

A. Title of the Submission

Motivation and Learning Strategies as Predictors of Achieved English Proficiency

B. Topic Area of the Submission

Educational Psychology and ESL

C. Two or Three Keywords that describe the Submission

Motivation/Learning Strategies

D. Name of the Author

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ABSTRACT

This study explored the predictive role of motivation and learning strategies in achieved English proficiency of 405 high school students seeking college admission in Korea. A slightly revised version of a self-report questionnaire on language learning motivation developed by Schmidt, Boraie, and Kassabgy (1996) and Oxford's (1989) Strategy Inventory for Language Learning were employed to measure those two psychological constructs. Based on a preconceived structure of motivational orientations and learning strategies, factor analyses yielded nine factor solutions for each construct. Multiple regression analysis indicates that there are some functional relationships among the extracted factors and students' achieved English proficiency. The effect size, showing the strength of association among the predictor variables and the outcome variable, is approximately 31% of shared variance, high enough to have practical significance. A recursive causal model was formulated and tested using the two-stage least squares approach and path analysis employing structural equation modeling (SEM) with observed variables. Both direct and indirect effects of selected predictor variables on achieved English proficiency were found. One reasonable explanation for these results is that positively or negatively perceived value components may influence individuals' attitudes and beliefs about L2 learning and orient them to attain a certain level of language proficiency.