

Motivational Orientation in Foreign Language Learning: The Case of Filipino Foreign Language Learners

Richard DLC. Gonzales
University of Santo Tomas Graduate School &
Development Strategists International Consulting,
Inc.

TESOL Journal
Vol. 3, pp. 3-28
©2010
<http://www.tesol-journal.com>



Abstract

The main purpose of this research is to determine the extent of which motivation differentiates foreign language (FL) learners. The secondary purpose of this study is to compare motivation of Filipino FL learners using the Foreign Language Learning Motivation Questionnaire and to investigate whether age group, sex, FL being learned and length of studying of FL could influence differentiation in the motivation of FL learning among Filipino students. Thus, it was hypothesized that the variables included in this study could differentiate motivation of FL learners. The participants of this study were 150 students who had elected to study foreign languages from three universities in Metro Manila. Eighty of the participants are females (53.3%), while 70 are males (46.7%). Data were cross-sectional in nature with 26 learning Chinese (17.3%), 40 learning French (26.7%), 50 learning Japanese (33.3%) and 34 learning Spanish (22.7%). Results show that younger learners motivational orientation is towards cultural understanding, cultural integration and self-satisfaction. Females are more motivationally oriented than males towards communication and affiliation and self-efficacy. Japanese language learners are more motivationally oriented towards career and economic enhancement, French language learners towards affiliation with foreigners, and Spanish language learners towards self-efficacy. The study recommends some instructional and pedagogical strategies for teaching foreign languages.

Keywords: Motivation in language learning, Foreign Language Learning, Motivational differences, Filipino foreign language learners, motivational factors in language learning, Second Language Learning, cultural integration, language and culture, motivational orientation, FL learning motivation questionnaire, Filipino learners, language acquisition.

Introduction

Over the years, various research studies on second language (L2) and foreign language (FL) learning revealed that motivation is one of the affective factors that significantly differentiate learners (Carreira, 2005; Cheng & Dörnyei, 2007; Crookes & Schmidt, 1991; Dörnyei, 1994; Ehrman, Leaver, & Oxford, 2003; Gardner, 2005; Matsumoto & Obana, 2001; Yang, 2003; Yu & Watkins, 2008) and influences learning achievement (Brown, 2000; Dörnyei & Csizér, 2002; Gardner & Lambert, 1972; Guilloteux, 2007; Guilloteux & Dörnyei, 2008; O'Sullivan, 2005; Skehan, 1989, 1991). The seminal work of Gardner

and Lambert and their colleagues that introduced the Socio-Educational Model of Language Learning (Gardner, 1985, 1988, 2000, Gardner & Tremblay, 1994) instigated the interest of research on motivation in language learning. The initial construct of their motivational model classified motivation into two orientations, namely: 1) *integrative orientation* (positive attitude toward the foreign culture and a desire to participate as a member of it); and 2) *instrumental orientation* (goal of acquiring language in order to use it for a specific purpose, such as career advancement or entry to further studies and education). Their studies strongly suggested that “integratively” motivated learners were more successful in learning languages than those learners who are instrumentally motivated (Gardner & Lambert, 1972). Furthermore, their studies resulted in the development of the Attitude/Motivation Test Battery (AMTB), which at the outset was designed to assess what appeared to be the major affective factors involved in the learning of French as L2 in Canada (Gardner, 1985). Consequently, the AMTB has contributed to further popularization of motivation research in language learning. Guilloteaux (2007) noted that the publication of AMTB has triggered motivation studies in many different parts of the world to explore students’ motivation to learn L2 (e.g., Mondada & Doehler, 2004), heritage languages (e.g., Noels, 2005; Syed, 2001), FL (e.g., Inbar, Donitsa-Schmidt & Shohamy, 2001; Ushioda, 2001) and English as FL and international language (e.g., Brown, Robson & Rosenkjar, 2001; Lamb, 2004).

Although Gardner and Lambert studies have been used as the anchor of further studies on motivation in FL and L2 learning and acquisition, the search to further define, redefine and conceptualize motivation in FL and L2 continued up to the present and even revisited by many researchers (e.g. Spolsky, 2000). Consequently, many studies tried argue and challenge Gardner’s best-known constructs concerning language learning motivation (Au, 1988; Belmechri & Hummel, 1998; Crookes & Schmidt, 1991; Norton, 2000; Oxford, 1996; Oxford & Sherin, 1994). During the later part of the 80s and the decade of 90s, new agendas, redefinition and conceptualization of motivation in FL and second language (L2) learning have emerged, particularly the series of studies done by Dörnyei and some colleagues (1990; 1994; 1998; 2001; 2005). However, in spite of the challenges and arguments, Guilloteaux (2007) maintained that the most universally accepted contribution of Gardner’s seminal work to the field has been that learning a second language is unlike learning any other subject. This is because it “involves imposing elements of another culture into one’s own life space” (Gardner & Lambert, 1972, p. 193), and because it is easily influenced (positively or negatively) by a range of social factors, such as prevailing attitudes toward the language, geo-political considerations, and cultural stereotypes (Dörnyei, 2005).

Gonzales (2006) and Spolsky (2000) noted that the later part of the 80s and the decade of the 90s marked the popularity of motivation research in language learning. New developments and conceptualization of motivation in L2 and FL populated lots of literature. In 1989, Julkenen conducted a study of motivation in FL learning that utilized sixth and eight grade Finnish children who were studying English as a foreign language. This study was based on the earlier work of Boekerts (1987; 1989) that tried to investigate both role of motivation as a trait and a state in language learning and its relationship to student competence and attribution processes. Using a questionnaire to gather

students' general FL motivation, the study was able to identify eight factors, namely: (1) a communicative motive; (2) classroom level intrinsic motivation; (3) teacher and method motivation; (4) integrative motivation that reflects position attitudes towards English and Americans; (5) helplessness factors; (6) anxiety; (7) criteria for success and failure; and (8) a factor that deals with the latent interest in learning English.

In 1990, Dörnyei started to conduct a series of studies that aimed to define the relevance and characteristics of integrativeness and instrumentality in FL learning. Using a Hungarian sample, he administered a motivation questionnaire to young adult learners of English. His study yielded a motivational construct that encompasses four motivational factors, namely: 1) an instrumental motivational sub-system; 2) an integrative motivational sub-system that includes four dimensions such as general interest in FL, a desire to broaden one's view and avoid provincialism, a desire for new stimuli and challenges, and a travel orientation; 3) need for achievement; and 4) attribution about past failures.

Using another sample of uni-cultural Hungarian setting, Clement, Dörnyei, and Noels (1994) did a further study that applied the socio-educational construct to the acquisition of English. In this study, they were able to draw out five factors that they called: (1) xenophilic orientation, a factor that corresponds to a friendship orientation reported by Clement and Kruidenier (1983); (2) identification; (3) socio-cultural or interest in cultural aspects of the English world; (4) instrumental knowledge orientation that suggests that being more educated and knowledgeable is related to success in work and studies; and (5) English media factor which is similar to but more general than the "reading for nonprofessional purposes" and "passive socio-cultural" dimensions described by Dörnyei (1990).

Other studies that challenged Gardner's socio-psychological approach were those conducted by Au (1988), Crookes and Schmidt (1991), and Oxford and Shearin (1994). They argued that integrative orientation proved far less important in FL setting where such integration is virtually not possible. Leaver (2003) supports this argument because in some cases, highly ethnocentric learners who do not even like the culture of the languages they are learning have achieved very high levels of FL proficiency. These contradicting and contrasting research findings stimulated more new studies about learners' motivation in FL and L2 and prompted Gardner and his colleagues to expand substantially the Socio-Education Model based on new research (Tremblay & Garner, 1995). These studies further resulted in the growing interest in making motivation research more relevant to classroom practice that undeniably stimulated by the 1994 debate in the *Modern Language Journal* (Dörnyei, 1994a, 1994b; Gardner & Tremblay, 1994; Oxford & Shearin, 1994).

Crookes and Schmidt (1991, 1994) studies noted the importance of the relevance of classroom related factors. They found that teachers' style, competence, rapport, self-confidence, classroom atmosphere, and group cohesion are important contributors to motivation. From then on, the situation-specific classroom factors were found to be significant contributors to L2 and FL motivation in the foreign language classroom (Julkenen, 1989, 1991; Clement et al., 1994). This new conceptualization of motivation in L2 and FL learning was further confirmed by Dörnyei's (1994, 2006, 2008, 2009) conceptualization of motivation that is more classroom-based. Part of his

framework rests on the Learning Situation Level, which is associated with situation-specific factors ingrained in various aspects of L2 and FL learning within a classroom setting. His framework includes three components: (1) course-specific; (2) group-specific; and (3) teacher-specific.

Alternatively, Deci and Ryan (1985) proposed another model of understanding motivation that widely used in education psychology. They presented a dichotomy of motivation - intrinsic and extrinsic. They conceptualized intrinsic motivation as something comes from within the learner and are related to learner's identity and sense of well-being. They described that learners are intrinsically motivated when they consider learning as a goal in itself. Conversely, extrinsic motivation is something that comes from outside the learner. Learners are extrinsically motivated when they attached learning process with rewards (such as grades, awards or honors) and viewed that their learning performance has an equivalent rewards or consequences. Their earlier concept of motivation has been expanded with the introduction of self-determination theory (STD). According to Deci and Ryan (2008), STD is an empirically based theory of human motivation, development and wellness. As a macrotheory of human motivation, STD addresses such basic issues as personality development, self-regulation, universal psychological needs, life goal and aspirations, energy and vitality, nonconscious processes, the relationship of culture to motivation, and the impact of social environments on motivation, affect, behavior, and well-being (p.182). They further suggest that STD is applicable to issues within a wide range of life domains.

Erhman, Leaver, and Oxford (2003) suggested that intrinsically motivated learners find reward in the enjoyment of learning activity itself and achieve a feeling of competence in doing a task, which Bandura (1997) called it as self-efficacy. Csikszentmihalyi (1991) opined that in such tasks, learners may experience flow and optimal sensation of enjoyment and competence that has yet to be sufficiently explored in the L2 field. Furthermore, a number of researchers and theories such as Walqui (2000) have found a strong correlation between intrinsic motivation and success in language learning than extrinsic motivation. However, they also underscored that that a learner's total motivation is most frequently a hybrid of extrinsic and intrinsic motivation. Pintrich and Schunk (1996), further argued that external rewards play an important role in learning. External rewards can either increase or decrease intrinsic motivation, depending on how they affect self-efficacy. In 1996, Schmidt, Boraie, and Kassagby used this dichotomy of motivation in their study. Their study yielded nine factors: 1) determination; 2) anxiety; 3) instrumental motivation; 4) sociability; 5) attitudes to culture; 6) foreign residence; 7) intrinsic motivation; 8) belief about failure; and 9) enjoyment. They argued that intrinsic-extrinsic distinction to integrative-instrumental distinction espoused by Gardner (1985), Gardner and Lambert (1959, 1972) and Gardner, Masgoret, Tennant, & Mihic (2004).

Within Asian contexts, studies on motivation of L2 and FL learning and related factors have also been widely carried out. In Japan, Kimura, Nakata, and Okumura (2001) conducted a study that explored types of language learning motivation possessed by Japanese EFL learning from across-sectional learning milieus. They indicated that some factors are characteristics of certain learning milieus, while other are common to all situation. Lay (2008) also a conducted a study that looked into the motivation of learning German in Taiwan as a pilot

study on the FL-specific motivation among Taiwanese learners of German language. Her study concluded that most Taiwanese students are interested in language learning and the ability to speak several languages is important to them because multilingualism carries a high-value in contemporary Taiwan society. In Hong Kong, Lau and Chan (2003) did a study on reading strategy use and motivation among Chinese good and poor readers, while Wang (2009) conducted study in China and both studies concluded that most Chinese students in key universities have a high motivation to learn English well because a good level of English will help them more considerably to obtain better jobs, especially those in companies or joint ventures which have international network or subsidiaries, to read technical materials and to study abroad.

In terms of other social and psychological variables, Yang (2008) looked into the motivational orientations and selected learner variables of East Asian language learners. Using a 341 college students, the study found out that East Asian language learners were highly influenced by interest, language use, and integrative motivational orientations. Integrative was more important than instrumental motivation. The students had a stronger desire to learn a speaking and listening skills than to learn reading and writing. Yang also found out that Korean learners were more strongly motivated than Chinese or Japanese learners. Muñoz and Tragant (2001) also did a study that determine effects of age and instruction. They found out that FL learners' motivation increase with school experience. Their study also uncovered that younger learners show more intrinsic types of motivation, while older groups show more extrinsic types and a preference for an instrumental type of motivation. On the other hand, Yu and Watkins (2008) investigated the relationship among motivational factors, cultural correlated and L2 proficiency using Western and Asian student who were learning Chinese at university level in People's Republic of China. The results of their study implied that the degree of integrativeness into Chinese culture and motivation was significantly and positively related to Chinese language proficiency, while language anxiety was significantly and negatively correlated to such proficiency.

In the Philippines, Lucas, Miraflores, Ignacio, Tacay and Lao (2010) conducted a study that focused on intrinsic motivation factors that may help identify what specific L2 communicative skills are more helpful to students to learn. The study showed that selected freshmen college students from different universities in Manila are intrinsically motivated to learning speaking and reading skills and that they are intrinsically motivated via knowledge and accomplishment. They further reported that by and large, the Filipino students are intrinsically motivated to learn English because of their exposure to the language. Moreover, they argued that Filipino learners are inherently motivated to use English in speaking, reading and listening due to the nature of these skills and the tangible rewards that these skills may bring the learners.

Synthesizing from various language learning models and previous studies on motivation for FL learning, Gonzales (2000) conducted a study to investigate into the internal structure and external relevance of FL motivation and he conceptualized and defined FL learning motivation among Filipino learners using factor analysis. This study led him to develop the Filipino Foreign Language Learning Motivation Questionnaire (FFLLM-Q). His study yielded six motivation orientation towards FL learning: (1) desire for career and economic enhancement; (2) desire to become global citizen; (3) desire to

communicate and affiliate with foreigners; (4) desire for self-satisfaction in learning; (5) self-efficacy; and (6) desire for cultural integration. Gonzales (2006) suggested that summing up the six factors, Filipino who are learning FL are driven by goal-orientation, cultural orientation, and self-orientation. To further scrutinize these factors that emerged from his study and the contradicting and complementary results of previous studies and emerging relevance of motivation in FL, the researcher takes this new study. Moreover, the limited number of studies of motivation in language learning in general in the Philippines makes this study relevant and timely.

In sum, the major purpose of this study is to determine the extent of which motivational orientation differentiates learners of FL in Philippine context. The secondary purpose of this study is to compare motivation among Filipino FL learners using the FFLM-Q and to investigate whether age group, sex, FL being learned, nature of FL and length of study of FL could influence differentiation in the motivation of FL learning among Filipino students. Thus, it was hypothesized that the variables included in this study could differentiate motivational orientation of FL learners.

Methods

Participants

The participants of this study were 150 students who had elected to study foreign languages from three universities in Metro Manila. Eighty of the participants are females (53.3%), while 70 are males (46.7%). The participants were learning different foreign language: 26 learning Chinese (17.3%), 40 learning French (26.7%), 50 learning Japanese (33.3%) and 34 learning Spanish (22.7%). The ages were between 17 to 20 years old, each with at least one semester/trimester of foreign language prior to the survey. They have been studying FL for at least one semester/trimester to 4 semesters/trimesters, and majority or 78 are taking FL as a required major subject (52.0%), 62 are learning FL as required minor subject (41.3) and only 10 are taking it as an elective subject (6.7%).

Instruments

The main instrument used for this study is the Filipino Foreign Language Learning Motivation Questionnaire (FFLLM-Q) developed by Gonzales in 2001. This questionnaire consists of 50 Likert-items that measure six motivational orientations in FL learning, namely: (1) desire for career and economic enhancement; (2) desire to become global citizens; (3) desire to communicate and affiliate with foreigners; (4) desire for self-satisfaction; (5) self-efficacy and (6) design to be integrated with other cultures.

This questionnaire has alpha coefficient reliability index of .98 and the combined factors can account for 62.0% of the total variance of the test. In this questionnaire, the participants were asked to indicate whether they agree or disagree with each statement, using as scale from 1 (strongly disagree) to 5 (strongly agree).

The second instrument used for this study elicited information about the participants' age, gender, number of semester/trimester of FLL prior to the survey, nature FL class; and foreign language being learned.

Procedures and Data Analysis

Students who were enrolled in foreign language classes during the school years 2000-2001 and 2001-2002 were administered the FFLM-Q during their FL classes. Their FL teachers administered it. Upon completing the main questionnaire, the students were also asked to accomplish the accompanying respondent's information sheet. The students were not given any reward for accomplishing the questionnaire.

The responses of each individual respondent were encoded using Excel and later subjected to data analysis using SPSS. Descriptive statistics, t-test, and ANOVA were used to describe and compare responses of the subjects according to age group, sex, number of semester/trimester of learning FL prior to survey, reasons for studying Japanese languages and other languages being learned.

Results

Motivational Orientation of Filipino FL Learners

Using the FFLM-Q, overall the most primary motivational orientation of Filipino FL learners is towards career and economic enhancement (Factor 1: $M=4.12$; $SD=0.55$). The Filipino FL learners are more motivated to learn FL in order to have better chances in getting a good job in the future, having a high paying job, having a competitive edge over others because of knowledge of FL, and obtaining better opportunities to work and study abroad. The Filipino learners are also motivated to learn FL because of their desire to communicate and affiliate with foreigners (Factor 3: $M=3.99$; $SD=.56$) and desire to understand other cultures and become global citizens (Factor 2: $M=3.89$; $SD=.50$).

Results strongly indicate that Filipino FL learners' motivational orientation is towards goal orientation signifying that they basically learn FL having a definite goals in mind - that is to have better careers and more opportunities for economic enhancement in the future and in the process being able to communicate and understand the culture of the target language community.

Differentiation of Motivational Orientations

Table 1 shows the influence of sex on the motivational orientation of FL learners. The results show that females and males differ significantly in their motivational orientation towards their desire for communication and affiliation with foreigners and self-efficacy. Females are more motivated to learn FL to be able to communicate effectively to foreigners so that they can easily affiliate with the speakers of the target language community. It was also revealed that female learners are also more motivated to learn an FL because of self-efficacy, that is,

they believe that having the ability and skills to learn FL will give them more drive to pursue FL learning.

Table 1
Comparison of Motivational Orientation by Gender

Factors		<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>
1. Career and economic enhancement	Male	70	4.07	.59	0.851
	Female	80	4.16	.51	
2. Cultural understanding	Male	70	3.88	.48	0.002
	Female	80	3.89	.52	
3. Communicative and affiliation with foreigners	Male	70	3.89	.59	4.274*
	Female	80	4.08	.50	
4. Self-satisfaction in learning	Male	70	3.89	.66	0.181
	Female	80	3.85	.53	
5. Self-efficacy	Male	70	3.41	.61	11.741**
	Female	80	3.76	.63	
6. Cultural integration	Male	70	3.49	.56	1.127
	Female	80	3.59	.62	

* > .05 ** > .01

In terms of age group, it was revealed that learners differ significantly in their motivational orientations in three factors of the FFLLM-Q. Results show that oldest learners (20 years old and above) are the more motivated to learn FL because self-satisfaction they gain from learning. It was also revealed that oldest learners are the most motivated toward cultural integration. On the other hand, youngest learners (17 years old or younger) were found to be most motivated toward cultural understanding and desire to become global citizens.

When the learners were grouped according to the FL they are learning, it was revealed that they differ significantly in two factors: communicative and affiliation with foreigners and self-satisfaction. Spanish learners are the most motivated to lean FL because of self-satisfaction that they gained in learning the language while the Chinese learners are the most motivated to learn FL because of their desire to be able to communicate and affiliate with the target language community. While there were no significant differences among the learner groups in Factor 1, results revealed that Japanese language learners are most inclined to learn FL because of career and economic enhancement and for cultural understanding.

Table 2
Comparison of Motivational Orientation According to Age Group

Factors	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>
1. Career and economic enhancement				
17 years or younger	46	4.06	.55	1.226
18 years old	34	4.01	.71	
19 years old	38	4.23	.40	
20 years old or older	32	4.17	.44	
2. Cultural understanding				
17 years or younger	46	4.10	.38	6.805***
18 years old	34	4.90	.46	
19 years old	38	3.63	.52	
20 years old or older	32	3.87	.53	
3. Communicative and affiliation with foreigners				
17 years or younger	46	3.95	.53	2.370
18 years old	34	3.81	.63	
19 years old	38	4.11	.55	
20 years old or older	32	4.10	.48	
4. Self-satisfaction in learning				
17 years or younger	46	4.03	.58	6.455***
18 years old	34	3.59	.54	
19 years old	38	3.73	.61	
20 years old or older	32	4.08	.49	
5. Self-efficacy				
17 years or younger	46	3.65	.58	1.334
18 years old	34	3.40	.74	
19 years old	38	3.65	.62	
20 years old or older	32	3.66	.62	
6. Cultural integration				
17 years or younger	46	3.78	.40	37.724***
18 years old	34	3.23	.51	
19 years old	38	3.07	.45	
20 years old or older	32	4.06	.43	

* > .05 ** > .01 *** > .001

Table 3
Comparison of Motivational Orientation according to FL being Learned

Factors	N	Mean	SD	F
1. Career and economic enhancement				
Chinese	26	3.99	.66	2.179
French	40	4.09	.50	
Japanese	50	4.32	.50	
Spanish	34	4.06	.52	
2. Cultural understanding				
Chinese	26	4.02	.58	1.496
French	40	3.96	.43	
Japanese	50	3.82	.56	
Spanish	34	3.82	.50	
3. Communicative and affiliation with foreigners				
Chinese	46	4.08	.55	2.859*
French	34	4.14	.39	
Japanese	38	3.83	.60	
Spanish	32	4.01	.60	
4. Self-satisfaction in learning				
Chinese	26	3.61	.70	3.585**
French	40	3.78	.53	
Japanese	50	3.93	.56	
Spanish	34	4.07	.55	
5. Self-efficacy				
Chinese	26	3.35	.49	1.674
French	40	3.67	.73	
Japanese	50	3.58	.62	
Spanish	34	3.69	.66	
6. Cultural integration				
Chinese	26	3.43	.65	0.347
French	40	3.58	.63	
Japanese	50	3.55	.50	
Spanish	34	3.55	.65	

* > .05 ** > .01

Table 4
Comparison of Motivational Orientation according to the Nature of FL

Factors	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>
1. Career and economic enhancement				
Required major subject	78	4.11	.49	0.258
Required minor subject	62	4.14	.58	
Elective/Not required subject	10	4.03	.79	
2. Cultural understanding				
Required major subject	78	3.93	.49	0.447
Required minor subject	62	3.84	.51	
Elective/Not required subject	10	3.90	.46	
3. Communicative and affiliation with foreigners				
Required major subject	78	4.07	.46	2.203
Required minor subject	62	3.95	.63	
Elective/Not required subject	10	3.70	.65	
4. Self-satisfaction in learning				
Required major subject	78	4.05	.57	8.430***
Required minor subject	62	3.67	.56	
Elective/Not required subject	10	3.64	.54	
5. Self-efficacy				
Required major subject	78	3.61	.66	0.251
Required minor subject	62	3.56	.67	
Elective/Not required subject	10	3.70	.28	
6. Cultural integration				
Required major subject	78	3.78	.53	15.300***
Required minor subject	62	3.30	.55	
Elective/Not required subject	10	3.20	.55	

* > .05 ** > .01 *** > .001

Another learners' variable that was investigated in this study is the nature of FL learning. Two factors revealed significant differences when the group was divided according to whether the FL they are learning is a major, a minor or an elective subject. Learners who are studying FL because it is their major subject were found to be the most motivationally oriented towards the self-satisfaction and desire for cultural integration. Noticeably, those studying FL as elective or not required subject are the least motivated in these factors. Those who are studying FL as a major subject were also found to be the most motivationally oriented towards cultural integration.

Table 5
Comparison of Motivational Orientation According to FL being Learned

Factors	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>
1. Career and economic enhancement				
1 semester/trimester	50	4.17	.56	0.941
2 semesters/trimesters	46	4.01	.63	
3 semesters/trimesters	22	4.19	.41	
4 semesters/trimesters	32	4.18	.44	
2. Cultural understanding				
1 semester/trimester	50	4.01	.42	2.680*
2 semesters/trimesters	46	3.78	.54	
3 semesters/trimesters	22	3.87	.45	
4 semesters/trimesters	32	3.66	.53	
3. Communicative and affiliation with foreigners				
1 semester/trimester	50	3.85	.59	8.807***
2 semesters/trimesters	46	3.84	.50	
3 semesters/trimesters	22	4.46	.41	
4 semesters/trimesters	32	4.10	.48	
4. Self-satisfaction in learning				
1 semester/trimester	50	3.93	.62	3.424**
2 semesters/trimesters	46	3.68	.58	
3 semesters/trimesters	22	3.78	.58	
4 semesters/trimesters	32	4.08	.49	
5. Self-efficacy				
1 semester/trimester	50	3.52	.57	0.569
2 semesters/trimesters	46	3.58	.76	
3 semesters/trimesters	22	3.65	.63	
4 semesters/trimesters	32	3.71	.57	
6. Cultural integration				
1 semester/trimester	50	3.60	.47	3.760**
2 semesters/trimesters	46	3.33	.56	
3 semesters/trimesters	22	3.07	.48	
4 semesters/trimesters	32	4.10	.43	

* > .05 ** > .01 *** > .001

In terms of length of period of studying FL, results revealed that the learners significantly differ in four factors measured by FFLM-Q, the only variable that yielded significant differences in four factors. When students were grouped according to the number of terms that they are studying FL, their motivation orientations towards all the three factors pertaining to culture and relationship to the language target community were found to be significant. In addition, they also differ in terms of self-satisfaction to learning FL. Further analysis of the means revealed that, the longer they study FL, the more they differ in motivational orientation, that those who studied FL for four terms have higher motivational orientation in FL learning towards cultural integration, communicative and affiliation with foreigners and self-satisfaction in learning than those who have studied only for a term. On the contrary, motivation

towards cultural understanding is higher among those who studied FL only for a term than those who studied for more than two terms.

Discussions

In the Philippines, language learning is considered a necessity because of the presence of a mother-tongue or first language and mandatory second language which is English and/or Filipino (*Tagalog*) and a foreign language required among selected high school and university students. There are more than eighty mother-tongues or local languages (*some are called dialects*) in the country. In all schools, Filipino and English are the media of instruction, although mother language is used on the first two to three years of elementary schooling. Hence, English is not considered an FL in this study, but rather a second language (L2). Languages such as Japanese, French, Arabic, Chinese, Spanish, German, Russian, Korean, among others, are considered FL in Philippine language classrooms. Although, Chinese language, particularly Mandarin, are studied at Chinese Schools even at elementary level. Likewise, basic Arabic is also taught in some schools in country, particularly those following the Madrasah curriculum.

In this present study, the respondents who took part are university students who are taking FL primarily as a major, a minor or elected subject in their courses of study. These students are enrolled in bachelors' courses such as International Studies, Asian Studies, Hotel and Restaurant Management, International Business Management and few are taking Humanities, Literature, International Politics, Foreign Relations and Engineering. They take one language course per term with an equivalent of 3 units, that is, spending at least 3 hours of language class per week. Some FL courses include additional laboratory time for writing and speaking.

This study tried to explore the motivational orientations of Filipino FL learners in terms of the motivational factors measured by FFLLM-Q namely: (1) desire for career and economic enhancement; (2) desire for cultural understanding to become global citizens; (3) desire to communicate and affiliate with foreigners; (4) desire for self-satisfaction in learning; (5) self-efficacy; and (6) desire to be integrated with other cultures. The factors indicated in this study are drawn from seminal works of Gardner and Lambert (1979) and succeeding models of motivation such as those of Dörnyei (1994, 1998, 2003, 2007, 2009), Deci and Ryan (1985), Julkenen (1989, 1991), Oxford and Sherin (1996) and Schmidt, Boraie and Kassabgy (1996). In this regard, it would be interesting to inquire how such motivation orientations identified in the earlier study of the author likely to differentiate learners when grouped according to identified variables.

In general, the study found out that Filipino FL learners are instrumentally and extrinsically motivated. They are highly motivated to learn FL because of economic and career opportunities, indicating that they are more instrumentally motivated, that is, they desire to learn FL for pragmatic gains such as getting a better job and even employment abroad. Looking at Gardner's (1985, 1998, 2000) construct of motivation, it can be said the Filipino learners predominantly belong to instrumental dichotomy of motivation arising out of a need to learn FL and/or second language for functional or external reasons. Although, in most Gardner and Lambert initial studies (1959; 1972),

particularly their Canadian research, found integrative orientation to be more significant and argued that integrative motivation is more paramount than instrumental orientation in language learning. The result of this present study also compliments their earlier findings among Filipino language learners (Gardner & Lambert, 1972). They found that instrumental orientation is more powerful factor in learning than integrative orientation among Filipino English language learners. The result of this study also reaffirms other viewpoints of motivation that instrumental goals such as having a good career in the future play a prominent role in learning a language be it an L2 or FL (Dörnyei, 1990; Julkenen, 1989, Dörnyei, Csizer & Nemeth, 2002; Ehrman, 1996).

Looking beyond the major motivational orientation of the Filipino FL learners being mainly instrumental in nature, this study also found that their motivational orientation also include the desire to communicate and affiliate with foreigners and to be integrated with the culture of the target language community. Thus, it is a hybrid of other dichotomies and constructs of motivation advocated by Gardner et al and other motivational research scholars such as Dörnyei (1994, 2003, 2008) Deci and Ryan (1985, 2008), Ramage (1990). Although they clarify that the main emphasis of Gardner's et al motivation model has been on general motivational components grounded in the social milieu rather than in the FL classroom. In addition, they contend that instrumental motivation and extrinsic motivation may be more applicable and appropriate for FL learning because students have limited or no experience with the target language community and as a result are 'uncommitted to integrating with that group'.

Obviously, the results of this study categorically reaffirms that Filipinos learners' motivational orientation is a hybrid of both instrumental and integrative motivation and intrinsic and extrinsic motivation. Likewise, the motivational orientation of Filipino learners is influenced by their achievement goal orientation and level of competence they achieved while learning the language. Looking at the achievement goal framework espoused by Elliot and McGregor (2001), achievement goals are viewed as the purpose of competence-relevance behavior, in this instance foreign language learning (Elliot, 1997; Maehr, 1989). Learners are motivated to learn a language in order to achieve mastery to get integrated into the language community and competence in order to get employed and/or accepted in further studies that require FL skills. Hence, the motivational orientation of Filipino learners can also be interpreted in term of mastery goals and performance of the achievement goal framework.

The exposure of Filipino learners to various languages and different culture including the luxury of choice to enroll in any FL would probably explain this finding. The opportunities of the learners included in this study to have potential exposures abroad and to the target language community, in the form of exchange scholarships, study visits and even internship programs, would also explain why they are both instrumentally and integratively motivated. Therefore, it is important that language educators should look at motivation as a multifaceted dynamic phenomenon where learners can be motivated in multiple ways and that it is important to understand the how's and why's of learner motivation (Linnenbrink & Pintrich, 2002).

In this study, there are two individual factors that were considered – sex and age of the learners. It is hypothesized that males and females' motivational

orientation are the same and learners' age does not influence motivational orientation in FL learning. This study revealed that males and females differ significantly in some of the motivational factors measured by the FFLLM-Q, particularly the desire for communication and affiliation with foreigners and self-efficacy. It was found out that females have higher motivational orientation than males in these two factors. Females tend to study FL because they have higher desire to communicate and affiliate with foreigner, thus making them more integratively motivated than males. This finding is consistent of the

findings of Swanes (1987) that Asian women were found to be significantly less instrumentally motivated than Asian men but no such difference were found among the Europeans, Americans, Middle Eastern and African women. However, she also opined that low instrumental motivation among females could be due to lack of opportunities for them to work abroad and use FL in their future career. This may also hold true among Filipinos females. Although going abroad is an open option to both males and females, males are preferred to go abroad, thus they have better chance and opportunity than females. The different motivational orientation between males and females is partly explained by the fact that the courses are offered in connection with special needs such as working abroad, joining an international development agency, becoming a foreign service staff, and working in hospitality industries abroad. The study also confirms earlier findings of Williams, Burden and Lanvers (2002) that girls found learning French is being "cool" and really make an effort to learn the language.

In terms of age group, the respondents of this study were grouped into four age groups. It was found out that the respondents differ significantly in three motivational factors - cultural understanding, cultural integration and self-satisfaction in FL learning. Collier (1988) and Gomleksiz (2001) expressed that successful language acquisition depends on the learner's age. Both authors believe that there is a certain period in acquisition of L2 and that the motivational orientation is affected. They also asserted that older students learn faster, more efficient acquirers of school language than younger learners.

In this study, the younger group (17 years old and below) has significantly higher desire to understand other cultures than older groups (19 and 20 years old and above). On the contrary, the oldest group (20 years old and above) has higher desire for cultural integration than younger learners. The understanding and appreciation of cultures as well as language acquisition is affected by biological factors and age. Lenneberg (1967) claims that there is certain period in acquisition of L2. He theorized that the acquisition of language is an innate process determined by individual's biological and social growth. He implied that younger adolescents can learn a language via understanding of cultures better than older ones, while older learners can learn a language via cultural integration. Other earlier findings such as the study of Thompson and Gaddes (2005) that concluded older students appear to have an advantage over so-called younger learners in terms of language and cultural maturation and the study of Lasagabaster and Doiz (2003) that maturational factor was decisive, with older students showing more complexity in linguistic performance, support this present study. Hence, it can be said that Filipino beginner learners of FL are more motivated to learn when cultural understanding is part of the learning process and as they go on learning the FL, they become more integratively

motivated, shifting their motivational orientation from merely understanding a culture to being integrated into the target language community.

The other three variables included in this study are the FL being learned, length of time of studying FL and nature of FL being studied. It was also hypothesized that course-specific variables do not influence the motivational orientation of Filipino FL learners. The results show that when the respondents were grouped according to FL being learned, their motivational orientation differs in terms of communicative and affiliation needs with foreigners and self-satisfaction in learning. The results show that the respondents differ significantly in factors pertaining to integrative orientation and intrinsic motivation. They differ significantly in factors related to instrumental and extrinsic motivational orientation. These results confirm what Okada, Oxford and Abo (1996) in study of Americans learning Japanese and Spanish. They found out that the motivation of American learners of Japanese is more of integrative and intrinsic motivation. There was far greater integrative motivation among learners of Japanese than of learners of Spanish and concluded that self-satisfaction and motivation must be higher when one tries to learn more difficult language because greater persistence and determination are needed to cope with the stress of a difficult situation. The presence of Hispanics in the US and Chinese in the Philippines will also partially explain why there is a strong motivational orientation in Spanish learning among Americans and Chinese learning among Filipinos. Hence, it can be implied that the presence of a target language community in foreign country would enhance integrative motivation of FL learners. The common assumption is that the FL learners can use their FL knowledge in integrating themselves into the target language community more easily. On the other hand, self-satisfaction in FL learning can be a prime motivation especially when the FL is perceived to be a difficult language to learn and no potential opportunity to be integrated, and yet, they still acquire certain level of competency.

Notwithstanding the similarities in results and conclusions, longer exposure to FL classroom learning was also found to influence motivational orientation of FL learners. Muñoz (2006) in her reviews of morphological acquisition, opined that a certain amount of exposure is needed to ensure accurate performance. Conceivably relative frequency of various structures in the input becomes a salient factor for learners once they have enough of the L2 to 'tune to the frequency', that is, beyond the very elementary level of the less proficient learners in her study. This argument supports the findings of this present study. This study revealed that the longer time spent in studying FL would influence learners' shift of motivational orientation. Those who have studied longer tend to be more motivated by self-satisfaction achieved in learning FL, cultural integration and communicative and affiliation with target language community. The tendency to cling towards integrative orientation is stronger as the learners study an FL longer. This conclusion brings new light to an important debate pertaining the role of input in FL learning. FL teachers must be able to encourage shift motivational orientations towards self-satisfaction rather than simply learning a language for utilitarian reasons.

A combination of individual and course-specific factors definitely influences the motivational orientation of FL learners. In any context, FL learning presents an exceptional situation due to the multifaceted nature and role of language (Dörnyei, 1994, 2008). FL learners come to study FL with diverse

background, interests, motivation and attitude. As Yu (2010) pointed out, learning a foreign language abroad is affected by a number of affective variables including adaptation, attitudes and socio-cultural variables. He further argues that socio-cultural adaptation and academic adaptation are important factors in developing FL motivation and positive attitudes. It is therefore essential for FL teachers to ensure that they have accurate information about their students. Their awareness and knowledge of the kinds of attitudes and goals their students bring with them should be used in identifying the strategies that they need to enhance those motivations in order to develop better language learning classroom situation. Their knowledge of learners' motivational orientation should serve as a guide in designing a more responsive FL classroom curriculum, program of study and learning materials. All in all, while motivational orientation may be viewed as transitory, it should be tapped to maximize learners' capacity to learn and appreciate not only the target language but also the target language community. Hence, the use of diagnostic assessment - both cognitive and non-cognitive measures is strongly suggested especially when the background and composition of FL learners is diverse and contrasting.

References

- Abdeselem, H. (2002). Redefining motivation in FLA and SLA. *Cahiers Linguistiques d'Ottawa*, 30(1), 1-28.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 267-271.
- Au, S. Y. (1988). A critical appraisal of Gardner's socio-psychological theory of second language (L2) learning. *Language Learning*, 38(1), 75-100.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologists*, 28(2), 117-148.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. NY: Freeman Press.
- Bandura, A., & Schunk D. (1981). Cultivating competence, self-efficacy and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 40, 586-598.
- Belmechri, F. and Hummel, K. (1998). Orientations and motivation in the acquisition of English as a second language among school students in Quebec City. *Language Learning*, 48, 219-244.
- Boekaerts, M. (2001). Context sensitivity: Activated motivational beliefs, current concerns, and emotional arousal. In S. Volet & S. Jarvela (Eds.), *Motivation in learning contexts: Theoretical and methodological implications* (pp. 17-31). London: Pergamon Press.
- Boekaerts, M. (2002). The Online Motivation Questionnaire: A self-report instrument to assess students' context sensitivity. In P. R. Pintrich, & M. L. Maehr (Eds.), *New directions in measures and methods, Advances in motivation and achievement, Volume 12, New Directions in Measures and Methods* (pp. 77-120). Oxford: JAI.
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, R. A. (2004). Motivation for learning English among Japanese university students. *Bunkyo University, Information Sciences Department, No. 31, July*.

- Brown, J. D., Robson, G., & Rosenkjar, P. R. (2001). Personality, motivation, anxiety, strategies, and language proficiency of Japanese students. In R. Schmidt (Ed.), *Motivation and second language acquisition* (pp. 361-398). Honolulu, HI: University of Hawai'i Press.
- Carreira, J.M. (2005). New framework of intrinsic/extrinsic and integrative/instrumental motivation in second language acquisition. *The Keiai Journal of International Studies*, 16, 39-64.
- Chambers, G. (1999). *Motivating language learners*. Clevedon, England: Multilingual Matters.
- Cheng, H-F. & Dornyei, Z (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching*, 1,153-174.
- Clement, R., Noels, K., & MacIntyre, P.D. (2007). Three variations on the social psychology of bilinguality: Context effects in motivation, usage and identity. In A. Weatherall, B.M. Watson, & C. Gallois (Eds). *Language Discourse and Social Psychology*. New York: Palgrave MacMillan, 51-77.
- Clement, R., Dornyei, Z., & Noels, K. A. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *Language Learning*, 28(1), 55-68.
- Clement, R., & Kruidenier, B.G. (1985). Orientations in second language acquisition: The effects of ethnicity, milieu and target language on their emergence. *Language Learning*, 4(4), 469-512.
- Cohen, M., & Dornyei, Z. (2002). Focus on the language learner: Motivation, styles and strategies. In N. Schmidt (Ed.). *An introduction to applied linguistics* (pp 170-190). London, England: Arnold.
- Collier, V. P. (1998). The effect of age on acquisition of a second language for school new focus. *The National Clearinghouse for Bilingual Education*, 2, 1-11.
- Covington, M. V. (1992). *Making the grade: A self-worth perspective on motivation and school reform*. Cambridge: Cambridge University Press.
- Covington, M. V. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology*, 51, 171-200.
- Cranmer, D. (1996). *Motivating high level learners*. Harlow: Longman.
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469-512.
- Czizer, K., & Dornyei, Z. (2005a). Language learners' motivational profiles and their motivated learning behavior. *Language Learning*, 55, 613-659.
- Csizér, K. & Dörnyei, Z. (2005b). The internal structure of language learning motivation and its relationship with language choice and effort. *Modern Language Journal*, 89, 19-36.
- Csikszentmihalyi, I. (1991). *Flow: The psychology of optimal experience*. HarperCollins, New York.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.
- Deci, E. L. & Ryan, M. (1991). A motivational approach to self: Integration in personality. In R. A. Dienstbier (Ed). *Perspectives on motivation. Nebraska Symposium on Motivation*, (pp. 237-288). Lincoln, NE: University of Nebraska Press.
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of self-determination*. Rochester: University of Rochester Press.

- Deci, E. L. & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development and health. *Canadian Psychology, 49*(3), 182-185.
- Dooly, M. (2008). Age and the rate of foreign language learning. *Atlantis Journal of the Spanish Association of Anglo-American Studies, 30*(1), 173-178.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning, 40*, 45-78.
- Dörnyei, Z. (1994). Motivation and motivating in a foreign language classroom. *The Modern Language Journal, 78*(3), 273-284.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*, 117-135.
- Dörnyei, Z. (2001a). *Motivational strategies in language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2001b). *Teaching and researching motivation*. Hawlow, England: Longman.
- Dörnyei, Z. (2001c). New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics, 21*, 43-59.
- Dörnyei, Z. (2002). The motivational basis of language learning tasks. In P. Robinson (Ed). *Individual differences and instructed language learning* (pp 137-158). Philadelphia, PA: John Benjamins Publishing Company.
- Dörnyei, Z. (2003). Attitudes, orientations and motivations in language learning: Advances in theory, research and applications. *Language Learning, 53*(1), 3-32.
- Dörnyei, Z. (2006). Conceptualizing motivation in foreign-language learning. *Language Learning, 40*(1), 45-78.
- Dörnyei, Z. (2007). Creating a motivating classroom environment. In J. Cummins & C. Davidson (Eds). *International Handbook of English Language Teaching* (pp. 719-731). New York: Springer.
- Dörnyei, Z. (2008). New ways of motivating foreign language learners: Generating vision. *Links, 38*, 3-4.
- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self*. Tonawanda, NY: Multilingual Matters.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research, 2*, 203-229.
- Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide study. *Applied Linguistics, 23*, 421-462.
- Dörnyei, Z., Csizér, K., & Nemeth, N. (2006). *Motivation, language attitudes and globalization: A Hungarian perspective*. Clevedon, England: Multilingual Matters.
- Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University, London), 4*, 43-69.
- Dörnyei, Z., & Skehan, P. (2003). Individual difference in second language learning. In C. J. Doughthy & M. H. Long (eds.) *The handbook of second language acquisition* (pp. 589-630). Malden, MA: Blackwell Publishing.

- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109-132.
- Ehrman, M. E., & Oxford, R. L. (1989). Effects of sex differences, career choice, and psychological type on adults' language learning strategies. *Modern Language Journal, 73*(1), 1-13
- Ehrman, M., & Oxford, R. (1990). Adult language learning styles and strategies in an intensive training setting. *Modern Language Journal, 74*(3), 311-327
- Ehrman, M. E. (1996). An exploration of adult language learning motivation, self-efficacy and anxiety. In R. Oxford (Ed.) *Language learning motivation: Pathways to the new century* (pp. 81-103). Honolulu, Hawai'i: University of Hawai'i Press.
- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *Systems, 31*, 313-330.
- Ellis, R. (1992). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Elliot, A. J., & McGregor, H. A. (2001). A 2 x 2 achievement goal framework. *Journal of Personality and Social Psychology, 80*(3). 501-519.
- Fernandez-Toro, M (2009). What do adult learners make of their own errors? Understanding individual differences in foreign language learning. *Reflecting Education, 5*(2), 66-84.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London, England: Edward Arnold.
- Gardner, R. C. (1988). The socio-educational model of second-language learning: Assumptions, findings and issues. *Language Learning, 38*, 101-126.
- Gardner, R. C. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Psychology, 41*, 10-24.
- Gardner, R. C. (2001a). Integrative motivation: Past, present and future. Paper presented at the Distinguished Lecture Series. Temple University, <http://publish.uwo.ca/~gardner/>
- Gardner, R. C. (2001b). Integrative motivation and second language acquisition. In Z. Dornyei & R Schmidt (Eds). *Motivation and language acquisition* (pp 1-19). Honolulu, Hawai'i: University of Hawai'i Press.
- Gardner, R. C. (2005). *Gardner and Lambert (1959): Fifty years and counting*. Paper presented at the Canadian Association of Applied Linguistics, July 6, 2010 <http://publish.uwo.ca/~gardner/>.
- Gardner, R. C., & Lambert, W.E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology, 13*, 266-272.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R.C., Masgoret, A.M., Tennant, J., & Mihic, L. (2004). Integrative motivation: Changes during a year-long intermediate-level language course. *Language Learning, 54*, 1-34.
- Gardner, R. C., & McIntyre, P. D. (1993). A students' contributions to second language learning. Part II: Affective variables. *Language Teaching, 26*, 218-233.
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical frameworks. *The Modern Language Journal, 78*, 359-368.

- Gomleksiz, M. N. (2001). The effects of age and motivation factors on second language acquisition. *Firat University Journal of Social Science*, 11(3), 217-224.
- Gonzales, R. DLC (1998). Nihonggo no benkyoo: Learning strategies and motivation of Filipino learners of the Japanese language. *Layag*, 3, 23-37.
- Gonzales, R. DLC. (2000). *Foreign language learning motivation: In search for international structure and external links*. Unpublished professorial chair lecture, De La Salle University Eduardo Cojuangco Distinguished Professorial Chair in Liberal Arts.
- Gonzales, R. DLC (2006). Conceptual and psychometric properties of a foreign language learning motivation questionnaire. *Philippine Journal of Psychology*, 39(1), 76-97.
- Grabe, W. (2009). Motivation and reading. In W. Grabe (Ed.) *Reading in a second language: Moving from theory to practice* (pp. 175-193). New York: Cambridge University Press.
- Greer, D. (1996). Gardner and Lambert in the classroom. *The Language Teacher*, 20, 10-14.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42, 55-77.
- Hayamizu, T. (1997). Between intrinsic and extrinsic motivation: Examination of reason for academic study based on the theory of internalization. *Japanese Psychological Research*, 39, 98-108.
- Hwang, J. B. (2002a). L2 learners' anxiety and motivation in an English-only content-based class. *English Teaching* 57(1), 193-211.
- Hwang, J. B. (2002b). The role of anxiety and motivation in Korean EFL learners' acquisition of content-based knowledge. *Foreign Languages Education* 9(3), 1-22.
- Hynes, M. K. (2002). Motivation in the Japanese L2 classroom. *Academic Reports, Faculty of Engineering, Tokyo Institute Polytech*, 25(2), 41-48.
- Inbar, O., Donitsa-Schmidt, S., & Shohamy, E. (2001). Students' motivation as a function of language learning: The teaching of Arabic in Israel. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 297-311). Honolulu, HI: University of Hawai'i Press.
- Julkunen, K. (1989). *Situation and task specific motivation in foreign language learning and teaching*. Unpublished dissertation, Joensuu: University of Joensuu.
- Julkunen, K. (1991). Situation and task specific motivation in foreign language learning and teaching. Dissertation, University of Joensuu. *Dissertation Abstracts*, 52: 716C.
- Kang, Y. K. (1991). Motivation in foreign language learning. [online journal] <http://digital.kongju.ac.kr/non/29/8.pdf>
- Kimura, Y., Nakata, Y., & Okumura, T. (2000). Language learning motivation of EFL learners in Japan: A cross-sectional analysis of various learning milieus. *JALT Journal*, 23, 47-68.
- Kissau, S. (2005). Gender differences in second language motivation: An investigation of micro- and macro-level influences. *Revue*, 9(1), 73-96.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

- Kuhl, J. (2001). A functional approach to motivation. In A. Efklides, J. Kuhl, & R. M. Sorrentino (Eds.), *Trends and prospects in motivation research* (pp. 239-268). Dordrecht, The Netherlands: Kluwer.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System, 32*, 3-19.
- Lau, K. L., & Chan, D. W. (2003). Reading strategy use and motivation among Chinese good and poor readers in Hong Kong. *Journal of Research in Reading, 26*, 177-190.
- Landrun, R.E., McAdams, J.M., & Hood J. (2000). Motivational differences among traditional and nontraditional students enrolled in Metropolitan Universities. *Metropolitan Universities Summer*.
- Lasagabaster, D., & Doiz, A. (2003). Maturational constraints on foreign-language written production. In M. del Pilar Garcia Mayo & M. L. Garcia Lecumberri (Eds). *Age and the acquisition of English as a foreign language* (pp. 136-160). Clevedon: Multilingual Matters.
- Lay, T. (2008). The motivation for learning German in Taiwan: A pilot study on the foreign language-specific motivation of Taiwanese learners of German. [online journal] <http://zif.spz.tu-darmstadt.de/jg-13-2/beitrag/Lay6.htm>
- Lee, H.-W. (1999). *A study on the relationship between attitudes, motivation, strategies, and achievements in learning English*. Unpublished doctoral thesis. Daegu, Korea: Kyungpook National University.
- Lenneberg, E. (1976). *Biological foundations of language*. New York: John Wiley and Sons.
- Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review, 31*, 313-327.
- Liu, M. (2005). Review of Gardner's motivation theory. *International Journal of Educational Engineering, 2*(1). [online journal] <http://www.ijee.org/mlw/0501qien/02-0105.htm>.
- Lucas, R.I., Miraflores, E., Ignacio, A., Tacay, M., & Lao J. (2010). A Study on the intrinsic motivation factor in second language learning among selected freshmen student. *The Philippine ESL Journal, 4*, 3-23.
- Lukmani, Y. M. (1972). Motivation to learn and language proficiency. *Language Learning, 22*(2), 261-273
- MacIntyre, P. D., Clement, R., Dörnyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal, 82*, 545-562.
- MacIntyre, P. D., MacMaster, K., & Baker, S. C. (2001). The convergence of multiple models of motivation for second language learning: Gardner, Pintrich, Kuhl, and McCroskey. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 461- 492). Honolulu, HI: University of Hawai'i Press.
- Maerh, M. (1989). Thoughts about motivation. In C. Ames & R. Ames (Eds.) *Research on motivation in education* (pp. 299-315). New York: Academic Press.
- Masgoret, A., & Gardner, R. C. (2003). Attitude, motivation and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning, 53*, 123-163.
- Matsuda. S. (2004). A longitudinal diary study on orientations of university EFL learners in Japan. *Doshisha Studies in Language and Culture, 7*, 3-28.

- Matsumoto, M., & Obana, Y. (2001). Motivational factors and persistence in learning Japanese as a foreign language. *New Zealand Journal of Asian Studies*, 3(1), 59-86.
- Mori, S. (2002). Redefining motivation to read in a foreign language. *Readings in a Foreign Language*, 14, 91-110.
- Mondada, L., & Doehler, S. P. (2004). Second language acquisition as situated practice: Task accomplishment in the French second language classroom. *Modern Language Journal*, 88, 501-518.
- Munoz, C. (2006). *Age and the rate of foreign language learning*. Clevedon, Buffalo, Toronto: Multilingual Matters
- Murphy, P. K., & Alexander, P. A. (2000). A motivated exploration of motivation terminology. *Contemporary Educational Psychology*, 25(1), 3-53.
- Noels, K.A. (2005). Orientations to learning German: Heritage language learning and motivational substrates. *Canadian Modern Language Review*, 62(2), 285-312.
- Noels, K.A., Clement, R., & Pelletier, L. G. (1999). Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. *Modern Language Journal*, 83, 23-34.
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50, 57-85.
- Noels, K. A. (2001a). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. *Language Learning*, 51(1), 107-144.
- Noels, K. A. (2001b). New orientations in language learning motivation: Toward a contextual model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 43-68). Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center.
- Okada, M., Oxford, R. L., & Abo, S. (1996). Not all alike: Motivation and learning strategies among students of Japanese and Spanish in an exploratory study. In R. Oxford (Ed.), *Language learning motivation: Pathways to the new century (Technical Report #11)* (pp. 105-119). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- O'Sullivan, M. (2008). A study of motivation in the ELF classroom. *Research Report*, 37, 117-128.
- Oxford, R., & Sherin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78, 12-28.
- Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in Education: Theory, research, and application*. Englewood Cliffs, NJ, Prentice Hall.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95, 667-686.
- Pintrich, P. R., & Maehr, M. L. (Eds.). (2002). Preface. In P. R. Pintrich, & M. L. Maehr (Eds.), *New directions in measures and methods, Advances in motivation and achievement series, Volume 1* (pp. 9-17). Oxford: JAI.
- Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Upper Saddle River, NJ: Pearson

Education.

- Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning, 40*, 189-219.
- Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.
- Schmidt, R., Boraie, D. & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In R. Oxford (ed.) *Language learning motivation: Pathways to the new century* (pp. 9-70). Honolulu, Hawai'i: Second Language Teaching and Curriculum Center, University of Hawai'i Press.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist, 26*, 207-231.
- Scott, K. (2006). Gender differences in motivation to learn French. *The Canadian Modern Language Review, 62*, 401-422.
- Singleton, D., & Lengyel, Z. (1995). *The age factor in second language acquisition*. Clevedon: Multilingual Matters.
- Skehan, P. (1989). *Individual differences in second-language learning*. London: Edward Arnold.
- Skehan, P. (1991). Individual differences in second language learning. *Studies in Second Language Acquisition, 13*, 275-298.
- Spolsky, B. (2000). Language motivation revisited. *Applied Linguistics, 21*(2), 157-169.
- Swanes, B. (1987). Motivation and cultural distance in second-language acquisition. *Applied Linguistics, 9*, 46-68.
- Syed, Z. (2001). Notions of self in foreign language learning: A qualitative analysis. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 127- 148). Honolulu, HI: University of Hawai'i Press.
- Thompson, T. & Gaddes, M. (2005). The importance of teaching pronunciation to adult learners. *Asian EFL Journal, 39*, 3-22.
- Tremblay, P., & Gardner, R. (1995). Expanding the motivational construct in language learning. *The Modern Language Journal, 79*, 505-520.
- Tremblay, P. F., Goldberg, M. P., & Gardner, R. C. (1995). Trait and state motivation and the acquisition of Hebrew vocabulary. *Canadian Journal of Behavioural Science, 27*, 356- 370.
- Ushioda, E. (1996). Developing a dynamic concept of motivation. In T. J. Hickey, J (Ed.), *Language, education and society in a changing world* (pp. 239-245). Clevedon: Multilingual Matters.
- Ushioda, E. (1998). Effective motivational thinking: A cognitive theoretical approach to the study of language learning motivation. In E. A. Soler & V. C. Espurz (Eds.), *Current issues in English language methodology* (pp. 77-89). Castelló de la Plana, Spain: Universitat Jaume I.
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 93-125). Honolulu, HI: University of Hawai'i Press.
- Ushioda, E. (2003). Motivation as socially mediated process. In D. Little, J. Ridley, & E. Ushioda (eds.) *Learner autonomy in the language classroom*, (pp. 90-102). Dublin, Ireland: Authentik.

- Ushioda, E. (2008). Motivation and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 19-34). Cambridge, England: Cambridge University Press.
- Walqui, A. (2000). Contextual factors in second language acquisition. ERIC Digest. ERIC *Clearinghouse on Languages and Linguistics*, Document ED444381, Washington, DC.
- Wang, X., & Lui, X (2002). Learner factors affecting the English reading efficiency of natural science students. *Foreign Language Teaching*, 1, 49-54.
- Warden, C. A., & Lin, H. J. (2000). Existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals*, 33, 535-547.
- Weiner, B. (1992). History of motivational research in education. *Journal of Educational Psychology*, 82, 616-622.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548-573.
- Wen, X. (1997). Motivation and language learning with students of Chinese.
- Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 89(3), 411-419.
- Wentzel, K. R. (1998). Social support and adjustment in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90, 202-209.
- Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: Implications for understanding motivation at school. *Journal of Educational Psychology*, 91, 76-97.
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68-81.
- Wigfield, A., & Tonks, S. (2002). Adolescents' expectancies for success and achievement task values during the middle and high school years. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents* (pp. 53-82). Greenwich, CT: Information Age Publishing.
- Williams, M., Burden, R., & Lanvers, U. (2002). French is the language of love and stuff: Student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*, 28(4), 503-528.
- Wu, X. (2003). Intrinsic motivation and young language learners: The impact of the classroom environment. *System*, 31, 501-517.
- Yuanfang, Y. (2009). A study on foreign language learning motivation and achievement: From a perspective of sociocultural theory. *CELEA Journal*, 32(3), 87-97.
- Yang, J.S. R (2008). Motivational orientation and selected learner variables in east asian language learners in the United States. *Foreign Language Annals*, 36(1), 44-56.
- Yu, B. (2010). Learning Chinese abroad: The role of language attitudes and motivation in the adaptation of international students in China. *Journal of Multicultural Development*, 31(3), 301-321.
- Yu, B., & Watkins, D. A. (2008). Motivational and cultural correlates of second language acquisition: An investigation of international students in the universities of the People's Republic of China. *Australian Review of Applied Linguistics*, 31(2), 1-17.

About the Author

Dr. Richard DLC Gonzales is presently serving as Team Leader and Assessment and Examination Policy Framework Specialist for the Education Sector Project II in Samoa. He also served as Assessment/Examination Reform, Educational Evaluation and Monitoring, and Teaching-Learning Methodologies Specialist in Kyrgyz Republic, Lao PDR, Nepal, Sri Lanka, Mongolia, and Vietnam. Concurrently, he is a Professorial Lecturer at the University of Santo Tomas Graduate School and President and CEO of the Development Strategists International Consulting, Inc. He is also the founding and present President and Chairman of PEMEA.

He holds a PhD in Research and Evaluation and cognates in Psychology from University of the Philippines. His publications and research interests include assessment of motivation in foreign language learning, assessment of thinking skills and teachers' beliefs and practices in classroom assessment.

Author Notes

The author wishes to thank De La Salle University, Manila for the support in completing this paper. This study was taken from the originally proposed sabbatical leave research study of the author entitled "Who says everybody is equal?: Individual difference in foreign language learning" during the school year 2000-2001 through the University Research Coordination Office.