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Language Learning Motivation and Language Learning Strategies of Taiwanese
EFL Students

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Astract

This study investigated the relationship between student motivation, both extrinsic and intrinsic, and learning strategies for English as a foreign language (EFL) students. Subjects were 46 Taiwanese undergraduate and graduate students of advanced EFL at a public university in the United States who were administered motivation and learning strategies questionnaires. Results reveal that total learning strategies were associated with motivational intensity, intrinsic motivation, and extrinsic motivation. Intrinsic motivation was associated with cognitive and metacognitive learning strategies, while extrinsic motivation was associated with memory and affective strategies. Compensation strategies were the most commonly used, and had little relationship to motivation. Social strategies had little relationship to either extrinsic or intrinsic motivation. Motivational intensity correlated moderately with intrinsic motivation, but had little relationship to extrinsic motivation. An appendix contains the survey questionnaire. Contains 42 references.