positive correlations between intrinsic motivation and academic achievement have been shown by several studies (Gottfried, 1985, 1990; Harter & Connel, 1984; Henderlong & Lepper, 1997; Lloyd & Barenblatt, 1984). They suggest that a decline in intrinsic motivation may signify a decline in achievement (Corpus, Lepper & Iyengar, 2005). Also, when conducting research on instrumental and integrative motivation, Li and Pan (2009) conclude that instrumental motivation influences both high achievers and low achievers, while high achievers have greater integrative motivation than lower ones. It should, nevertheless, be remembered that although the need for achievement can itself be the motive for choosing to do things (Oxford & Shearin, 1994), the relationship between motivation and achievement can vary because of the different contexts in which the learning process takes place (Csilla, 1999).

2.3.2 Learning strategy use and achievement

Numerous researchers have proved that the more language learning strategies students use, the higher achievement they get. In fact, it was found that there was a positive relationship between functional practice strategy and achievement. For instance, Bialystock's (1978, cited in Chang, 2005) proved that functional practice strategy promoted learners' achievement and that this strategy was shown to be an effective one for learners of every level.

In Rubin's (1975) research, the strategic use of successful learners was observed. The research revealed that a good language learner was a willing and accurate guesser, a risk-taker, an extrovert (e.g. having a strong drive to communicate), an active learner (e.g.

taking advantage of all practice opportunities), and an optimal monitor user (e.g. being able to monitor his or her speech by focusing on both forms and meanings moderately). Also, it was suggested that strategies could be made available to less successful learners so that they could increase their success.

Chamot and El-Dinary (1999) conducted a study on children's learning strategies in immersion classrooms. The findings showed that effective young learners were more flexible with strategy use and more effective at monitoring and adapting their strategies than their less effective counterparts. The less effective learners, on the other hand, were more likely to adopt ineffective strategies to tasks. The good learners in the study reported a set of strategies they tried for a particular task.

According to Vermunt (1996), the instruction does not lead to learning automatically. The outcome of students' achievement in the course depends on the learning strategies they use. Green and Oxford (1995) found that language learning strategies of all kinds were used more frequently by higher-level students. Griffiths (2003) also discovered a positive correlation between course level and reported frequency of language learning strategy use. Park (1997) revealed a positive linear relationship between strategy use and language proficiency. The conclusion of Park (1997) was then supported by Lai's (2009) study findings. As this researcher affirmed, the learners' frequency of strategy use was directly proportional to their proficiency level. He also stated that the high proficient learners used metacognitive and cognitive strategies most frequently while memory strategy was used least frequently. The less proficient learners, on the other hand, preferred social and memory strategies to cognitive and metacognitive strategies.

2.3.3 Motivation and learning strategy use

Several researchers (Chamot & Kupper, 1989; Ely, 1989; Hsiao, 1997; Oxford et al., 1993; and Yu, 2006)) studied the relationship between motivation and learning strategy use. They found that motivation is not only a key to successful learning but also one of the predictors of strategy use. Also, Oxford and Nyikos (1989) suggested that among several factors such as beliefs, age, gender, level of proficiency, cultural background, and career choice that affect learners' use of learning strategy, motivation can be one of the most effective. As Chang (2005) claimed, students with stronger motivation were believed to use more learning strategies than less motivated ones. Similarly, Gieve (1991) administered Willing's questionnaire (in a slightly adapted form) to 156 first-year female students at a junior college in Japan. The result suggested that the strength and nature of learners' motivation was the major dimension of learning style measured by the questionnaire.

More importantly, some researchers studied more detail about types of motivation that have a significant correlation with language learning strategies. For instance, Chang & Huang (1999) found that learning motivation and language learning strategies had a significant correlation with each other, and that intrinsic motivation was significantly related to motivation level as well as with deep processing strategies – cognitive and

metacognitive strategies. Similar results were observed in the studies of Pong (2002) and Yu (2006). In her study, Pong found that intrinsic motivation and the use of metacognitive and cognitive strategies had a strong correlation with each other whereas extrinsic motivation was significantly correlated to cognitive and affective strategies. Yu (2006) also reported a strong relationship between intrinsic motivation and the use of cognitive strategies as well as metacognitive strategies. What makes Yu's (2006) study results remarkable is that besides the two mentioned strategy domains, memory strategies were found to be correlated with intrinsic motivation. More surprisingly, these three strategies also received the highest correlation with extrinsic motivation.

2.4 Previous studies

As far as the concept of motivation is considered to be an important feature in language learning, researchers have placed greater emphasis on classroom issues. For example, Oxford and Nyikos (1989) indicate that learners with high motivation to learn a language will likely use a variety of strategies. This has resulted in researchers' proposing some studies on the relationship between language learning strategies and motivation. For instance, Bacon and Finnemann (1990) explored the correlation between attitudes, motives, and strategies of university foreign language students. The results indicated that motivation played an important role in the choice of strategies. More specifically, students with non-instrumental motivation were reported to have more tendencies to use global/synthetic strategies; however, it seemed that they avoided the use of decoding/analytic comprehension strategies when they were exposed to authentic input. In the study by Chang and Huang (1999) on English learners' learning motivation and learning strategies within a Taiwanese learning context, learning motivation and language learning strategies were found to have a significant correlation with each other. Also, intrinsic motivation was reported to be significantly related to deep processing strategies: cognitive and meta-cognitive strategies. Likewise, Pong (2002) conducted an investigation into language learning motivation and the use of language learning strategies among Taiwanese senior high school students. The extrinsic motivation was found to be the most frequent type from the sample, but intrinsic motivation seemed to have a stronger relationship with achievement. Moreover, intrinsic motivation had a strong correlation with the use of metacognitive and cognitive strategies, but extrinsic motivation had a close relationship with cognitive and affective strategies.

Similarly, Mochizuki's (1999) research indicated that, after being assured by the Second Grade Test of the Society of Testing English Proficiency (STEP) and the 80-item SILL, 44 second-year and 113 first-year Japanese students used compensation strategies the most often and affective ones the least. The study also reported that motivation affected the learner's choice of strategies the most strongly of all the factors: major course, self-evaluation of English proficiency, enjoyment of English learning, and gender. Another study conducted by Chang (2005) to investigate the types of language learning motivation among English major college students and the relationship between the use of language learning strategies and language learning motivation had similar results. The

study instrument was adapted from Deci et al.'s motivational scale and Oxford's SILL. The findings showed that external motivation was the most frequent type of motivation, and the most frequently used strategy was the meta-cognitive strategy domain of "evaluating and planning strategy". Also, the students' strategy use was found to be strongly correlated with language learning motivation.

Congruent with previously mentioned studies, Peng (2001) carried out research to investigate the relationships among intrinsic and extrinsic motivation, motivation intensity, learning strategy use, gender, and academic achievement of Taiwanese high school students. The participants were asked to complete the Motivational Intensity Questionnaire (Gardner, 1985), the Motivational Questionnaire (Schmidt et al., 1996; Noels et al., 2000), and the modified SILL based on MacIntyre's model (Oxford, 1989; MacIntyre & Noels, 1996). The study designated that learning strategy use was significantly correlated with motivation intensity as well as motivation types. Also, learners' achievement and motivation affected choices of strategies significantly, but gender did not.

In Yu's (2006) study, 133 participants from junior high school in southern Taiwan completed the Motivational Questionnaire (Schmidt, Boraie, & Kassabgy, 1996) and the Strategy Inventory for Language Learning (Oxford, 1990). The result showed that junior high school students were generally extrinsically-motivated in learning English. These students also reported using English learning strategies with moderate frequency, among which meta-cognitive and compensation strategies were most commonly used by both high and low achievers. In addition, high-achievers were found to employ memory strategies least often, while cognitive strategies were least favored by mid and low-achievers. Furthermore, a significant correlation among motivation, strategy use, and English achievement could also be observed in this research.

It is worth mentioning a study conducted by Phan and Le (2009) in a Vietnamese context. This study, using a modified 8-item survey adapted from Gardener's and a 15-item possible demotivating factor survey, investigated English learning goals and motivation and some factors influencing the motivation of upper secondary students in a province in the south of Vietnam. The students were reported to have positive attitudes toward learning English and high motivation to study it. Also, they were more instrumentally than integratively motivated. In addition, the students' motivation was more demotivated by some subject-related factors rather than by teacher-related ones.

Also related to Vietnamese EFL learners was researched by Attapol Khamkhien (2010), entitled 'Factors Affecting Language Learning Strategy Reported Usage by Thai and Vietnamese EFL Learners'. This study aimed to find out the relationship between three variables – gender, motivation, and experience in studying English – and language learning strategy use by Thai and Vietnamese university students using Oxford's 80-item Strategy Inventory for Language Learning (SILL). According to the results, among these three factors, motivation was the most significant factor affecting the choice of strategies, followed by experience in studying English, and gender, respectively. Also, low-

motivated and inexperienced Vietnamese female students tended to use the six strategy categories more than their Thai counterparts.

To sum up, the literature reveals that both intrinsic motivation and extrinsic motivation play an important role in the language learning process and learning achievement. Also, the reviewed studies in this research showed a significant correlation between learners' motivation and learning strategy use, as well as the relationship between these factors and the learning process. In terms of learning strategies, many classifications have been proposed, among which Oxford's (1990) taxonomy can be regarded as the most satisfactory for this study because it provided the basis for a questionnaire, the Strategy Inventory for Language Learning (SILL), whose items are more specific, each one more or less corresponding to a language learning strategy (Tseng, Dornyei, & Schmitt, 2006). It should be noted that there is little published work on motivation and language learning strategies in the Vietnamese context. Therefore, this study utilizes the motivation questionnaire adapted from Schmidt, et al. (1996) and the SILL (Oxford, 1990) to investigate learners' types of motivation, their use of learning strategies, and the relationships between these two factors as well.

3. Methodology

This chapter introduces (1) Research design, (2) Participants, (3) Research instruments, (4) Procedures of data collection, and (5) Data analysis.

The current study was carried out to answer the following four questions:

- 1) What types of English language learning motivation do students of a university in Can Tho city have?
- 2) What types of learning strategies do these university students report using frequently?
- 3) Does the use of language learning strategies correlate with language learning motivation as a whole as well as for each motivation category?
- 4) What are the differences in the use of language learning strategies concerning the level of language learning motivation among the students?

3.1 Research design

This research is a descriptive, quantitative, and qualitative study. The two questionnaires were employed to investigate the types of motivation which exist among English non-majored students at Tay Do University as well as the learning strategy use of these students. In addition, they were used to find out the relationship between their motivation and their use of learning strategies. During this study, the types of motivation existing among students, their learning strategy use, and the relationship between learning strategy and motivation were explored.

3.2 Participants

In this study, 152 participants were randomly chosen from a population of 1,820 first-year English non-majored students at a university in Can Tho city. Their ages ranged from 19 to 20; 80 were females and 72 were males.

All of the participants had studied English for about seven years. At the university, they were required to study general English during three terms with the textbook composed by the teachers at the school where the study was conducted. This book included 04 parts: Daily conversation, Grammar, Reading Comprehension, and Writing at three levels. Thus, the students could study all the four skills, and grammar as well. When the study was carried out, the students were studying English in the second term of the academic year 2010-2011.

3.3 Research instruments

Research instruments of this study included: (1) the Questionnaire on Motivation in Learning English (adapted from Schmidt et al., 1996), (2) the Strategy Inventory for Language Learning, ESL/EFL Version 7.0 (adapted from Oxford, 1990), and (3) student interview.

According to Oxford (1990), one of the most commonly used techniques to collect data is questionnaires because they can be objectively scored and analyzed. Furthermore, Genesee and Upshur (1996) affirm that questionnaires are the most useful when employed systematically, with uniform feedback from students. However, according to Mulalic et al. (2009), researchers may misinterpret students' behaviors without careful evaluation. More specifically, interviews are concluded to be particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (McNamara, 1999). Therefore, a researcher should use a combination of both quantitative and qualitative methods to gain in-depth and accurate information.

The following section will present the instruments in detail.

3.3.1 Questionnaire on Motivation in Learning English

The first instrument was the Motivation Questionnaire adapted from Schmidt et al. (1996) in order to explore learners' types of motivation (i.e., extrinsic and intrinsic motivation) (see appendix 1). Twenty-eight items were selected from the original version and were changed so that they were more suitable for the EFL learning context of Vietnam. Although the original version had six multiple choice responses, to make it parallel to the strategy use instrument, the responses were changed into 5-point Likert scales, where (5) strongly agree and (1) strongly disagree were the two poles.

Most of the items in the questionnaire were asked from a positive viewpoint (e.g., I like learning English). Such statements would score 5 points, 4 points, 3 points, 2 points and 1 point corresponding to Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Nevertheless, there were some statements asked from the negative point of

view (e.g., Learning English is not my interest). These statements would score 1, 2, 3, 4, 5 corresponding to Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Of the 28 statements, eleven items were related to intrinsic motivation and the rest dealt with extrinsic motivation (see Table 3.1).

Table 3.1: Motivation Questionnaire items

Items	Description
1, 5, 17, 18, 20, 22, 23, 24, 25, 27 and 28	Related to intrinsic motivation
2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 21 and 26	Related to extrinsic motivation

3.3.2 Strategy Inventory for Language Learning (SILL)

The second instrument used in this study was the Strategy Inventory for Language Learning (SILL), ESL/ EFL Version 7.0 adapted from Oxford (1990) (see appendix 3). The SILL has been widely applied to examine language learners' strategy use since its items are more specific, each one more or less corresponding to a language learning strategy (Tseng et al., 2006). Moreover, according to Oxford and Nyikos (1989: 292), the SILL is considered very reliable and valid because it yielded a Cronbach alpha of .96 "based on a 1,200-person university sample," and "content validity is .95 using classificatory agreement between two independent raters".

The SILL consists of 49 items. These items were classified into six categories: nine items for memory strategies (1- 9); thirteen items for cognitive strategies (10-22); six items for compensation strategies (23-28); nine items for meta-cognitive strategies (29-37); six items for affective strategies (38- 43); and six items for social strategies (44- 49). A five-point Likert scale ranged from Strongly Agree to Strongly Disagree was used. The students have to decide whether they (5) strongly agree, (4) agree, (3) are not sure, (2) disagree or (1) strongly disagree and mark the item that best describes their learning style preferences of English.

Both questionnaires – the Motivation questionnaire and the SILL – were presented in the Vietnamese language to ensure that possible failure to understand the instructions or questions would not affect the response. In particular, the English version of the two questionnaires was translated into Vietnamese by the researcher. Then, it was cross-checked for content validity by two teachers from the university where the study was conducted to check whether there were any confusing words or expressions that might affect students' understanding of the questionnaires. To gain the conceptual equivalence between the English and Vietnamese versions of the questionnaires, two other teachers were invited to translate the questionnaires from Vietnamese back to English. Necessary modifications were made to improve such equivalence between the English and Vietnamese versions of the questionnaires. The Vietnamese versions of the two questionnaires are presented in Appendix 2 and 4.

3.3.3 Piloting the two questionnaires

A pilot test was administered to 54 randomly selected first-year students at the same university of the research one week before the administration of the survey to check the usability of the questionnaire items. 54 students for the pilot were asked to complete the Questionnaire on Motivation in Learning English and the Strategy Inventory for Language Learning one by one. The internal-consistency reliability of .80 for the Questionnaire on Motivation in Learning English and the internal-consistency reliability of .92 for the Strategy Inventory for Language Learning were obtained via the Cronbach alpha strategy. These results were acceptable for the study purpose. The students who participated in the pilot study were excluded from the data used in the major research.

3.3.4 The interview

The sample selected for interviews included eighteen students representing different degrees of intrinsic and extrinsic motivation (i.e., 3 of high intrinsic motivation and 3 of high extrinsic motivation; 3 of average intrinsic and 3 of average extrinsic; and 3 of low average intrinsic and 3 of low average extrinsic). To put it more clearly, a mean score between 3.5 and 5.0 was considered to reflect a high level of English language learning motivation, scores between 2.5 and 3.4 reflected a medium level of motivation, and scores between 1.0 and 2.4 indicated low motivation (Ehrman and Oxford, 1991).

The interview was semi-structured, done on a face-to-face, one-on-one basis, with two main questions. The first question included the participants' opinions related to intrinsic and extrinsic motivation. The second question aimed at the information related to the participants' use of learning strategies in their English learning process. During the interview, some more specific questions could also be added to fulfill the aims of the study (see appendix 5).

As stated in the previous part, the interview was used to check the consistency of the participants' responses in the two questionnaires as well as to explore further reasons to account for the results gained by the participants in their motivation types and strategy use. The results of the interview provided the study with qualitative data along with quantitative ones gained through the two questionnaires.

3.4 Procedures of data collection

At the end of the second semester of the academic year 2010-2011, the two questionnaires were administered to the participants of the study, a week after the pilot. The administration of the Questionnaire on Motivation in Learning English was done in the first week of the study (from June 1st to June 7th). The second week was used for the administration of the SILL. The following week was used to interview participants. All of the activities were included in Table 3.2 below.

Table 3.2: Procedure of data collection

Time	Research activities	Subjects
Week one (June 1 st – June 10 th)	- Questionnaire on Motivation in Learning English	- 152 English non-major students
Week two (June 11 th –June 17 th)	- The SILL	- 152 English non-major students
Week three (June 18 th – June 24 th)	- Interview	- 18 selected students

3.4.1 Administering the questionnaires

The two questionnaires were administered during normal class sessions by the researcher herself. Careful instructions were employed to obtain reliable results. First, the participants were made sure to understand the five-point scale clearly. Besides, they were asked to go through all items of the questionnaire to check if there was any item that confused them. If that was the case, then the researcher would be there to make it clear. In addition, the participants were reminded that there were no right or wrong answers and that their responses would not have any effect on their grades; therefore, they should choose the answer that was true of them, rather than the one that they thought their researcher would expect them to choose. Finally, they were asked to complete all of the items on their own.

The participants had 30 minutes to complete the Motivation questionnaire in Learning English and 50 minutes for the SILL. After that, completed questionnaires were collected by the researcher.

3.4.2 Administering the interview

The interview with eighteen students was carried out after a class session on one day. The participants were informed that the interview would be audio-taped and were first asked some informal questions so that they could be familiar with the situation. Each interview was conducted in the participants' first language – Vietnamese – in about 10 minutes (see appendix 6).

3.5 Data analysis

The data collected for analysis to explore learners' types of motivation and to investigate learners' use of learning strategies consisted of the results of: (1) the Questionnaire on Motivation in Learning English, (2) the Strategy Inventory for Language Learning, and (3) the interview.

The analyses of the collected data were carried out using the Statistical Package for the Social Sciences (SPSS) Version 11.5. In order to find out the factors of motivation and strategy use, the data of both sections were separately analyzed by exploratory factor analysis. Afterward, to understand the relationships between motivation and strategy use factors, Pearson correlations (2-tailed) were examined. A one-way ANOVA was also utilized to explore the strategies students with different types of motivation reported to use the most.

The interview results were translated into English with the help of two English teachers at the university of the study to gain more reliability in the content of the interview. These results were reported with citations of the interviewees' answers.

Briefly, this chapter has outlined the methodology of the study. The results of this study will be presented in chapter four.

4. Research Results

This chapter reports in detail the results of the study based on the data analysis gained from the two questionnaires and participant interviews. The chapter shows (1) participants' types of motivation, (2) participants' use of learning strategies, (3) the relationship between participants' motivation and their use of learning strategies, (4) the strategies participants with each motivation category reported using the most, and (5) the participants' perceptions through the interview.

4.1 Participants' types of motivation

For the measurement of participants' types of motivation, the Questionnaire on Motivation in Learning English was completed by the participants.

Before investigating the results on the scores of the questionnaire on Motivation in Learning English, the internal consistency reliability was calculated through the Cronbach alpha strategy. The result was .86, which was highly reliable (see appendix 7).

Table 4.1: Overall Mean of Student's Language Learning Motivation (LLM)

	N	Mean	Std. Deviation	Std. Error Mean
Overall LLM	152	3.61	.44	.036

According to Table 4.1, the overall mean of the participants' language learning motivation was $M = 3.61$ and the difference between the minimum and the maximum score was not high ($SD = .44$). This indicates that the participants, in general, were motivated in their learning. Moreover, the overall mean $M = 3.61$ was between 3.0 and 4.0; therefore, a One-Sample T-Test was conducted on the participants' scores to evaluate whether the mean was significantly different from 4.0, the accepted mean for a high level of motivation.

Table 4.2: Results of One Sample T-test of Overall Language Learning Motivation

	Test Value = 4.0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Overall LLM	-10.634	151	.000	-.3874	-.4593	-.3155

As shown in Table 4.1 & Table 4.2, the sample mean ($M = 3.61$, $SD = 0.44$) was significantly different from 4.0 – the accepted mean for high level of motivation ($t = -10.634$, $df = 151$,

$p = .000$). This mean score was on the scale of the high level of motivation ($M \geq 3.5$). The results indicate that the participants reported a high level of motivation in learning English.

Descriptive statistics were then used to determine the types and level of language learning motivation that the students have for studying English. Ehrman and Oxford's (1991) key was employed to report the frequency levels of motivation. A mean score between 3.5 and 5.0 was considered to reflect a high level of English language learning motivation, scores between 2.5 and 3.4 reflected a medium level of motivation, and scores between 1.0 and 2.4 indicated low motivation. A paired sample t-test was also conducted on the mean scores of participants with each motivation category to evaluate whether their mean was significantly different from another.

Table 4.3: Means and Standard Deviation for Motivation Types

Motivation type	N	M	SD
Intrinsic	152	3.56	0.55
Extrinsic	152	3.66	0.45

Table 4.4: Paired Sample T-test for Mean Difference between Motivational Types (N=152)

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	IN – EX	-.0960	.48989	.03974	-.1745	-.0175	-2.416	151	.017

As can be seen from Table 4.3 and Table 4.4, the intrinsic mean ($M = 3.56$, $SD = 0.55$) was significantly different from the extrinsic mean ($M=3.66$) ($t = -2.41$; $df = 151$; $p = .017$). This means that the mean score of participants with extrinsic motivation was higher than that of participants with intrinsic motivation. To put it another way, the participants reported a high level of extrinsic motivation ($M=3.66$), followed by intrinsic motivation ($M=3.56$). The finding was consistent with hypothesis 1 that students in the study may be generally extrinsically-oriented (see figure 4.1).

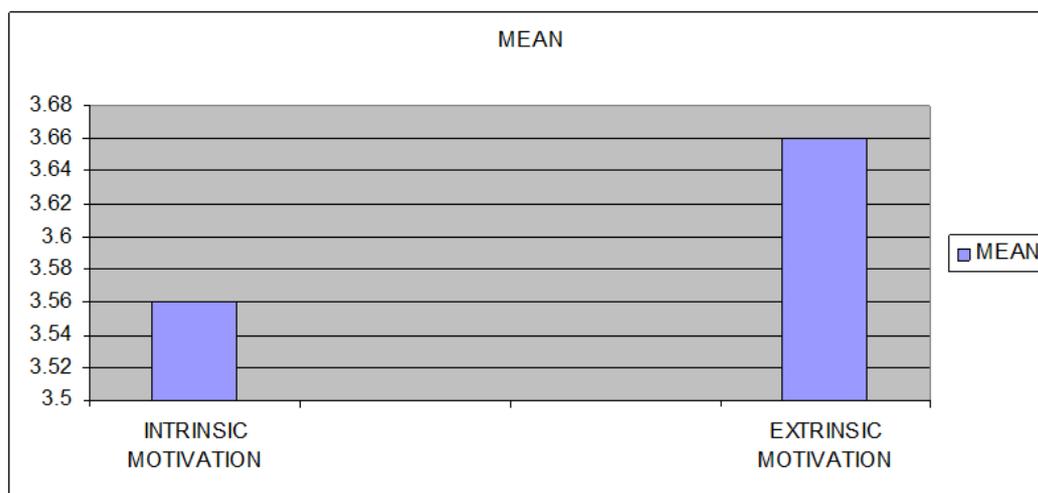


Figure 4.1: Mean Difference of Participants with Intrinsic and Extrinsic Motivation

4.2 Participants' use of learning strategies

Participants' use of learning strategies was measured through the Strategy Inventory for Language Learning.

The Cronbach's alpha for the entire questionnaire was 0.94. This indicates a good degree of reliability (see appendix 8).

Table 4.5: Overall mean of student's language learning strategies (LLS)

	N	Mean	Std. Deviation	Std. Error Mean
Overall LLS	152	2.86	.57	.046

According to Table 4.5, the overall mean of the participants' language learning strategy was $M = 2.86$ and the difference between the minimum and the maximum score was not high ($SD = .57$). This indicates that the participants, in general, used language learning strategies. Moreover, the overall mean $M = 2.86$ was between 2.0 and 3.0; therefore, a One-Sample T-Test was conducted on the participants' scores to evaluate whether the mean was significantly different from 3.0, the accepted mean for medium level of strategy use.

Table 4.6: Results of One Sample T-test of Overall Language Learning Strategies

	Test Value = 3.0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Overall LLS	-2.92	151	.004	-.137	-.229	-.044

As shown in Table 4.5 & Table 4.6, the sample mean ($M = 2.86$, $SD = 0.57$) was significantly different from 3.0 – the accepted mean for the medium level of strategy use ($t = -2.92$, $df = 151$, $p = .004$). This mean score was on the scale of the medium level of strategy use ($M \leq 3.4$). The results indicate that the participants reported a medium level of strategy use in learning English.

In addition to analyzing the overall mean score of the students' strategy use, the descriptive statistics of the participants' use of learning strategies were also computed to investigate the types of learning strategies that they reported using frequently. The descriptive statistics are displayed in Table 4.7.

Table 4.7: Descriptive Statistics of Participants' Use of Learning Strategies

	N	Min.	Max.	M	SD
MEM	152	1.22	4.44	2.77	.67
COG	152	1.15	4.69	2.98	.68
COMP	152	1.00	4.50	2.77	.71
META	152	1.22	5.00	3.15	.80
AFF	152	1.17	4.33	2.85	.63
SOCI	152	1.00	4.83	2.63	.71

As shown in Table 4.7, the mean score for meta-cognitive strategies ($M = 3.15$) was the highest among the strategies. Contrastingly, social strategies had the lowest mean score ($M = 2.63$). Other strategies were also reported, though only at a medium level; particularly, cognitive ($M = 2.98$), affective ($M = 2.85$), memory ($M = 2.77$), and compensation ($M = 2.77$). This means that the participants reported using all the strategies, among which meta-cognitive strategies were used the most frequently and social strategies, least frequently (see Figure 4.2). The finding was consistent with hypothesis 2 that students may use metacognitive strategies more than the others.

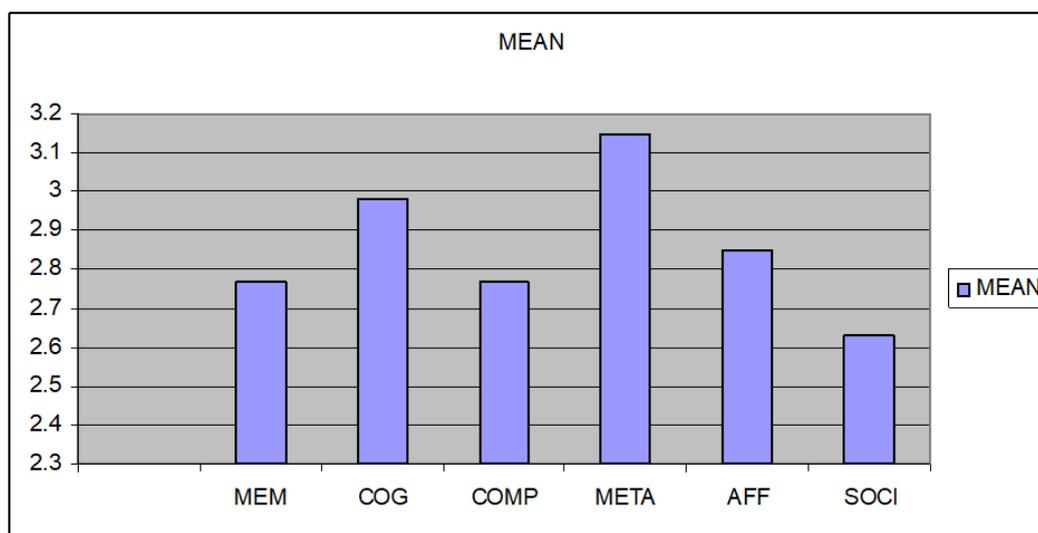


Figure 4.2: Mean Difference of Participants with Strategy Use

4.3 The relationship between participants' motivation and their use of learning strategies

To answer the third research question, Pearson's Correlation Tests were run to investigate the correlation between participants' motivation and their use of learning strategies. The tables below present the results of these tests.

Table 4.8: Correlations between Participants' Overall LLS & General Motivation

Correlation	N	R	Sig. (2-tailed)
Genemoti – Overall LLS	152	.597	.000

The statistic tests were performed at the level of .01 and the Pearson r value between general motivation and overall strategy use is 0.597 (see Table 4.8), which denotes a positive relationship between participants' general motivation and their general use of learning strategies ($r = 0.59$, $p = 0.00$), thus higher use of learning strategy is associated with higher levels of language learning motivation. In other words, the value of the Pearson correlation coefficient (0.59) indicates that there is a strong correlation between language learning motivation and learning strategy use among the participants.

Table 4.9: Correlations between Participants' Overall LLS & Categories of Motivation

Correlation	N	R	Sig. (2-tailed)
In – Overall LLS	152	.554	.000
Ex – Overall LLS	152	.493	.000

Table 4.9 indicates that the Pearson r value between intrinsic motivation and overall strategy use is $r = .55$ ($p = 0.00$) and the Pearson r value between extrinsic motivation and overall strategy use is $r = .49$ ($p = 0.00$), which shows that the relationship between the overall use of language learning strategies and the two types of language learning motivation is also significant. These results mean that participants of both motivation categories tend to use learning strategies.

Generally, there was a positive relationship between students' motivation and their use of learning strategies. This finding cooperates with hypothesis 3 that the use of language learning strategies may correlate with language learning motivation as a whole as well as for each motivation category.

4.4 The differences in the use of language learning strategies for the level of language learning motivation among the students

ANOVA tests were conducted to determine whether there were significant differences in the use of each strategy category by participants with different levels of motivation.

4.4.1 Intrinsically motivated participants

Intrinsically motivated participants were divided into three groups (high, medium, and low intrinsic motivation). It is worth restating here that levels of language learning motivation that the students had for studying English in this study were determined by Ehrman and Oxfords' (1991) key. According to these researchers, a high level of English language learning motivation has a mean score between 3.5 and 5.0, a medium level of motivation receives scores between 2.5 and 3.4, and low motivation includes scores between 1.0 and 2.4.

ANOVA tests were employed in order to confirm the mean differences for use of LLS based on levels of intrinsic LLM. The results show that successful F tests were found

on the frequency of overall strategy use ($F = 13.67$, $p = 0.00$) as well as on that of each category of strategy use: ($F = 11.21$, $p = 0.00$) in *memory* strategy; ($F = 12.65$, $p = 0.00$) in *cognitive* strategy; ($F = 4.07$, $p = 0.019$) in *compensation* strategy; ($F = 17.43$, $p = 0.00$) in *meta-cognitive* strategy; ($F = 3.07$, $p = 0.049$) in *affective* strategy; and ($F = 8.62$, $p = 0.00$) in *social* strategy (see appendix 9). This indicates that the use of six strategies varied significantly among the participants of the three levels of intrinsic motivation.

Descriptive statistics for the learning strategy use based on the participants' levels of intrinsic motivation are displayed in Table 4.10 below.

Table 4.10: Mean Rank for Use of LLS Based on Level of Intrinsic LLM (N =152)

LLS	Level of Motivation	N	Mean Rank
Memory	High Intrinsic	87	2.98
	Medium Intrinsic	61	2.50
	Low Intrinsic	4	2.30
Cognitive	High Intrinsic	87	3.20
	Medium Intrinsic	61	2.71
	Low Intrinsic	4	2.34
Compensation	High Intrinsic	87	2.89
	Medium Intrinsic	61	2.64
	Low Intrinsic	4	2.12
Meta-cognitive	High Intrinsic	87	3.44
	Medium Intrinsic	61	2.82
	Low Intrinsic	4	2.02
Affective	High Intrinsic	87	2.95
	Medium Intrinsic	61	2.72
	Low Intrinsic	4	2.50
Social	High Intrinsic	87	2.83
	Medium Intrinsic	61	2.38
	Low Intrinsic	4	2.16
Overall LLS	High Intrinsic	87	3.05
	Medium Intrinsic	61	2.63
	Low Intrinsic	4	2.24

As can be seen from Table 4.10, highly intrinsically motivated students used more strategies than medium intrinsically motivated and less intrinsically motivated students in both the overall and individual strategy categories. In addition, students with medium intrinsic levels of motivation also utilized more strategies than less intrinsically motivated students did in overall strategy use as well as of the six categories of LLS (see Figure 4.3).

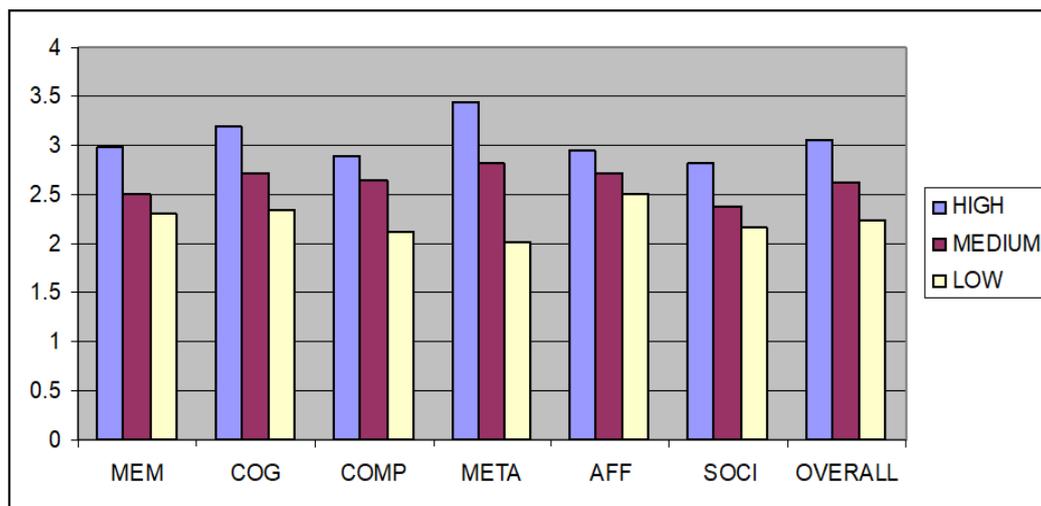


Figure 4.3: Mean Differences for Use of LLS based on Level of Intrinsic LLM

In addition, as shown in Table 4.3, the mean score for meta-cognitive strategies employed by high intrinsically motivated students ($M = 3.44$) was the highest among the strategies. Contrastingly, social strategies had the lowest mean score ($M = 2.83$). Other strategies were also reported to use; particularly, cognitive ($M = 3.20$), memory ($M = 2.98$), affective ($M = 2.95$), and compensation ($M = 2.89$). This means that the participants with high intrinsic motivation reported using all the strategies, among which metacognitive strategies were used the most frequently and social strategies, least frequently (see Figure 4.4).

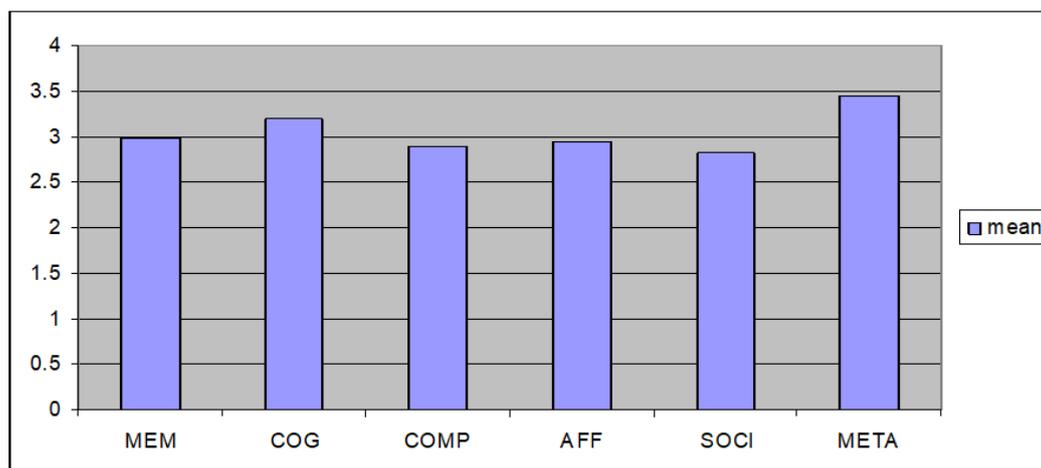


Figure 4.4: Mean Differences for Use of LLS of High Intrinsic Motivation

Also, Figure 4.4 displays that the use of learning strategy by medium intrinsically motivated participants was similar to that of the students with high intrinsic motivation. In other words, this group also employed all the strategies with *metacognitive* strategies as the most frequently ($M = 2.82$) and *social* strategies, as the least frequently ($M = 2.38$), followed by *affective* ($M = 2.72$), *cognitive* ($M = 2.71$), *compensation* ($M = 2.64$), and *memory* ($M = 2.50$) (see Figure 4.15). However, it should be noted that the mean scores for the

strategy used in this group were lower than those in the high motivation group. This points out that the frequency of strategy use rises as the degree of motivation increases and vice versa.

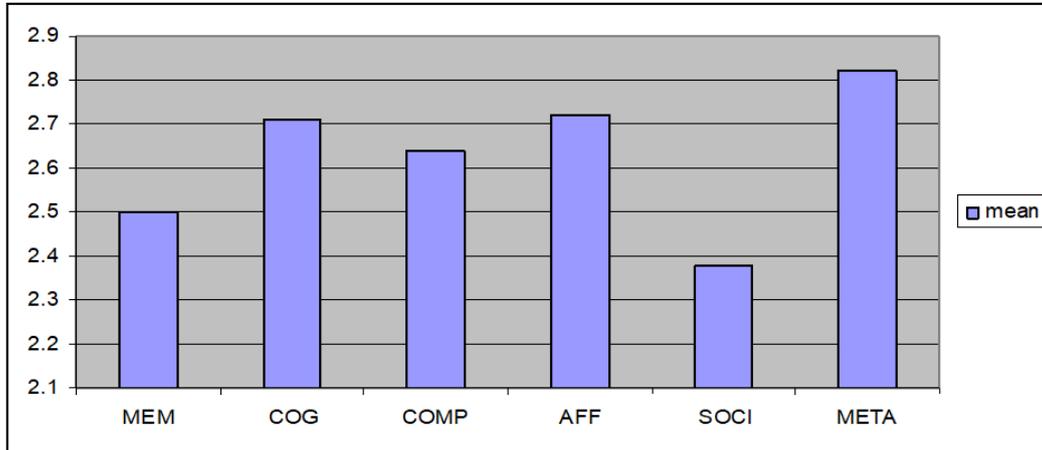


Fig. 4.5: Mean Differences for Use of LLS of Medium Intrinsic Motivation

When compared to the other two groups, the low intrinsically motivated participants employed the strategies the least frequently (see Figure 4.5). To be more specific, while *metacognitive* strategies were most favored by high and medium motivation groups, they were least used by this group with $M = 2.02$. In the meantime, the students preferred *effective* strategies the most ($M = 2.50$), *cognitive* ($M = 2.34$) the second, and *memory* ($M = 2.30$) the third. The two strategies, *social* ($M = 2.16$), and *compensation* ($M = 2.12$) were also employed by these students despite the low level (see Figure 4.6).

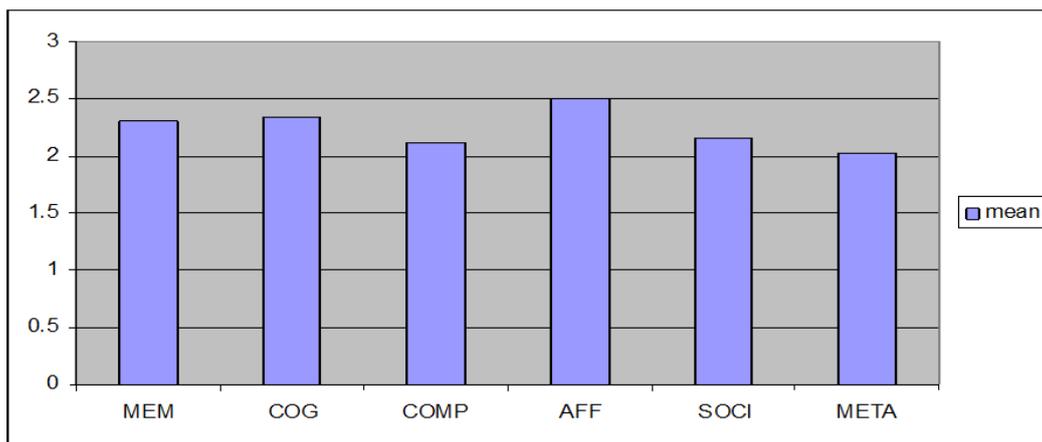


Figure 4.6: Mean Differences for Use of LLS of Low Intrinsic Motivation

Generally, the higher intrinsically motivated the participants, the more frequently they use the strategies. Also, participants with high and medium motivation levels tended *meta-cognitive* strategies, which can help develop their independent learning, while low intrinsically motivated participants preferred *effective* ones, which can help them feel more confident in learning English.

4.4.2 Extrinsically motivated participants

In order to explore the correlation among participants with high, medium, and low extrinsic motivation in terms of using learning strategies, Multiple ANOVA tests were also performed. In addition, participants' mean differences for use of LLS on levels of extrinsic motivation were also explored.

The data analysis shows that successful F tests were found on the frequency of overall strategy use ($F = 16.21, p = 0.00$) as well as that of each category of strategy use: ($F = 16.81, p = 0.00$) in *memory* strategy; ($F = 18.98, p = 0.00$) in *cognitive* strategy; ($F = 6.86, p = 0.001$) in *compensation* strategy; ($F = 13.39, p = 0.00$) in *meta-cognitive* strategy; ($F = 3.62, p = 0.029$) in *affective* strategy; and ($F = 7.65, p = 0.001$) in *social* strategy (see appendix 10). These results indicate that the use of six strategies varied significantly among the participants of the three levels of extrinsic motivation.

Mean differences for use of LLS based on the level of extrinsic LLM were displayed in the following table.

LLS	Level of Motivation	N	Mean Rank
MEM	High Extrinsic	99	2.96
	Medium Extrinsic	51	2.44
	Low Extrinsic	2	1.44
COG	High Extrinsic	99	3.19
	Medium Extrinsic	51	2.63
	Low Extrinsic	2	1.57
COMP	High Extrinsic	99	2.89
	Medium Extrinsic	51	2.57
	Low Extrinsic	2	1.58
META	High Extrinsic	99	3.34
	Medium Extrinsic	51	2.87
	Low Extrinsic	2	1.22
AFF	High Extrinsic	99	2.93
	Medium Extrinsic	51	2.73
	Low Extrinsic	2	2.00
SOCI	High Extrinsic	99	2.78
	Medium Extrinsic	51	2.38
	Low Extrinsic	2	1.66
OVERLLS	High Extrinsic	99	3.01
	Medium Extrinsic	51	2.60
	Low Extrinsic	2	1.58

Table 4.11: Mean Rank for Use of LLS based on Level of Extrinsic LLM (N =152)

Table 4.11 shows that students with high extrinsic motivation used more strategies than medium extrinsically motivated and less extrinsically motivated students in both the overall and individual strategy categories. In addition, students with medium levels of extrinsic motivation utilized more strategies than less extrinsically motivated students did in overall strategy use as well as of the six categories of LLS (see Figure 4.7).

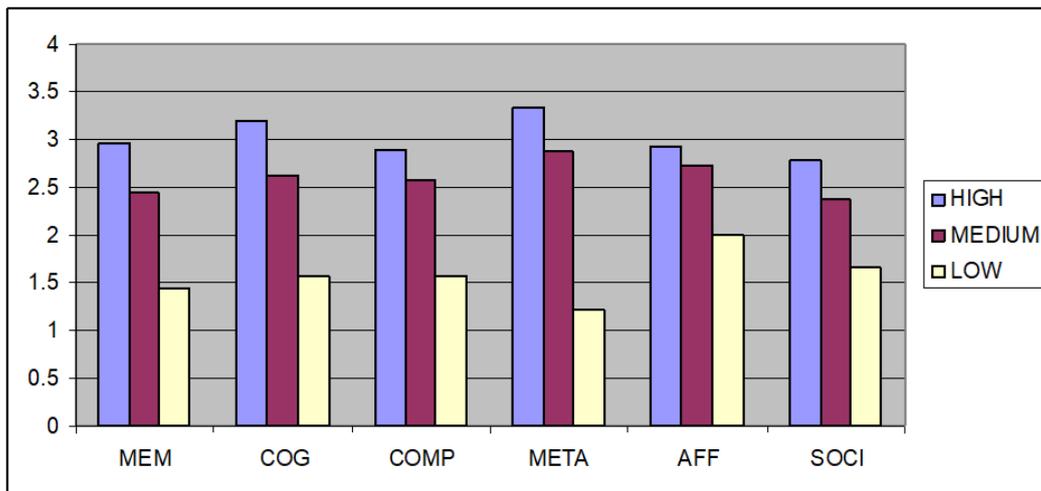


Figure 4.7: Mean Differences for Use of LLS based on Level of Extrinsic LLM

Interestingly, like intrinsically motivated participants, extrinsically motivated students at high and medium levels showed their most preference in *metacognitive* strategies (M=3.34, M=2.87, respectively) while this category was used the least frequently by the low motivation ones (M=1.22). Moreover, *social* strategies received the least interest from high and medium extrinsically motivated participants (M=2.78, M=2.38, respectively), they were ranked the second in the use by low extrinsically motivated students (M=1.66), preceded by *affective* strategies (M=2.00). (see figures 4.8, 4.9 & 4.10)

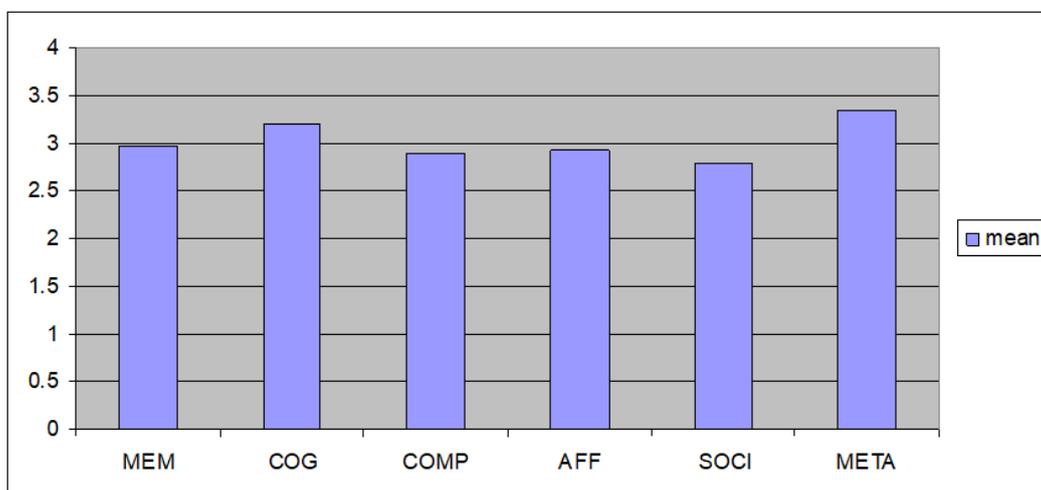


Figure 4.8: Mean Differences for Use of LLS of High Extrinsic Motivation

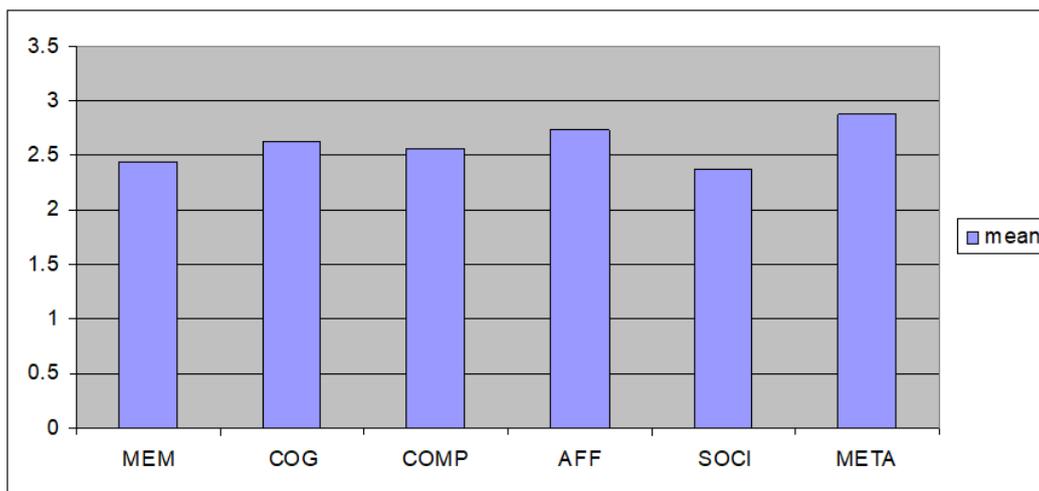


Figure 4.9: Mean Differences for Use of LLS of Medium Extrinsic Motivation

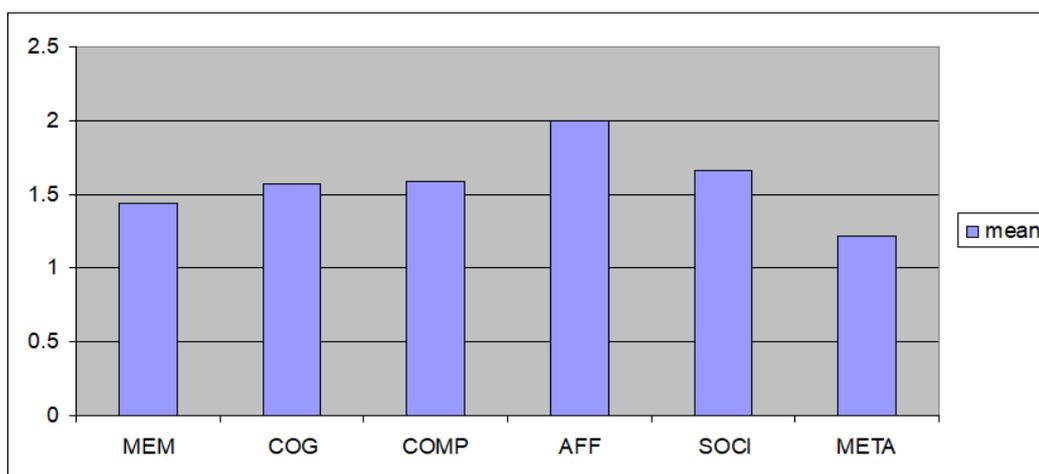


Figure 4.10: Mean Differences for Use of LLS of Low Extrinsic Motivation

The results of the strategy use of participants with different levels of motivation are also consistent with hypothesis 2 that students may use meta-cognitive strategies more than the others.

4.4.3 Intrinsically motivated participants vs. extrinsically motivated ones

The present study also explores the differences in strategy use between intrinsically motivated and extrinsically motivated participants. Therefore, independent t-tests were conducted to find out the answer.

Table 4.12: Results of Independent T-test for LLS
 by High Intrinsically & Extrinsically Motivated Participants

Strategy	High Intrinsic (N=88)		High Extrinsic (N= 99)			
	M	SD	M	SD	T	Sig.
Memory	2.96	.69	2.96	.65	-.007	.99
Cognitive	3.19	.68	3.19	.66	.024	.98
Compensation	2.88	.72	2.89	.74	-.154	.87
Meta-cognitive	3.43	.77	3.34	.79	.76	.44
Affective	2.94	.70	2.93	.69	.141	.88
Social	2.82	.75	2.78	.74	.391	.69

As shown in Table 4.12, the results showed that there was no significant difference in the use of language learning strategies, including *memory*, *cognitive*, *compensation*, *metacognitive*, *affective*, and *social strategies* among participants with high intrinsic and extrinsic motivation.

Table 4.13: Results of Independent T-test for LLS
 by Medium Intrinsically & Extrinsically Motivated Participants

Strategy	Medium Intrinsic (N=58)		Medium Extrinsic (N=52)			
	M	SD	M	SD	T	Sig.
Memory	2.52	.55	2.43	.52	.87	.38
Cognitive	2.74	.55	2.62	.51	1.12	.26
Compensation	2.63	.64	2.56	.63	.64	.54
Meta-cognitive	2.85	.68	2.84	.70	.08	.93
Affective	2.72	.47	2.72	.43	-.04	.96
Social	2.40	.55	2.38	.54	.22	.82

Similar to the high motivation group, there was no significant difference in the use of all six language learning strategies among participants with medium intrinsic and extrinsic motivation.

Table 4.14: Results of Independent T-test for LLS
 by Low Intrinsically & Extrinsically Motivated Participants

Strategy	Low Intrinsic (N=7)		Low Extrinsic (N=2)			
	M	SD	M	SD	t	Sig.
Memory	2.27	.55	1.44	.16	1.99	.08
Cognitive	2.28	.66	1.57	.60	1.35	.21
Compensation	2.38	.88	1.58	.82	1.13	.29
Meta-cognitive	2.17	.50	1.22	.00	2.54	.03
Affective	2.64	.66	2.00	.46	1.25	.25
Social	2.07	.60	1.66	.94	.76	.47

In Table 4.14, the results showed that there was no significant difference in the use of five language learning strategies, including *memory, cognitive, compensation, affective* and *social strategies* among participants with low intrinsic and extrinsic motivation. Interestingly, only meta-cognitive strategies were shown to be significantly different between low intrinsically motivated and extrinsically motivated students.

4.5 Participants' perceptions through the interview

Interviews were conducted to collect more insightful information about the participants' perceptions of their motivation and strategy use. Eighteen participants from high, medium, and low intrinsic/extrinsic motivation were invited for the interviews. There were two questions used for interviewing. One was related to types of motivation and the other dealt with strategies.

4.5.1 Participants' motivation types

Most of the interviewees (83%) reported that they were extrinsically oriented. For example, they stated that they learned English for their future career, for traveling abroad, or for knowledge enrichment. The interview results also revealed that the participants of different levels of motivation in this study learned English for external reasons. For instance, they learned because it was a required course.

"I learn English because I need it for my future job; because English helps me widen my knowledge."

"I learn English because I need it for my future job. Also, I hope that I may have a chance to travel abroad so it will help me communicate easily. Besides, I can watch a lot of foreign television channels."

"I learn English because I need it for my future job; because it is useful when I travel in many countries."

"I learn English because it is a compulsory subject at school; however, I think I may need it for my future career."

"I am required to learn this subject, but I think it may be useful for my work."

"I learn English because I need it for my future job."

Only a few participants with high, medium and low motivation (17%) showed their inherent interest in learning English.

"I learn English because I like it; because learning English is interesting."

"I learn English because I feel happy when studying English and because I like it."

4.5.2 Participants' strategy use

Generally, all six strategies were used by participants with high, medium, and low intrinsic and extrinsic motivation (88%). However, the frequency of each strategy use was completely different. Specifically, it was reported that metacognitive strategies were used most frequently by participants with high and medium intrinsic/extrinsic motivation.

"When I receive the teacher's feedback on my mistakes, I often review them; When I listen to someone who is speaking English, I pay attention to new words, pronunciation, grammar, and word choice."

"I often read news, and surf the Internet for materials in English."

"I often read books in English, and go to the library to look for English materials."

"I often buy picture books in English to read."

In contrast, 12% of participants with low intrinsic and extrinsic motivation didn't use meta-cognitive strategies; instead, they used affective strategies.

"When I feel insecure in learning English, I listen to a song to relax because it is the best solution."

"Although sometimes I felt that I would make mistakes if I used English, I still encouraged myself to speak English."

In addition, high and medium intrinsically/extrinsically motivated participants reported that they used social strategies least frequently while low intrinsically/extrinsically motivated students employed meta-cognitive strategies least frequently.

"I rarely practice speaking English with others."

"I do not have a chance to learn from English speakers."

"I am afraid of asking people to repeat when I do not understand what they speak in English."

"I only guess meanings from the context when I do not understand what people speak in English."

"When I receive the teacher's feedback on my mistakes, I do not often review them."

"I do not often surf the internet to read news, entertainment or look for English materials."

Participants with low intrinsic and extrinsic explained some reasons why they did not use meta-cognitive strategies.

"It was hard for me to understand both spoken and written English, so I rarely looked for a chance to practice it."

"I know that I myself have to care for my study, but I don't know where to start and what to do."

"I don't care much about my English learning process because I don't like learning it."

Also, the low motivation group explained why they used affective strategies frequently.

"I often feel less confident in learning English because I am not very good at English, so I always use some techniques to handle my emotional pressure during the language learning process; e.g. rewarding myself or relaxing when feeling insecure."

Furthermore, the interviewees admitted that they did not use compensation strategies frequently because they either had less experience in using them or were not aware of their helpfulness.

"When I see unfamiliar English words, I often use dictionary."

"When I cannot think of a word during a conversation in English, I use Vietnamese or keep silent."

"I do not know that compensation strategies can help me solve problems I encounter in learning English."

"I did not use the technique of guessing the meanings of the words in context because I did not know how to use it and my teachers did not tell me its helpfulness in learning English."

In addition, the participants informed that they did not care much about their learning process.

"I only concern about passing the examination as well as finishing the course, but I don't pay attention to whether I'm studying better or not."

In summary, the students' motivation types and frequently used strategies as well as the relationship between students' motivation and their use of learning strategies have just been presented. In addition, the differences in the use of language learning strategies with respect to the level of language learning motivation among the students were shown. The next chapter will present the discussion of the crucial findings, the implications, the limitations of the research, and the suggestions for further research.

5. Discussions and Conclusions

This chapter introduces (1) the summary of the crucial findings, (2) the implications, (3) the limitations of the research, and (4) suggestions for further research.

5.1 Summary of crucial findings

The study aimed to investigate motivation types existing among students in a university in Can Tho city. The study also explored learning strategies that college students reported using frequently. Moreover, the relationships between students' motivation and their use of learning strategies were examined. Lastly, the differences in the use of language learning strategies with respect to the level of language learning motivation among the students were explored.

A population of 152 participants completed the two questionnaires – the questionnaire on Motivation in Learning English (adapted from Schmidt et al., 1996), and Strategy Inventory for Language Learning (SILL, EFL/ESL 7.0 version, Oxford, 1990) and questions for interviewing. Significant findings are presented in the following part.

5.1.1 Participants' types of motivation

Data analysis from one sample t-test shows that the overall mean of the participants' language learning motivation ($M = 3.61$, $SD = 0.44$) was significantly different from 4.0 – the accepted mean for high level of motivation ($t = -10.634$, $df = 151$, $p = .000$, see tables 4.1 and 4.2). As a result, a high level of motivation in learning English was reported by participants in this study. In other words, students in the research did show interest or enthusiasm for English learning.

However, this finding of the study was incompatible with Chang's (2005). In his research, Chang (2005) explained that the students had a low level of motivation for English learning because English was considered a foreign language in Taiwan; some students in his study might not feel it necessary or fun to learn English. Also, Taiwanese students had a limited chance to use English in their daily life.

Thus, the possible explanation for the high motivation for learning English among the participants in this study may be due to the environmental factor that English is viewed as an important foreign language in Vietnam. In addition, Vietnam is integrating with the world in terms of culture, business, and other fields. Therefore, nowadays, English is indispensable for Vietnamese youth.

In addition, paired sample t-tests for the descriptive statistics of the mean scores among participants with intrinsic motivation ($M = 3.56$, $SD = 0.55$) and extrinsic motivation ($M = 3.66$, $SD = 0.45$) show that the participants in this study were more likely to exhibit a high level of extrinsic motivation than intrinsic motivation (see tables 4.3 and 4.4). In other words, the students tended to study English for factors that are less related to the language itself or the culture of the target language. For instance, they reported learning English for their future career (questionnaire item 10), for getting good marks (questionnaire item 9), or for enjoying entertainment programs (questionnaire item 2).

The results were similar to Chang & Huang's (1999), Chung's (2000), Liao's (2000), Peng's (2001), Chang's (2005), and Yu's (2006) that students in these studies were reported to be more extrinsically motivated in learning English. In fact, it was found by these researchers that most of the students learned English for a future job, for personal satisfaction or parents' expectations, etc. They also explained that the possible reasons may be that such factors as future jobs, personal satisfaction, and parents' expectations might play important roles in students' lives. Therefore, the students needed the language of English to prepare for their future job, to satisfy their personal expectations, and to make their parents happy. As Chang (2005) stated, most of his students learned English for getting rewards, fulfilling expectations, or avoiding punishment from their parents. He also confirmed that the students tended to obey parents' suggestions or live up to their expectations to get rewards or to avoid feeling guilty.

In brief, the students in this research were found to be highly motivated and this finding was consistent with hypothesis 1 that students in the study may be generally extrinsically-oriented.

5.1.2 Participants' use of learning strategies

As displayed in chapter 4, the one sample t-test to compare the overall mean of the participants' language learning strategy use with the accepted mean for the medium level ($M=3.0$) indicates that the participants, in general, reported a medium level of strategy use in learning English ($M = 2.86$) (see tables 4.5 and 4.6). This supports the conclusion that these students did not apply strategies as frequently as they could in learning English as a foreign language. It was consistent with Yu's (2006), Chang's (2005), Oxford, and Crookal's (1989) studies that students utilized strategies in the process of learning English in a medium degree (with a range from 1 to 5). Generally, in foreign language settings, EFL learners reported at the medium frequency for the overall mean strategy use on the SILL. Nonetheless, it was found that the overall mean strategy use of the EFL learners in this study was slightly lower than that of learners in other EFL settings. For instance, Nisbet (2002) with Chinese participants, Bremner (1999) with Hong Kong participants, and Park (1997) with Korean participants showed higher overall means ($M=3.45$, $M=2.99$, and $M=3.21$, respectively) than that of the learners in this study ($M= 2.86$).

"Some factors such as the English language education system, students' awareness of their learning process, teachers' teaching methods and curriculum emphases may influence the ways students learn, including the use of learning strategies" (Lai, 2009: 272). Thus, possible causes

for the low level of strategy use by the participants in this study might be that they have not been highly aware of the benefits when using learning strategies and that their teachers as well as the school leaders might not yet place a high value on incorporating learning strategy instructions into language classrooms.

In addition, it was also found that with learners in foreign language environments like the ones in this study, the mean of overall strategy use was generally lower than those found in studies conducted in second language settings (Phillips, 1991; Griffiths, 2003; Goh & Kwah, 1997). According to Wharton (2000: 229), mean differences between the foreign language and second language settings could be caused by “*availability of authentic input, interaction opportunities, and motivation*”. The present study appears to be in line with these arguments. Indeed, in Vietnam, the language in use is the mother tongue, Vietnamese. Meanwhile, English is not officially used in society but is merely a major foreign language taught in school. Therefore, authentic language input and opportunities for interaction in English are not always available in Vietnam. It is probably for this reason that the participants had a reported low level of use of English learning strategies.

According to the data analysis, the participants reported using all the strategies, though only at the medium level, with the mean between $M=2.63$ and $M=3.15$, among which metacognitive strategies were used the most frequently and social strategies the least frequently.

The results are in agreement with the data from the participants of different educational levels collected by several researchers such as Park (1997), Sheorey (1999), and Chang (2005) (with participants at tertiary level), and Yu (2006) (with the participants at junior high school). Like those participants, the students in this study appeared to make plans and set goals for language learning, which indicated autonomous involvement in the process of language learning. The specific techniques the subjects reported using most frequently included organizing, planning, focusing, and evaluating one’s own learning, such as planning for L2 tasks, organizing materials, evaluating task success, and self-monitoring. The finding that the students preferred and most frequently used metacognitive strategies was supported by Oxford’s (1990) study, which noted that metacognitive strategies might be among the most important, especially for learners at the beginning or intermediate levels.

More interestingly, the compensation strategies, which helped learners to make educated guesses or to overcome limitations in speaking and writing, seemed not to be used much by the subjects in the current study. This was not in line with Chang et al.’s (2007) and Lai’s (2009) studies, which revealed that the most frequently used strategy by their students was compensation strategies. According to these researchers, EFL learners in Taiwan rely heavily on strategies that help them to overcome deficiencies in knowledge when using English. It was suggested that the strategies related to the functions of the language were important in their English learning process (Lai, 2009). In contrast, in the English learning context of the current study, the students seemed unfamiliar with compensation strategies. A possible explanation is that they were not

taught explicitly as well as informed of the importance of these strategies. For example, a participant said, *“I didn’t use the technique of guessing the meanings of the words in context because I didn’t know how to use it and my teachers didn’t tell me its helpfulness in learning English.”*

In addition, students’ learning experience and their awareness of the learning processes were found to have an important impact on their choice of language learning strategies (Rahimi, Riazi, & Saif, 2004). This was consistent with the present study because the participants seemed not to have much experience in using compensation strategies. From participants’ perception of strategy use through interview, they showed that they did not know how to take advantage of these strategies when they encountered problems in using English. Also revealed through the interview was the students’ little care about their learning process. In other words, the students reported that what they were often concerned about was passing the examination as well as finishing the course rather than what knowledge they achieved or how they were progressing.

The above reasons could explain why participants in the present study did not use compensation strategies frequently. Consequently, teachers should consider helping students recognize the important role of compensation strategies in particular, and of other strategies in learning English in general. More importantly, they need to teach students how to take advantages of all strategies including compensation.

Among all six strategy categories, social strategies were ranked sixth in use. This low frequency of use was consistent with the finding by Rahimi, Riazi, & Saif (2004) that Iranian EFL learners reported using social strategies in learning English less frequently. In addition, this result was supported by some studies (Chamot & Kupper, 1989; Griffiths & Parr, 2001) that surveyed freshmen students of English, who reported social strategies being used with low frequency. Thus, it can be seen that the subjects in this study seemed unfamiliar with working and empathizing with others. Also, they showed that they were not in the habit of asking questions, neither when encountering problems in the learning process nor communication. According to Rahimi, Riazi, and Saif (2004), the lower use of social strategies could be explained by the nature of the Iranian EFL context, which provides poor exposure to the speakers of the target language. This was also the case in the present study. Like the Iranians, Vietnamese learners do not have much chance to get exposure to the speakers of the target language. Moreover, it might be that in the learning context of the participants, the activities which could encourage students’ team- or group-work and their empathy with others were not commonly used in the classroom; and this could lead to such a result. However, as classroom observation was not employed as an instrument in this study, the question about the classroom activities could not be satisfied.

5.1.3 The relationship between participants’ motivation and their use of learning strategies

As analyzed in chapter 4, the value of the Pearson correlation coefficient ($r = 0.59$) indicates that there is a strong correlation between learning strategy use and language

learning motivation among the participants. This means that participants of both motivation categories have a tendency to use learning strategies.

The result is consistent with those reported in other studies (Chang & Huang, 1999; Bacon & Finnemann, 1990; Chang, 2005 and Yu, 2006) that there was a positive relationship between students' motivation and their use of learning strategies. Hence, similar to the conclusion by Oxford & Nyikos (1989) and Macaro (2001), this research displays that motivation is related to high frequency and the appropriate use of language learning strategies.

These correlations could be explained according to a social psychological model of strategy use from MacIntyre (1996), which states that motivation is an essential impetus that encourages learners to apply a variety of strategies. Thus, highly motivated students would be more likely to invest time and effort needed to engage in strategy use. Also, MacIntyre and Noels (1996) suggested that students who are aware of different learning strategies and use them with less difficulty might learn the language more effectively and become more motivated to learn the language. It is suggested that the students' initial reason for engaging in learning foreign languages stimulates the progress of language learning.

In addition, it was shown that students with stronger motivation tend to employ more learning strategies than those with less strong motivation. The results were in line with the previous work that learners who had strong motivation appeared to be more willing to use various kinds of language learning strategies, whereas less motivated participants tended to use fewer learning strategies (Oxford & Nyikos, 1989; Oxford, 1990). Specifically, the present study showed that highly intrinsically/extrinsically motivated students used more strategies than medium and less intrinsically/extrinsically motivated students in both the overall and individual strategy categories. It was also the case when comparing the medium intrinsically/extrinsically motivated participants with those who were less motivated (see tables 4.10 and 4.11).

5.2 The differences in the use of language learning strategies with respect to the level of language learning motivation among the students

ANOVA tests' results on the frequency of overall strategy use ($F = 13.67$, $p = 0.00$; $F = 16.21$, $p = 0.00$) as well as on that of each category of strategy use showed that the use of six strategies varied significantly among the participants of the three levels of motivation. To be more specific, the higher the motivation the students had, the more strategies they employed, and the more frequently they used those strategies (see appendix 9 & 10).

Also, participants with high and medium motivation had a tendency toward *metacognitive* strategies, which can help develop their independent learning, while less motivated participants preferred *effective* ones, which can help them feel more confident in learning English. Chang (2005) suggested that using metacognitive for organizing, planning, focusing, and evaluating their learning, such as planning for L2 tasks, organizing materials, evaluating task success, and self-monitoring indicates autonomous involvement in the process of language learning among high and medium groups.

Similarly, Tsan (2008) suggested that the participants' attitude toward English learning could account for such findings of their learning strategy preferences; that is, high and medium motivation groups have a more active learning attitude (i.e. they showed their higher level of autonomy in learning) while less motivated groups have a passive learning attitude.

On the contrary, *social* strategies were reported as infrequently used by participants with high and medium motivation. In other words, these students tended not to use social strategies to facilitate learning through interaction with others. A possible reason is that in the context of the study the teacher usually functions as an informant, so students do not have many chances to speak English, not to mention the chance to speak with native speakers. This can result in the students' lack of awareness of the important role of social strategies in the process of learning (Tsan, 2008).

In addition, it was found from the interviewees' report that it was hard for them to understand both spoken and written English, so they rarely looked for chances to practice it. This is one of the techniques from meta-cognitive strategies that less motivated groups were unable to employ. Thus, it can be inferred that due to their low proficiency those students were unable to use these strategies. Another reason might be that they lacked the practice of meta-cognitive learning strategies as one interviewee admitted "*I know that I have to care for my study, but I don't know where to start and what to do.*" The students' lack of concern for using meta-cognitive strategies is alarming. One participant reported, "*I don't care much about my English learning process because I don't like learning it.*" Moreover, a possible reason for the less motivated group's frequent use of affective strategies is that of their low proficiency in English. A participant said, "*I often feel less confident in learning English because I am not very good at English, so I always use some techniques to handle my emotional pressure during the language learning process; e.g. rewarding myself or relaxing when feeling insecure.*"

5.3 Implications

Based on the findings and the discussion, several pedagogical implications can be drawn out.

One of the findings showed that students' intrinsic motivation was lower than that of extrinsic motivation. This suggested that teachers should emphasize increasing students' intrinsic motivation because several research studies have revealed that intrinsic motivation played an important role in enhancing second language learning (Chang, 2005). Therefore, many activities and teaching methods should be employed to draw students' interest so as to increase students' intrinsic motivation. For example, appropriate praise should be used as encouragement in classrooms by teachers to recall students' intrinsic motivation. According to Hitz and Driscoll (1989), if praise is used as encouragement, and extrinsic motives promote autonomous regulation, a sense of relatedness in the students and a properly perceived competence, students can generate intrinsic motivation (Ryan & Deci, 2000).

In addition, Madrid (2002) suggests that teachers should promote and put into practice motivational strategies which include the use of audiovisual resources and new technologies, group work, satisfying the students' needs and interests, students' participation in class, good grades and fulfillment of the students' success expectations, plus praise and rewards to increase the students' interest, attention and satisfaction within the English class. Furthermore, teachers' feedback is greatly associated with intrinsic motivation in learning. According to Ramage (1990: 215), "*When negative feedback implies incompetence, it will decrease intrinsic motivation. The type of feedback that is most salient in the teachers' behavior is reflected in student motivation*". Thus, it is very necessary to provide appropriate feedback to cultivate students' competence so that teachers may broaden students' type of motivation and thereby promote learning (Yu, 2006).

Another finding of the study indicated that the participants in the study used all language learning strategies at a medium frequency and that metacognitive strategies were used most frequently and social strategies, less frequently. It is recommended that teachers may need to offer more instruction and practice in using metacognitive strategies, monitoring the process of learning and self-evaluation strategies, which were found to have a positive influence on motivation (Chang, 2005). In other words, with motivation in mind, metacognitive strategies should, in particular, be encouraged. However, social strategies should never be neglected for a recommendation in language teaching because learners can use these strategies to help themselves work with others and to understand the target language and culture.

More importantly, foreign language teachers need to diagnose learners' level of strategy use so that teachers can analyze the strategies learners used, and use the findings as a guide to determine strategies that have the potential for improving students' learning and motivation. To put it another way, students need help from their teachers to be aware of the role of learning strategies, as well as use them effectively in the learning process. As Chamot & Kupper (1989) suggest, teachers may need to help students have a balanced use of all strategies in English learning by informing the students of the importance and helpfulness of them for their language learning. Furthermore, "*it is essential for the teachers to present each strategy with specific explanation and help learners know how to use each strategy in a given situation*" (Tsan, 2008: 92). It was shown from the results that students reported only medium frequency in using language learning strategies, which may result from their lack of knowledge on learning strategies. Consequently, "*teachers may need to introduce the concept of language learning strategies to students, and make students familiar with the learning strategies*" (Chang, 2005: 52). Also, teachers should provide learners opportunities to practice new strategies so as to integrate the new strategies into the process of language learning (Oxford, 1989).

In addition, the strong positive correlation between language learning motivation and language learning strategy among college students in the study was found to be a linear relationship. It is suggested that strategy training should be integrated into regular classroom instructions to elevate student learning motivation. "*Teachers should weave learning strategy training into regular classroom events in a natural but highly explicit way,*

providing ample opportunity for practicing strategies and transferring them to new tasks” (Oxford, 1993: 21).

6.7 Limitations of the research

Despite the positive findings identified in this study exploring students’ types of motivation, learning strategy use, the correlation between language learning motivation and language learning strategies, and the differences in the use of language learning strategies with respect to the level of language learning motivation among the students, some limitations of the present study might be noted.

Firstly, the samples of the study were restricted to only 152 participants among 1,820 English non-majored students, which may not be representative for all of the English non-majored university students in Can Tho city. Therefore, studies with more student participants were needed to generate more evidence on the investigation into motivation types and language learning strategy use, making the results of the study more persuasive and reliable to others.

Secondly, students’ motivation and use of learning strategies were assessed through questionnaires and interviews, which may undermine other individual factors, such as learners’ age, learning background, creative thinking, and affective variables. Also, it was probably that learners’ responses may not be representative of their real behaviors due to the over-estimation of their behaviors on social expectations. Consequently, other measures may need to be adopted in assessing learners’ motivation types and language learning strategies to discover the possible factors in influencing students’ motivation and strategy use in the future study.

6.4 Suggestions for further research

Based on the discussions on the results and the limitations of the present study, the researcher has put forward directions for further research.

First, the generalization of the results was limited to first-year university students in Can Tho city. Further research may study different subjects such as sophomore, junior and senior students not only in the University of the Study but also in other universities in the Mekong Delta.

Second, to get more convincing data, some more research instruments such as classroom observation and students’ diaries should be employed to measure students’ motivation and strategy use.

Third, further research needs to explore other variables and determine the differences in the use of English learning strategies based on age, gender, length of study, learning style, anxiety, etc. that may influence the use of their language learning strategies.

Finally, future studies may search for additional learning techniques, which are more universal and are not identified in the Strategy Inventory for Language Learning. According to Locastro (1994: 413), *“the respondents’ reactions to the SILL raised questions as to the extent to which such research tools and concepts can transfer across the learning*

environment". In addition, the Motivational Questionnaire used in the present study centered on intrinsic and extrinsic motivation. Future research may develop other motivation questionnaires of different taxonomies with more updated items to deal with the same issue.

In this chapter, discussions on the results of the present study have been presented. Based upon these, the pedagogical implications, the limitations of the study, and some directions for further research were also proposed.

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Appendixes

Appendix 1: Questionnaire on Motivation in Learning English (adapted from Schmidt, et al., 1996)

Name:

Age:

Male/Female:

Class:

Please read the following statements and circle the number that matches your opinion.

Motivational questionnaire	Strongly disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly agree (5)
1. I like learning English.	1	2	3	4	5
2. I learn English because I want to understand English-speaking films, videos, TV or radio.	1	2	3	4	5
3. I want to learn English because it is useful when I travel in many countries.	1	2	3	4	5
4. If I improve my English proficiency, I will earn financial benefits.	1	2	3	4	5
5. Even when I have no English class, I still learn English through such facilities as English books, the Internet, English films/TV/radio, etc.	1	2	3	4	5
6. English is important to me because it can help me easily use the Internet, which provides me with a wide knowledge of the world.	1	2	3	4	5
7. The main reason I am learning this class is that my family/my teacher /my school wants me to improve my English.	1	2	3	4	5
8. Studying English is important to me because it will enable me to get to know new people from different parts of the world.	1	2	3	4	5
9. I want to get good marks in this class because it is important to show my result to my family/teachers/my friends/others.	1	2	3	4	5
10. Studying English is important for me because I'll need it for my future career.	1	2	3	4	5
11. Everyone in Vietnam should learn English because it is a global language.	1	2	3	4	5
12. Being capable of speaking English will increase my social status.	1	2	3	4	5
13. I am learning English because I want to spend time in an English-speaking country.	1	2	3	4	5

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14. I need to know English because I will be able to easily understand information and materials in English on the Internet.	1	2	3	4	5
15. I learn English because I want to emigrate to an English-speaking country.	1	2	3	4	5
16. The reason why I learn English is that I can make friends with English-speaking tourists in my city or with people on the Internet.	1	2	3	4	5
17. I want to learn English to be able to read materials (books, journals, etc.) in English to enrich my knowledge of my major.	1	2	3	4	5
18. English learning often makes me happy.	1	2	3	4	5
19. I learn English only because it is a compulsory subject at school.	1	2	3	4	5
20. I do not like learning English even though I know English is important for me.	1	2	3	4	5
21. If my English is good, I can find a good job in a foreign company or get a post-graduate scholarship in a foreign country.	1	2	3	4	5
22. Learning English is difficult, but I like it.	1	2	3	4	5
23. I feel proud of myself if I can speak English well.	1	2	3	4	5
24. I think it is very interesting to learn English.	1	2	3	4	5
25. Learning English is not my interest.	1	2	3	4	5
26. Getting high marks in English tests motivates me in learning English.	1	2	3	4	5
27. I think learning English is boring.	1	2	3	4	5
28. Learning English is my hobby.	1	2	3	4	5

Thank You Very Much for Your Help!

Appendix 2: Bảng Câu Hỏi Về Động Lực Học Tiếng Anh (Được phỏng theo Schmidt, et al., 1996)

Tên:

Tuổi:

Nam/ Nữ:

Lớp:

Các em hãy đọc những câu dưới đây và khoanh tròn vào con số phù hợp với ý kiến của các em.

Câu hỏi về động lực	Tuyệt đối không đồng ý (1)	Không đồng ý (2)	Không chắc chắn (3)	Đồng ý (4)	Tuyệt đối đồng ý (5)
1. Tôi thích học tiếng Anh.	1	2	3	4	5
2. Tôi học tiếng Anh bởi vì tôi muốn hiểu được các phim, video, TV hoặc đài phát thanh tiếng Anh.	1	2	3	4	5
3. Tôi muốn học tiếng Anh bởi vì nó có ích khi tôi đi du lịch ở nhiều quốc gia.	1	2	3	4	5
4. Nếu khả năng tiếng Anh của tôi tốt hơn, tôi có thể kiếm được thu nhập cao hơn.	1	2	3	4	5
5. Ngay cả khi tôi không có lớp học tiếng Anh, tôi vẫn học tiếng Anh thông qua các phương tiện như sách, internet, phim /TV/ đài phát thanh tiếng Anh.	1	2	3	4	5
6. Tiếng Anh thì quan trọng với tôi bởi vì nó có thể giúp tôi dễ dàng sử dụng internet nơi cung cấp cho tôi kiến thức rộng về thế giới.	1	2	3	4	5
7. Lý do chính vì sao tôi học lớp này là ba mẹ /giáo viên / trường tôi muốn tôi học tiếng Anh tốt hơn.	1	2	3	4	5
8. Học tiếng Anh thì quan trọng với tôi bởi vì nó có thể giúp tôi làm quen được nhiều người khắp nơi trên thế giới.	1	2	3	4	5
9. Tôi muốn đạt điểm cao trong lớp này bởi vì đối với tôi, việc cho gia đình/giáo viên chủ nhiệm/bạn bè và những người khác biết kết quả học tập của mình là rất quan trọng.	1	2	3	4	5
10. Học tiếng Anh thì rất quan trọng với tôi bởi vì tôi cần nó cho nghề nghiệp tương lai của mình.	1	2	3	4	5
11. Mọi người ở Việt Nam nên học tiếng Anh bởi vì nó là ngôn ngữ toàn cầu.	1	2	3	4	5
12. Khả năng nói được tiếng Anh sẽ làm tăng địa vị xã hội của tôi.	1	2	3	4	5

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13. Tôi đang học tiếng Anh bởi vì tôi muốn đến ở một nước nói tiếng Anh một thời gian.	1	2	3	4	5
14. Tôi cần biết tiếng Anh bởi vì tôi sẽ có thể dễ dàng tìm kiếm thông tin và tài liệu bằng tiếng Anh trên Internet.	1	2	3	4	5
15. Tôi học tiếng Anh bởi vì tôi muốn di cư đến một quốc gia nói tiếng Anh.	1	2	3	4	5
16. Tôi học tiếng Anh để có thể kết bạn với khách du lịch nói tiếng Anh ở thành phố của mình hoặc với mọi người trên internet.	1	2	3	4	5
17. Tôi muốn học tiếng Anh để có thể đọc tài liệu (sách, báo . . .) bằng tiếng Anh nhằm làm giàu kiến thức cho chuyên ngành của tôi.	1	2	3	4	5
18. Học tiếng Anh thường làm tôi vui.	1	2	3	4	5
19. Tôi học tiếng Anh chỉ vì nó là một môn học bắt buộc ở trường.	1	2	3	4	5
20. Tôi không thích học tiếng Anh ngay cả khi tôi biết tiếng Anh là quan trọng với tôi.	1	2	3	4	5
21. Nếu tôi giỏi tiếng Anh, tôi có thể tìm được một công việc tốt trong một công ty nước ngoài hoặc xin được học bổng thạc sĩ ở nước ngoài.	1	2	3	4	5
22. Học tiếng Anh thì khó nhưng tôi thích.	1	2	3	4	5
23. Tôi cảm thấy tự hào về bản thân nếu tôi có thể nói tiếng Anh tốt.	1	2	3	4	5
24. Tôi nghĩ học tiếng Anh thật là thú vị.	1	2	3	4	5
25. Học tiếng Anh không phải là sở thích của tôi.	1	2	3	4	5
26. Đạt được điểm cao trong các bài kiểm tra tiếng Anh tạo động lực cho tôi trong việc học tiếng Anh.	1	2	3	4	5
27. Tôi nghĩ học tiếng Anh thật là nhạt nhẽo.	1	2	3	4	5
28. Học tiếng Anh là sở thích của tôi.	1	2	3	4	5

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Appendix 3: The Strategy Inventory For Language Learning, Esl/Efl Version 7.0
 (adapted from Oxford, 1990)

Name:
 Age:
 Male/Female:
 Class:

Please read the following statements and circle the number that matches your opinion.

Language learning strategies	Strongly disagree (1)	Disagree (2)	Are not sure (3)	Agree (4)	Strongly disagree (5)
1. I try to make connections between what I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence so I can remember them.	1	2	3	4	5
3. I connect the sound of a new English word with an image or picture of the word to help me remember the word.	1	2	3	4	5
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5. I use rhymes to remember new English words.	1	2	3	4	5
6. I use flashcards to remember new English words.	1	2	3	4	5
7. I physically act out new English words.	1	2	3	4	5
8. I often review English lessons.	1	2	3	4	5
9. I remember new English words or phrases by remembering their location on the page, on the board, or on the street sign.	1	2	3	4	5
10. I say or write new English words several times .	1	2	3	4	5
11. I try to talk like native English speakers.	1	2	3	4	5
12. I often practice pronouncing English vowels and consonants..	1	2	3	4	5
13. I use the English words I know in different ways.	1	2	3	4	5
14. I start conversations in English whenever I can.	1	2	3	4	5
15. I watch English language TV shows or movies in English.	1	2	3	4	5
16. I read for pleasure in English.	1	2	3	4	5
17. I write simple sentences in English to chat online with my friends.	1	2	3	4	5

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18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19. I try to memorize both written and spoken English sentence patterns.	1	2	3	4	5
20. I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
21. I try not to translate word-for-word.	1	2	3	4	5
22. I summarize information that I hear or read in English.	1	2	3	4	5
23. I guess the meanings of unfamiliar English words through context.	1	2	3	4	5
24. When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
25. I try to make up new words if I do not know the right ones in English.	1	2	3	4	5
26. I read English without looking up every new word.	1	2	3	4	5
27. I try to guess what the other person will say next in English.	1	2	3	4	5
28. If I can not think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
29. I try to find as many ways to use my English as I can.	1	2	3	4	5
30. I review my English mistakes to help me do better.	1	2	3	4	5
31. I pay attention to new words, pronunciation, grammar and word choice when someone is speaking English.	1	2	3	4	5
32. I try to find out how to be a better learner of English from my teachers, friends and others.	1	2	3	4	5
33. I plan my schedule so I will have enough time to study English.	1	2	3	4	5
34. I look for people I can talk to in English.	1	2	3	4	5
35. I look for opportunities to read as much as possible in English.	1	2	3	4	5
36. I have clear goals for improving my English skills.	1	2	3	4	5
37. I think about my progress in learning English.	1	2	3	4	5
38. I try to relax whenever I feel insecure in my English.	1	2	3	4	5
39. I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
40. I give myself a reward or punishment when I get good or bad marks in English tests.	1	2	3	4	5

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41. I recognize that I am tense or nervous when I am studying or using English.	1	2	3	4	5
42. I write down my feelings in a language learning diary.	1	2	3	4	5
43. I talk to someone else about how I feel when I am learning English.	1	2	3	4	5
44. If I do not understand what someone is saying in English, I ask him or her to slow down or say it again.	1	2	3	4	5
45. I ask English speakers to correct my mistakes when I talk.	1	2	3	4	5
46. I practice English with other students.	1	2	3	4	5
47. I ask for help from English speakers.	1	2	3	4	5
48. In my English class, I try to ask questions in English.	1	2	3	4	5
49. I try to learn about the culture of English speakers.	1	2	3	4	5

Thank You Very Much For Your Help!

Appendix 4: Bản Khảo Sát Chiến Thuật Học Ngôn Ngữ (Được phỏng theo Oxford, 1990)

Tên:

Tuổi:

Nam/ Nữ:

Lớp:

Các em hãy đọc những câu dưới đây và khoanh tròn vào con số phù hợp với ý kiến của các em.

Chiến thuật học ngôn ngữ	Tuyệt đối không đồng ý (1)	Không đồng ý (2)	Không chắc chắn (3)	Đồng ý (4)	Tuyệt đối đồng ý (5)
1. Tôi cố gắng liên kết giữa cái mình đã biết và cái mới học trong tiếng Anh.	1	2	3	4	5
2. Tôi đặt câu với những từ tiếng Anh mới để có thể nhớ chúng.	1	2	3	4	5
3. Tôi liên hệ âm của từ tiếng Anh với một hình tượng hoặc bức tranh để giúp tôi nhớ từ.	1	2	3	4	5
4. Tôi nhớ từ mới bằng cách tạo ra một bức tranh trong đầu về một tình huống mà từ này có thể được dùng trong tình huống đó.	1	2	3	4	5
5. Tôi sử dụng các vần trong tiếng Anh để nhớ từ mới.	1	2	3	4	5
6. Tôi sử dụng các thẻ ghi chú từ mới (bảng tranh, chữ hoặc số) để nhớ từ tiếng Anh.	1	2	3	4	5
7. Tôi học từ mới bằng cách diễn đạt chúng bằng cử chỉ, điệu bộ.	1	2	3	4	5
8. Tôi thường xuyên ôn bài tiếng Anh.	1	2	3	4	5
9. Tôi nhớ từ hoặc cụm từ tiếng Anh mới bằng cách nhớ vị trí của chúng trên trang sách, trên bảng hoặc trên bảng chỉ đường.	1	2	3	4	5
10. Tôi nói hoặc viết từ tiếng Anh mới nhiều lần.	1	2	3	4	5
11. Tôi cố gắng nói tiếng Anh giống như người bản xứ.	1	2	3	4	5
12. Tôi thường luyện phát âm các nguyên âm và phụ âm tiếng Anh.	1	2	3	4	5
13. Tôi sử dụng từ tiếng Anh tôi biết bằng nhiều cách khác nhau.	1	2	3	4	5
14. Tôi bắt chuyện bằng tiếng Anh bất cứ lúc nào tôi có thể.	1	2	3	4	5
15. Tôi xem các chương trình TV hoặc phim ảnh bằng tiếng Anh.	1	2	3	4	5
16. Tôi đọc để giải trí bằng tiếng Anh.	1	2	3	4	5

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17. Tôi viết những câu đơn giản bằng tiếng Anh để tán gẫu với bạn bè trên internet.	1	2	3	4	5
18. Đầu tiên tôi đọc lướt qua đoạn văn tiếng Anh (đọc đoạn văn thật nhanh) rồi sau đó quay lại và đọc kỹ hơn.	1	2	3	4	5
19. Tôi cố gắng nhớ những mẫu câu tiếng Anh trong văn nói lẫn văn viết.	1	2	3	4	5
20. Tôi tìm nghĩa của một từ tiếng Anh bằng cách chia nó ra làm nhiều phần mà tôi hiểu được.	1	2	3	4	5
21. Tôi cố gắng không dịch từng từ một.	1	2	3	4	5
22. Tôi tóm tắt thông tin mà tôi nghe hay đọc bằng tiếng Anh.	1	2	3	4	5
23. Tôi đoán nghĩa những từ tiếng Anh mới thông qua ngữ cảnh.	1	2	3	4	5
24. Khi tôi không thể suy nghĩ ra từ cần nói trong lúc đàm thoại bằng tiếng Anh, tôi diễn tả bằng điệu bộ.	1	2	3	4	5
25. Tôi cố gắng tạo từ mới nếu tôi không biết được từ đúng bằng tiếng Anh.	1	2	3	4	5
26. Tôi đọc tiếng Anh mà không cần tra từ điển mỗi từ mới.	1	2	3	4	5
27. Trong lúc đàm thoại bằng tiếng Anh, tôi cố gắng đoán trước ý người khác sẽ nói tiếp theo.	1	2	3	4	5
28. Nếu tôi không thể nghĩ ra một từ tiếng Anh, tôi sử dụng một từ hoặc cụm từ đồng nghĩa.	1	2	3	4	5
29. Tôi cố gắng tìm nhiều cách để sử dụng tiếng Anh.	1	2	3	4	5
30. Tôi xem lại những lỗi trong tiếng Anh để có thể học tốt hơn.	1	2	3	4	5
31. Tôi chú ý đến từ mới, cách phát âm, ngữ pháp và cách dùng từ khi nghe người khác nói tiếng Anh.	1	2	3	4	5
32. Tôi cố gắng học hỏi từ thầy cô, bạn bè và những người khác để có thể trở thành người học tiếng Anh tốt hơn.	1	2	3	4	5
33. Tôi lập thời khóa biểu để có đủ thời gian học tiếng Anh.	1	2	3	4	5
34. Tôi tìm người có thể nói chuyện bằng tiếng Anh với tôi.	1	2	3	4	5
35. Tôi tìm cơ hội để đọc tiếng Anh càng nhiều càng tốt.	1	2	3	4	5
36. Tôi có mục tiêu rõ ràng để cải thiện các kỹ năng tiếng Anh của mình.	1	2	3	4	5
37. Tôi luôn xem xét, đánh giá về tiến độ học tiếng Anh của mình.	1	2	3	4	5
38. Tôi cố gắng thư giãn bất cứ lúc nào tôi cảm thấy lo lắng khi học tiếng Anh.	1	2	3	4	5
39. Tôi tự khuyến khích mình nói tiếng Anh ngay cả khi tôi sợ phạm lỗi khi nói.	1	2	3	4	5

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40. Tôi tự thưởng cho mình hoặc phạt mình khi tôi đạt được điểm tốt hoặc điểm xấu trong các bài kiểm tra tiếng Anh.	1	2	3	4	5
41. Tôi thấy rằng tôi hay lo lắng, bồn chồn khi tôi đang học hoặc sử dụng tiếng Anh.	1	2	3	4	5
42. Tôi viết cảm nghĩ của mình trong nhật ký học ngoại ngữ.	1	2	3	4	5
43. Tôi kể cho người khác nghe về cảm nhận của tôi trong lúc học tiếng Anh.	1	2	3	4	5
44. Nếu tôi không hiểu người khác nói gì bằng tiếng Anh, tôi yêu cầu anh ấy hoặc cô ấy nói chậm hoặc lặp lại.	1	2	3	4	5
45. Tôi nhờ người bản xứ nói tiếng Anh sửa lỗi cho tôi trong lúc nói chuyện.	1	2	3	4	5
46. Tôi thực hành tiếng Anh với những sinh viên khác.	1	2	3	4	5
47. Tôi nhờ giúp đỡ từ những người bản xứ nói tiếng Anh.	1	2	3	4	5
48. Tôi cố gắng đặt câu hỏi bằng tiếng Anh trong lớp học tiếng Anh.	1	2	3	4	5
49. Tôi cố gắng học văn hóa của người nói tiếng Anh.	1	2	3	4	5

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Appendix 5: Questions For Interviewing

1. Why do you study English?

a. Suggested questions related to intrinsic motivation:

- Do you study English because you like it?
- Do you feel happy when studying English? Why?
- Is learning English interesting?

b. Suggested questions related to extrinsic motivation:

- Do you learn English because you need it for your future career?
- Do you learn English only because it is a compulsory subject at school?
- Do you learn English because it is useful when you travel in many countries?

2. How do you learn English?

a. Suggested questions related to meta-cognitive strategies:

- What do you think about your English? Do you think you are at high, medium or low level of proficiency?
- When you receive the teacher's feedback on your mistakes, what do you do? Do you review them to study better?
- When you listen to someone speaking English, do you pay attention to new words, pronunciation, grammar, and word choice?
- Do you often read in English? What do you read? How can you find those materials? From bookstores, libraries, the internet, or any other resources?
- When you got poor marks in English, did you try to find out the reasons? Did you do anything to improve your English after that? How?
- Do you have a plan for your English learning? Have you ever tried to find out a suitable way for yourself to study English better?

b. Suggested questions related to cognitive strategies:

- What do you do to remember new English words?
- Do you say or write new English words several times to remember them?
- Do you use new English words in a sentence so you can remember them?
- How do you practice English sound? Do you notice vowels (e.g. /ei/, /i/, /ai/, /ou/) or consonants (e.g. /t/, /s/, /m/...)?
- Do you watch English language TV shows or movies?

c. Suggested questions related to compensation strategies

- When you do not understand English words while reading, what do you do to know their meanings?

- Do you guess the meanings of unfamiliar English words through context? Have you ever used this strategy?
- When you can not think of a word during a conversation in English, what do you do? Do you use gestures? Have you ever used this strategy? Have you known about these strategies? Have you ever learned how to use them?

d. Suggested questions related to affective strategies

- When you feel insecure or nervous in studying English, what do you do? Do you try to relax? How?
- When you are afraid of making mistakes in using English, what do you do? Do you encourage yourself to use it or do you give up? How often you find yourself in that situation?
- Are you confident in learning English? Why/why not?
- If you are not confident, what do you do to overcome this?

e. Suggested questions related to memory strategies

Do you often try to learn by heart English vocabulary and structures? If yes, how do you do that? (Do you use them in a sentence? Do you use flashcards? Do you often review them?)

f. Suggested questions related to social strategies

- If you do not understand what someone is saying in English, what do you do? Do you ask him or her to slow down or say it again?
- Do you often practice English with other students?

Appendix 6: Câu Hỏi Phỏng Vấn

1. Tại sao em học tiếng Anh?

a. Câu hỏi gợi ý cho việc học tiếng Anh do các tác động bên trong

- Có phải em học tiếng Anh là do em thích?
- Em có cảm thấy vui khi học tiếng Anh không? Tại sao?
- Học tiếng Anh có thú vị không?

b. Câu hỏi gợi ý cho việc học tiếng Anh do các tác động bên ngoài

- Có phải em học tiếng Anh vì em cần nó cho nghề nghiệp tương lai?
- Có phải em học tiếng Anh vì nó là môn học bắt buộc ở trường?
- Có phải em học tiếng Anh vì nó hữu ích khi em đi du lịch ở nhiều quốc gia?

2. Em học tiếng Anh như thế nào?

a. Câu hỏi gợi ý cho việc sử dụng chiến thuật siêu nhận thức

- Em nghĩ gì về tiếng Anh của em? Theo em, trình độ tiếng Anh của em là cao, trung bình hay thấp?
- Khi em nhận được góp ý của giáo viên về lỗi của em trong bài làm, em làm gì với những lỗi này? Em có xem lại những lỗi đó để giúp mình học tốt hơn không?
- Khi em nghe ai đó nói tiếng Anh, em có chú ý đến từ mới, cách phát âm, ngữ pháp và cách dùng từ không?
- Em có thường đọc tiếng Anh không? Em đọc những tài liệu gì? Em có thể tìm những tài liệu đó bằng cách nào? từ nhà sách, thư viện, internet hoặc bất kỳ các nguồn khác?
- Khi em bị điểm thấp môn tiếng Anh, em có cố gắng tìm hiểu nguyên nhân tại sao không? Sau đó em có làm gì để cải thiện tiếng Anh của em không? Bằng cách nào?
- Em có kế hoạch cho việc học tiếng của em không? Em đã từng cố gắng tìm cho mình một phương pháp phù hợp để học tiếng Anh tốt hơn chưa?

b. Câu hỏi gợi ý cho việc sử dụng chiến thuật nhận thức

- Em là gì để nhớ từ mới tiếng Anh?
- Em có nói hoặc viết từ mới tiếng Anh nhiều lần để nhớ chúng không?
- Em có đặt câu với các từ mới để có thể nhớ chúng không?
- Em thực hành các âm của tiếng Anh như thế nào? Em có chú ý đến các nguyên âm như /ei/, /i/, /ai/, /ou/ hay là /t/, /s/, /m/...?
- Em có xem các chương trình TV hay phim ảnh bằng tiếng Anh không?

c. Câu hỏi gợi ý cho việc sử dụng chiến thuật điều đình trong học tập

- Khi em không hiểu các từ tiếng Anh mới trong lúc đọc, em làm gì để biết nghĩa của chúng?

- Em có đoán nghĩa của những từ mới thông qua ngữ cảnh không? Em đã từng sử dụng chiến thuật này chưa?
- Khi em không thể suy nghĩ ra một từ cần nói trong lúc đàm thoại bằng tiếng Anh, em làm gì? Em có sử dụng cử chỉ và điệu bộ không? Em đã từng sử dụng chiến thuật này chưa? Em có biết những chiến thuật này không? Em có từng học cách sử dụng những chiến thuật này chưa?

d. Câu hỏi gợi ý cho việc sử dụng chiến thuật có ảnh hưởng trong học tập

- Khi em cảm thấy lo lắng hay hồi hộp trong lúc học tiếng Anh, em làm gì? Em có cố gắng thư giãn không? Bằng cách nào?
- Khi em sợ phạm lỗi trong lúc sử dụng tiếng Anh, em làm gì? Em có tự khuyến khích mình sử dụng tiếng Anh không? hay là em từ bỏ? Em có thường gặp những tình huống như vậy không?
- Em có tự tin trong việc học tiếng Anh không? Hãy nêu lý do cho câu trả lời của em.
- Nếu em không tự tin, em làm gì để vượt qua chuyện này?

e. Câu hỏi gợi ý cho việc sử dụng chiến thuật ghi nhớ

Em có thường cố gắng học thuộc lòng từ vựng và cấu trúc tiếng Anh không? Nếu có, em học bằng cách nào? (Em có sử dụng chúng trong câu không? Em có sử dụng các thẻ ghi chú từ mới không? Em có thường ôn lại chúng không?)

f. Câu hỏi gợi ý cho việc sử dụng chiến thuật giao tiếp

- Nếu em không hiểu người khác nói gì bằng tiếng Anh, em thường làm gì? Em có yêu cầu anh ấy hoặc cô ấy nói chậm hoặc lặp lại không?
- Em có thực hành tiếng Anh với những sinh viên khác không?

Appendix 7: Reliability Analysis of Questionnaire on Motivation in Learning English

		Mean	Std Dev	Cases
1.	M1	3.9013	.8359	152.0
2.	M2	3.5000	1.0164	152.0
3.	M3	3.9605	.8603	152.0
4.	M4	4.5066	.6611	152.0
5.	M5	3.0789	.9596	152.0
6.	M6	4.1776	.7814	152.0
7.	M7	3.2105	1.1884	152.0
8.	M8	3.9145	.9203	152.0
9.	M9	3.3158	1.1533	152.0
10.	M10	4.6118	.5644	152.0
11.	M11	4.2895	.7943	152.0
12.	M12	3.6053	.8624	152.0
13.	M13	2.7237	1.0808	152.0
14.	M14	4.0395	.8046	152.0
15.	M15	2.1053	1.0495	152.0
16.	M16	3.6118	1.0167	152.0
17.	M17	4.0592	.8157	152.0
18.	M18	3.4211	.9527	152.0
19.	M19	2.3947	1.2079	152.0
20.	M20	1.8355	1.0638	152.0
21.	M21	4.1053	.8852	152.0
22.	M22	3.7566	.9420	152.0
23.	M23	4.3816	.7273	152.0
24.	M24	3.7237	.9221	152.0
25.	M25	3.5066	1.1680	152.0
26.	M26	4.1579	.8065	152.0
27.	M27	4.0855	.9963	152.0
28.	M28	3.4605	1.0091	152.0

Appendix 7: Reliability Ananlysis-Scale (Alpha)

a. Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
M1	97.5395	141.2700	.4820	.8605
M2	97.9408	140.4799	.4164	.8619
M3	97.4803	138.7281	.5960	.8575
M4	96.9342	146.5652	.2839	.8650
M5	98.3618	141.0139	.4217	.8618
M6	97.2632	142.7780	.4368	.8617
M7	98.2303	146.9466	.1106	.8724
M8	97.5263	136.3172	.6692	.8551
M9	98.1250	141.6465	.3122	.8656
M10	96.8289	145.2421	.4400	.8626
M11	97.1513	143.4405	.3929	.8627
M12	97.8355	144.3900	.3094	.8646
M13	98.7171	136.5883	.5458	.8579
M14	97.4013	140.8909	.5239	.8596
M15	99.3355	139.2973	.4500	.8609
M16	97.8289	137.1494	.5611	.8577
M17	97.3816	138.9130	.6224	.8572
M18	98.0197	135.8605	.6654	.8550
M19	99.0461	153.5409	-.1154	.8798
M20	99.6053	156.4657	-.2274	.8806
M21	97.3355	140.3039	.4987	.8599
M22	97.6842	137.0254	.6182	.8564
M23	97.0592	142.7448	.4760	.8611
M24	97.7171	136.7737	.6455	.8558
M25	97.9342	138.2473	.4345	.8616
M26	97.2829	142.2307	.4505	.8613
M27	97.3553	144.5484	.2507	.8666
M28	97.9803	135.7148	.6300	.8556

Reliability Coefficients

N of Cases = 152.0

N of Items = 28

Alpha = .8666

Appendix 8: Reliability Analysis of the Strategy Inventory For Language Learning

		Mean	Std Dev	Cases
1.	S1	3.2697	1.0292	152.0
2.	S2	2.7434	1.1877	152.0
3.	S3	2.8750	1.1698	152.0
4.	S4	2.7961	1.1756	152.0
5.	S5	2.8092	1.0594	152.0
6.	S6	2.3092	1.1750	152.0
7.	S7	2.1118	1.1191	152.0
8.	S8	3.1316	1.0401	152.0
9.	S9	2.9079	1.1813	152.0
10.	S10	3.8947	1.1227	152.0
11.	S11	2.9276	1.2076	152.0
12.	S12	2.5000	1.0422	152.0
13.	S13	2.8816	1.1035	152.0
14.	S14	2.6053	1.2024	152.0
15.	S15	2.9868	1.1848	152.0
16.	S16	2.0329	1.0760	152.0
17.	S17	3.7039	1.1499	152.0
18.	S18	3.5395	1.1151	152.0
19.	S19	3.2434	1.0734	152.0
20.	S20	2.6645	1.2067	152.0
21.	S21	2.9605	1.2064	152.0
22.	S22	2.8816	1.0731	152.0
23.	S23	3.3224	1.0894	152.0
24.	S24	3.1053	1.2134	152.0
25.	S25	2.3355	1.0544	152.0
26.	S26	2.1447	1.1760	152.0
27.	S27	2.7171	1.1123	152.0
28.	S28	3.0066	1.1069	152.0
29.	S29	3.1382	1.0921	152.0
30.	S30	3.4539	1.1267	152.0
31.	S31	3.5132	1.1217	152.0
32.	S32	3.7632	1.0405	152.0
33.	S33	2.5329	.9554	152.0
34.	S34	2.6118	1.0799	152.0
35.	S35	3.1382	1.1279	152.0
36.	S36	2.9737	1.0545	152.0
37.	S37	3.2895	.9672	152.0
38.	S38	3.5724	1.0710	152.0
39.	S39	3.0592	1.1113	152.0
40.	S40	2.3750	1.0846	152.0
41.	S41	3.4803	1.1678	152.0
42.	S42	1.5658	.8029	152.0
43.	S43	3.0724	1.2021	152.0
44.	S44	3.7632	1.0341	152.0
45.	S45	1.9079	1.1529	152.0
46.	S46	2.9013	1.0720	152.0

47.	S47	1.8487	1.0658	152.0
48.	S48	2.6711	1.1145	152.0
49.	S49	2.7237	1.1462	152.0

Reliability Analysis-Scale (Alpha)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
S1	138.4934	810.8609	.5454	.9466
S2	139.0197	799.4632	.6405	.9460
S3	138.8882	815.5702	.4034	.9474
S4	138.9671	813.1049	.4386	.9472
S5	138.9539	810.2959	.5384	.9466
S6	139.4539	813.8389	.4277	.9473
S7	139.6513	815.7121	.4212	.9473
S8	138.6316	812.9627	.5032	.9468
S9	138.8553	807.3696	.5232	.9467
S10	137.8684	811.5720	.4855	.9469
S11	138.8355	799.6880	.6258	.9461
S12	139.2632	803.4800	.6656	.9460
S13	138.8816	803.2839	.6297	.9461
S14	139.1579	810.5974	.4651	.9471
S15	138.7763	816.5589	.3829	.9476
S16	139.7303	809.2314	.5472	.9466
S17	138.0592	817.3673	.3833	.9475
S18	138.2237	800.5324	.6674	.9459
S19	138.5197	803.1122	.6513	.9460
S20	139.0987	804.2617	.5577	.9465
S21	138.8026	815.8416	.3859	.9476
S22	138.8816	811.4296	.5122	.9468
S23	138.4408	813.8905	.4635	.9471
S24	138.6579	810.6239	.4602	.9471
S25	139.4276	814.4583	.4706	.9470
S26	139.6184	829.1382	.1974	.9487
S27	139.0461	810.0575	.5148	.9468
S28	138.7566	805.0596	.5987	.9463
S29	138.6250	803.3088	.6363	.9461
S30	138.3092	796.9038	.7187	.9456
S31	138.2500	800.6258	.6618	.9459
S32	138.0000	803.4570	.6671	.9460
S33	139.2303	805.7546	.6863	.9460
S34	139.1513	801.6127	.6723	.9459
S35	138.6250	797.3485	.7107	.9456
S36	138.7895	807.2269	.5933	.9464
S37	138.4737	816.8867	.4715	.9470
S38	138.1908	818.6057	.3939	.9474

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S39	138.7039	804.7793	.6007	.9463
S40	139.3882	815.6828	.4363	.9472
S41	138.2829	845.2638	-.0403	.9500
S42	140.1974	821.4310	.4740	.9471
S43	138.6908	832.7316	.1400	.9491
S44	138.0000	803.5364	.6701	.9460
S45	139.8553	806.2968	.5539	.9465
S46	138.8618	816.2126	.4331	.9472
S47	139.9145	814.9661	.4567	.9471
S48	139.0921	805.8855	.5810	.9464
S49	139.0395	815.3097	.4166	.9473

Reliability Coefficients

N of Cases = 152.0

N of Items = 49

Alpha = .9479

Appendix 9: Multiple Anova Tests on Strategy Use by Intrinsic Motivation Level

		SS	Df	F	Sig.
MEM	Between Groups	8.94	2	11.21	.000
	Within Groups	59.38	149		
	Total	68.32	151		
COG	Between Groups	10.33	2	12.65	.000
	Within Groups	60.85	149		
	Total	71.19	151		
COMP	Between Groups	3.95	2	4.07	.019
	Within Groups	72.38	149		
	Total	76.34	151		
META	Between Groups	18.78	2	17.43	.000
	Within Groups	80.28	149		
	Total	99.06	151		
AFF	Between Groups	2.38	2	3.07	.049
	Within Groups	57.69	149		
	Total	60.07	151		
SOCI	Between Groups	8.10	2	8.62	.000
	Within Groups	69.93	149		
	Total	78.03	151		
OVERLLS	Between Groups	7.79	2	13.67	.000
	Within Groups	42.46	149		
	Total	50.25	151		

Appendix 10: Multiple Anova Tests On Strategy Use By Extrinsic Motivation Level

		SS	Df	F	Sig.
MEM	Between Groups	12.58	2	16.81	.000
	Within Groups	55.74	149		
	Total	68.32	151		
COG	Between Groups	14.46	2	18.98	.000
	Within Groups	56.73	149		
	Total	71.19	151		
COMP	Between Groups	6.44	2	6.86	.001
	Within Groups	69.89	149		
	Total	76.34	151		
META	Between Groups	15.10	2	13.39	.000
	Within Groups	83.96	149		
	Total	99.06	151		
AFF	Between Groups	2.78	2	3.62	.029
	Within Groups	57.29	149		
	Total	60.07	151		
SOC	Between Groups	7.26	2	7.65	.001
	Within Groups	70.76	149		
	Total	78.03	151		
OVERLLS	Between Groups	8.98	2	16.21	.000
	Within Groups	41.27	149		
	Total	50.25	151		

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