

**CORRELATION BETWEEN MOTIVATIONAL ACHIEVEMENT AND L2
LEARNING STRATEGIES: A CASE STUDY OF GRADUATE EFL STUDENTS IN
PAKISTAN**

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ABSTRACT

L2 learners use various strategies to get success through motivational achievement, which is cognitive mediator variable between motivation and motivational behavior. It impacts learners' strategies use. This study reveals motivational impacts on strategy use in typical learning styles and impact of various levels of motivations on students. Findings of this study reveal that compensation and meta-cognitive strategies are used more frequently than cognitive and affective. Besides, three strategies "using multiple words", "involving in L2 speaking" and "listening native speakers are less in use. Relationship between motivation and strategy use leads to success and significantly correlated to other L2 learning strategies. Besides, motivational failure has negative impact without significantly correlated to other strategies and motivation and motive to get success have positive correlation.

Keywords: motivation; learning strategies; speakers; achievement, students; graduate.

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1. INTRODUCTION

1.1. Concept of Motivational Achievement

Motivation leads to success and works as driving force to the learners' behavior, while motivational achievement works as governing the behavior related to output of learning. Motivational achievement in EFL class plays key role to achieve language proficiency [1] and may be defined now as concerning with success in some standard of quality. L2 Learners having strong spirit show high level of motivational achievement that they may obtain their aim [2]. According to [3], people receive motivation for change just as they find changes in age and maturity. The theory given by [4], one of the theories attributed to a tendency of undertaking some kind of activity related to cognitive expectations or beliefs and that activity produced positive consequences to the individual learner. In [5] classified it into progressive motivation taken to achievement and adverse propensity to escape failure. As learner's behavior is not only related to their motivational success, but also to his expectations to achievement or disappointment and motivation to provide driving force for accomplishment or refraining propensity to avoid disappointment.

1.2. Learning Strategies

Rubin's "Cognitive processes [6]", Politzer and McGroarty's "learning behaviors [7]" and Ellis's "tactics" terms have been used to define strategies which are accounted for their object of acquiring knowledge, regulating learning, making learning process more effective are distinctive but having most things in common [8]. "Strategy" is defined as stages taken by beginners for improving their learning ability [9]. According to [10], three factors have marginal impacts on language skills, robust repertoire, and self-identity of learning strategies. The present study discusses learning strategies to be specific actions which a learner has to take so that learning procedure may be easier and effective, faster and enjoyable, self-directed as well as more exchangeable [10]. Strategy Inventory for Language learning (SILL) is more common to stimulate levels of strategy use to apply in different learning environments, which calls for comparing strategy use in distinctive cultures. There are two indirect and direct learning strategies which are generally subdivided into further six groups. Direct learning strategies consist of, memory, compensation and cognitive strategies while indirect learning strategies have affective and metacognitive social approaches.

1.3. Theories and Research on Motivational Achievement and Learning Strategies

Research Scholars are of the view that motivation for L2 plays a pivotal role in strategy. In [11] elaborated variables affecting the choice in strategies by EFL scholars in the traditional classroom settings. Findings of this study revealed that motivational achievement was the main factor which played pivotal role in affecting the learning strategy. The study also found out that highly motivated learners were more prone to using number of strategies during language learning. In [12] study proved that attitudes and motivation in fact, determine the boundary in which a student would enthusiastically involve themselves in L2 learning. Here, major factor is also motivation. In [13] described environmental effects in EFL classroom settings and school to investigate students' motivational achievement. Findings in this research indicated towards environment of school causing high skills and competitiveness for higher scores would enhance the performance of some learners, while others learners performed lower with motivation under this condition. In China, in [14] did a study on relationship between strategies, motivation and beliefs based on the data collected through longitudinal questionnaire which investigated intrinsic and extrinsic type of motivation based on [15] interpretation. Whereas, L2 strategies was framed on of Wen's own classifications that the relationship between the variables such as strategies of learning and motivation were fairly stable. In [16] worked on the effects of the L2 strategies in learning, which affected motivation among the students and their L2 achievement from teachers' and students' perception. This research found no effects on motivational strategies from teachers' view, while there existed positive impacts on motivation and achievement from students' point of view.

Investigating the relationship between learners' strategies' use and motivation has been conducted increasingly in L2 learning some of which have been reviewed above. Now, the aspects of motivation are discussed as complicated motivational components in EFL context. However, correlation between strategy use and motivational achievement, has not been increasingly investigated by the researchers which needs to be explored both in FLL context and educational settings.

1.4. Problem statement

EFL students have been in dire need of learning English as compulsory subject from primary

to the higher education. EFL teachers keep exploring which learning strategies should be tested to help students achieving success. In this regard, motivation to achieve target in learning a foreign language is very effective which may be helpful for EFL students because having motivational achievement, they may use various strategies of learning for developing their competence and performance. It is due to lack of motivational achievement among language learners that they are unable to grow their cognitive development. As lacking in motivation derails them for obtaining their learning achievement.

1.5. Research Questions

The current research is investigated to explore the answers to these questions:

- a) What learning strategies are taken by the Pakistani graduate learners in EFL classroom?
- b) Do diverse levels of motivational achievement have impacts on using the learning strategies?
- c) What is the correlation between motivational and learning strategies among Pakistani L2 learners?

2. METHODOLOGY

245 EFL third year students from two Colleges (Government Post Graduate College Vehari for Boys and Government Post Graduate Girls College Vehari) in Punjab, Pakistan were asked to give their point of view through questionnaire based on five points Likert scale in accordance with Achievement Scale (AMS) of [17, 11] Strategy Inventory for Language Learning (SILL). 45 copies of questionnaire were invalid and hence eliminated as students either did not respond or responded to the questionnaire incorrectly. So, only 200 students' data were included for statistical analysis, among which 110 were males and 80 were female. Students had studied English as compulsory subject formally for 5 years in primary schools and for 5 years in high schools and finally studying English in College as graduate students for three years. Population was selected using convenient sampling technique.

3. RESULTS AND DISCUSSION

Language learners extensively anticipate their success having little concerns about their failure. These characteristics are to be found in graduate students' psychology and

personality. It is because of the time during which their cognitive intention is intended to be grown up, while stronger sense of maturity and freedom is emerging in their consciousness. Hence, motivation to get success in them seems stronger for attempting to have reliance, recognition and liberation.

Besides, as the results revealed that individuals having dire need of achievement, make use of all these six learning strategies more frequently as compare to those having lower achievement motivation. These findings support [11] study that the more motivational the learners are, the more they use higher-frequency of strategies in learning.

Apart from this, individual personality and motivational achievement are correlated by some researchers. In [4] proposes that people who have stability in personality, take risks because they have motivational achievement. Being responsive to this, they are intended to engage more likely in the collective tasks and apply numerous strategies to reach their targets. The role of risk-taking is important in the Foreign Language Learning field as given by [19] e.g., learners get involved in situations where there is maximum possibility of social interaction to hear language (obtain input) and to actively participate in conversations (use output). Second, risk-taking is significant in a sense that in language learning, the development of language is involved in restructuring learner's existing language system. This only happens in making hypotheses and testing, then the learners are more likely to be ones who take their current system of language to the limit, and test the risky hypotheses [19]. Hence, better L2 learners having lot of motivation to get success, more likely tend to develop their language performance by taking risks and make use of numerous language learning strategies.

The objective in goal of achievement activity is to strive for success and to give better performance in keeping with the standard of excellence or outperform others competitors. In the meantime, language learning strategies are to achieve communicative competence by and large [11]; L2 strategies in learning also support in students' language acquisition. By metacognitive strategies, students are able to pre-assess themselves. By this, they are also able to pre-plan, proceed with on-line plan and evaluate, post-evaluate learning activities and events in using target language. Besides, cognitive strategies help students in grouping, understanding and recollecting more information while affective strategies in learning also help to reduce anxiety level and to give them inspiration. Moreover, social strategies help

EFL students having in interaction with native speakers and non-native speakers. Consequently, in order to develop communicative competence in target language, students with highest motive of achieving success take much interest for using variety of learning strategies more and more to achieve their learning goals.

Findings of this study reveal that the learners having ability in ‘mastery of goal’ make use of strategies in learning more frequently as compare to those having ‘performance goal’. This finding further verifies the propositions put forward by [20]. Motivational achievement leads to flexible behavioral responses i.e., much effort or strategy shifts, while performance goal creates faulty adaptive responses. e.g., ‘motivational achievement’ reveals positive correlation with social strategies and performance shows negative relations with the same level of category. The students having a motivation of better English, tend to follow active ways of using target language. However, those having ‘performance goal’ tend to perform well according examinations point of view. Having this in mind, the learners try to avoid consuming time on communicative activities.

The finding also indicates that students with high level of motive to get success set specific goals having mastery of goal with strong commitment. Moreover, learners with highest motives to achieve success do not want to set short-term goals policy.

Table 1. Tendencies in selecting group wise strategies and mean scores

Strategy Use	Mean Score	Standard Deviation	Order of Usage
A memory	3.691	0.46	5
B cognitive	3.912	0.59	3
C compensation	3.131	0.61	1
D metacognitive	3.905	0.79	2
E affective	3.890	0.49	4
F social	3.631	0.61	6

Table 2. Correlation between motivational and strategies in learning

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social Strategy	Mf	Ms
Ms	0.149	0.235**	0.78	0.341*	0.337*	3.19**	-0.220*	1.000

Mf -0.065 -0.071 -0.013 -0.015 -0.072 -0.54

Note: **Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Table 3. Regression analysis of motivational and strategies in learning

Independent Variable	Dependent Variable				
Ms	Cognitive	0.042	9.886	0.310	3.783**
	Metacognitive	0.10	23.372	0.423	4.542***
	Affective	0.083	21.9	0.414	4.471***
	Social	0.05	7.842	0.312	2.80**

Note: **Correlation is significant at the 0.01 level (2 tailed)

*Correlation is significant at the 0.05 level (2-tailed)

4. CONCLUSION

The study concludes with solution that EFL teachers must have creative and flexible strategy to fulfil the students' different requirement. In [9] states that applying new teaching techniques can to identify students' strategies in learning by conducting trainings and supporting students to develop autonomy among learners.

Besides, teachers can help students develop their motivation for success and use fruitful strategies in EFL class. Owing to learners' motivational success and using strategies, teachers can guide EFL learners to use their abilities to satisfy their needs.

The findings of this study report that the learners who aim at passing the examinations prefer to set a mastery goal, but looks somewhat different from results by [21] research that the students who focus on examinations have preference for performance goal. This finding suits to the context of college English learners Pakistan, where students work hard to outperform others participating in the examinations. That is why their communicative competence is ignored.

The study concludes with the indications that students having more motivation get through their achievement with high inspiration, but the learners with highest level of motivation keeps them over confident and as a result they do not succeed in showing required performance in L2 learning.

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