

Motivation and Language Learning Strategies Used by Moroccan University EFL Science Students: A Correlational Study

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Abstract

This study aims to investigate the overall use of language learning strategies (LLSs) and its relationship with English learning motivation by Moroccan non-English major students. The sample consists of 228 students enrolled in their second year at the Faculty of Sciences, Mohammed V University – Rabat – Morocco. To collect the data, the Strategy Inventory for Language Learning (SILL) developed by Oxford (1989) was adopted and adapted to the Moroccan EFL context. The motivation questionnaire was developed based on different sources including Gardner's Attitude/Motivation Test Battery (AMTB) (2004); Pintrich et al.'s Motivated Strategies for Learning Questionnaire (MSLQ) (1991); and Schmidt & Watanabe (2001). The two questionnaires were tested for reliability and validity. Descriptive statistics and Pearson Correlation were selected to analyze the data. The results demonstrate that Moroccan university EFL Science students use LLSs at a medium level and exhibit a high level of motivation, and that their motivation to learn English and use of LLSs are strongly and positively correlated. This study yields a number of implications both for pedagogical purposes and for further research

Key words: language learning strategies, Moroccan EFL context, motivation, Strategy Inventory for Language Learning

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