



A Study on the Relationship between Motivation and Language Learning Achievement among Tertiary Students

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Abstract

Motivation has been regarded as the driving force to learn a language. Aside from the notion that motivation is an influential facet to language learning, motivation can also be regarded as varied among learners' gender, socio-economic status and perception towards the language learning task. The success or failure of language learners to use and further effectively acquire a language is said to be relative to the motivation they put in learning or studying a language. The present study makes use of an instrument based on the initial questionnaire made by Noels, et al., 2000 to measure the motivational levels of the students. To prove the reported motivation of the respondents, they were also tasked to judge the grammaticality of sentences in the second instrument. After the gathering of data and the subsequent analyses, it was found that motivation may not be greatly related to language learning success of the respondents.

Keywords: motivation, language learning, grammaticality judgment test

1. Introduction

1.1 The Problem

Motivation is considered to be one of the most influential factors in language learning, whether the language user/learner is tasked to learn a second or foreign language (L2 or FL, respectively). It was/is believed in the past (and until the recent times) that when a student is motivated to learn a subject matter (may it be about language or other content areas), he/she has the highest chances to learn and acquire the language. More than half a century ago, Gardner and Lambert (1959) stated that motivation is the most compelling factor when a language learner or user is tasked to learn an L2. They further gave examples, that among the Canadian learners of French, those subjects who find themselves interested to be part of the French-speaking community become better acquirers of the said language. Moreover, they stated that those subjects who consider learning an L2 as tedious task, a learning duty that demands so many variables and considerations, tend not to be good speakers of the said language. These findings—that is, those that correlate language learning tasks and demands and motivation have been the subjects of many studies that involve second language learning and success of language usage. Also, it is noted that many of these studies are conducted in various linguistic backgrounds and are evaluated using different theoretical frameworks and views on language learning styles and natures.

Dörnyei and Csizer (1998) mentioned that language learning success is very relevant to subjects' reported motivational strategies. In their paper, Dörnyei and Csizer also elaborated that motivation should be contextually determined through the societal and other macro determinants which includes teaching policies, teachers' attitudes, language learning tasks and individual differences, among others. Interestingly, Dörnyei and Csizer provided the Ten Commandments that language teachers should consider when motivating language learners. Although it may seem that one of the suggestions of the authors (i.e., set learning processes that are individualized) is very laborious for the teachers, Dörnyei and Csizer contended that when teachers provide activities that are inclined to the interests and personal learning activities of the students, they may probably become better language users other than being productively aware that they are part of the learning tasks. Moreover, motivation is said to be related to the other areas concerning language learning. Motivation is also a multi-faceted component of acquiring and learning a language (Dörnyei, 1998). Aside from the widely held notion that motivation not only influences how learners regard the language learning situation, it is also appropriate to state and conclude that motivation plays a vital role in improving the language learning tasks and in planning language policies at large.

Leslie (n.d.) scrutinized the major language learning motivation theories with teenage language learners as the respondents of her study. In providing the conclusions of the study, Leslie mentioned that major theories of language learning motivation still prove their worth in studying the extent on how motivation brings effective outcomes to the tasks of learning a language. One of the theories that Leslie reviewed is the classic theory of Tremblay and Gardner (1995, as cited in Leslie, n.d.). Tremblay and Gardner argued that motivation is highly individualized. They also claimed that goal-setting is mainly anchored to the preference made by the learners themselves; moreover, the language learning situation is further improved if self-efficacy (or one's knowledge in performing the task of learning a language) is determined by the learners and the teachers. Thus, it can be said that language learning situation is influenced by the students, the teachers as well as the other educational stakeholders. Furthermore, Tremblay and Gardner (1995, in Leslie, n.d.) asserted that one of the major facets of motivation is valence, which pertains to the assumed intrinsic and extrinsic value of the language learning tasks and events.

Thus, motivation is deemed to be a great factor in language learning—that is, motivation is highly societal, a factor that involves macro (including the language policies, social determinants, among others) and micro (learners' proficiency, teachers' attitudes, among others) factors (Savile-Troike, 2006)..

1.2 Importance of the Problem

Because of the complexities that motivation brings to the language learning tasks, numerous research studies were conducted to determine the extent of the influence of motivation to the language learning task, and language learning and acquisition at large.

1.2.1 Motivation and Its Relationship to the Other Factors Influencing Language Learning

Kissau (n.d.) studied the Grade 9 French as Second Language (FSL) students in Ontario. He found that there is great discrepancy between the male and female students who study the said language. He further asserted that learning a language is completely societal and gender-driven. It implies that gender should be regarded as an influential factor in motivating learners to study an L2. Kissau also mentioned that among all the other factors involved in motivation and language learning, the most compelling are “goal-setting, encouragement, self-determination, self-efficacy and intrinsic and extrinsic motivations” (p. 85). Another striking conclusion given by Kissau is when he stated that social perception greatly affects the classroom activities. According to the study, boys admitted that they are not as capable as girls when learning French and this statement from the male respondents are attributed to their claims that the society looks at them as not effective language learners; thus, they do not see themselves to be fully involved in the said undertaking. Such finding is also supported by the conclusion by Mathew, Job, Al Damen and Islam (2013) when they found that because females are more inclined to language learning tasks, they become more successful learners. However, Mathew, et al. also cautioned that although females are more motivated, they are also more anxious in getting involved to tasks about language learning.

Not only did investigations on language learning have involved the typical respondents, some research on the said topic also included different population. Vaezi (2008) tried to undermine the motivation of Iranian learners of English. Vaezi found that Iranians, as FL learners of English, are instrumentally motivated. Thus, these respondents, according to Vaezi, are seeing English language learning to be their primary tool of being more capable in a globalized community which simply implies that they study English not because they want to be part of the English-speaking community, but more importantly, because they are compelled to do such task for future employment. This reason for studying language (that is not the native to the learners) is also found from dyslexic language learners. Csizer, Kormos and Sarkadi (2010) found that dyslexic learners do not consider language learning as a very significant duty for them; rather, they consider such learning event to be a simple tool in understanding a language and not a primary part of the education they ought to have. It was also argued by the researchers that dyslexic learners are very sensitive to the forms and structures of the language that they study; thus, motivation in learning such loses as they realize that language learning becomes complex as times pass by (Csizer, et al., 2010). Moreover, Csizer and her colleagues attributed the difficulty to the language commonalities of Hungarian (language natively spoken by the dyslexic subjects) and Spanish (language they need to study). According to Csizer, et al., the more the second language (L2) is similar to the native tongue (L1) of the learners, the more they are capable of mastering the linguistic system of a particular L2. This conclusion is further elaborated by the researchers when they concluded that English is more difficult to learn than Spanish.

Teachers are also deemed to be very influential in increasing the motivation of the students in learning a language (Bernard, 2010; Hadriana, Ismail & Mahdum, 2012; Oxford & Shearin, 1994; Xiao, 2012). Hadriana, Ismail and Mahdum (2012) found that Indonesian learners of English consider the global language to be a significant tool in being globally-competent; thus, one way to intensify the motivation of language learning is that:

- a) *school provide pleasant environment for the students*
- b) *The [sic] ministry of education should retain the teacher how to be creative to encourage students via technology to increase their intrinsic and extrinsic motivation as well as to contribute to their achievements*
- c) *the teacher should build up rapport with students and provide guidance for them to do self-learning to improve English.* (p. 42).

These suggestions from the study of Hadriana, et al. implies that teachers and the school, as the most influential educational stakeholder, should be the most responsible entities in ensuring that's students are highly motivated when they involve themselves in the tasks of language learning. Hadriana, et al. also emphasized that when motivation is seen through the students' achievements, teachers are well motivated as well as in delivering language learning tasks that are appropriate to the competencies of the students which further brings more relevant attainment and more successful

language learning. These claims are also parallel to the conclusions given by Bernard (2010). Bernard claimed that teachers are the primary agents in letting the students speak and write based on the latter's interest and ability. According to Bernard (as he studied motivation among 151 elementary and intermediate students), teachers should not impose the activities that learners must accomplish in any language classroom. Furthermore, Bernard argued that language learning activities must be fun and engaging. This criterion of language learning task, according to Bernard, makes the language activities easier to accomplish and may subsequently enhance the students' motivation in L2/FL learning. His paper is also extended in a way that he discussed other factors that influence motivation, two of those are classroom activities and the atmosphere of the classroom.

1.3 Relevant Scholarship

Oxford and Shearin (1994), in their seminal paper, stated that teachers have the duties in fostering the interest of the students in learning a language. Aside from the claim that learning a language is highly correlated to teacher's involvement, Oxford and Shearin also pointed that teachers modify the students' own perception of language learning. Consequently, they enumerated the tasks that teachers should perform to ensure that motivation is maintained in the language classes. These duties are: (1) teachers must remember that motivation changes over time; thus, asking the students about their interest in the language learning task would be optimal for both the teachers and the students; (2) teachers help the learners in molding the latter's belief of successful or failed language learning tasks—that is, positive attitudes among the students can be attained if the teachers have inculcated to the students' minds that learning an L2 or an FL is “not only possible but probable” (p. 24). Third of the important functions of teachers in shaping the students' motivation in language learning is through the demonstration of language learning task to be a mentally challenging duty which may also invite future success. Moreover, the tasks of language acquisition are influenced by the language classrooms—which are also directed by the teachers themselves. Despite the universally-contended idea that language learning is primarily based on the learners themselves, it is also argued that teachers' identity is a compelling factor in language learning and acquisition (Oxford & Shearin, 1994).

MacIntyre, Noels and Moore (2008) have put forward other insights as regards the roles of the language teachers in recognizing the assistance of motivation in coming up with better language learning activities and tasks. McIntyre and his colleagues emphasized that teachers' identity as a motivational factor is further determined by the society (i.e., teachers are socially-linked; thus, they may have varying images based on the sectors of the society), by the learners themselves (i.e., social identity is agreed by both the teachers and the learners), and by the image-text (i.e., discourse-driven notions bring the idea that teachers are contextually portrayed and evaluated by numerous social and discursive facets, few of those are the language community, educational institution, among others).

Dörnyei (1998) also stressed that “with motivation, as an important factor in learning success... teacher skills in motivating learners should be seen central to teaching effectiveness” (p. 130). The paper of Dörnyei also pointed that teachers' identity, skills, pedagogical techniques and mastery of the subject matter all contribute to the multi-faceted component of motivation in language learning. The author also cautioned that even teachers may have the biggest influence in shaping the students' motivation, success of language learning may still be based on the student themselves. This conclusion is also heightened by the study of Matsumoto (2011) among the English language learners in Australia. Matsumoto stated that students' proficiency in using a language and the succeeding level of fluency they may have are influenced by motivation. And this motivation, according to Matsumoto can be directly influenced by the teachers. Thus, it can be implied from the study that learners may not be autonomy-driven as they need the monitoring of the teachers when the former learn a language.

New paradigm on researching the teachers' influences in language learning is also emphasized by Xiao (2012). Xiao asserted that teachers' identity and knowledge of the subject matter are influential to the degree of motivation that students hold during (and even) after the language classes. More interestingly, Xiao had the help of students and tutors in coming up with the conclusions of his study. He noted that many studies on motivation have been using teachers and students in typical classrooms as the respondents. Thus, investigations on the tutelage level have been scarce and his paper is one of the embryonic papers that discuss the relationship of tutors' influences and distance learning in motivation to learning a language. Among the respondents, Xiao found that nine out of ten distance learning students say that tutor's personal characteristics affect or influence language learning. Further, the students almost unanimously stated that:

being responsible for and passionate about one's teaching job—tops the list in both cases, believed to be the most important personal characteristic influencing students' motivation...the next most motivating personal characteristic is being approachable,

that is, patient, supportive, encouraging, and good-tempered (p. 372).

Moreover, Xiao stated that learning difficulties will be lessened if motivation is fortified by the teachers through various conditioning and strategies. Also, language aptitude and learning conditions are both determined by motivation, and motivation can be highly encouraged if the teachers are incorporating the appropriate techniques in heightening the students' interest in language learning.

Despite the significance of teachers' roles in motivating the students to learn a language, another factor influencing the determination of the degree of the students' motivation in language learning is socially bound—that is, power relations among the students and their teachers create possible differences of the degree of learning a second or target or foreign language (Veronica, n.d.). The author argued that it is not teachers who can solely persuade or manipulate the language

learning motivation of the students; rather, parents and the community (at large) are the stimulating reason for language learning motivation. Thus, the author also pointed that teachers and parents should go hand-in-hand in lifting the students' motivation to learn a language. Also, Veronica asserted that one's motivation is dictated by the social functions in taking part to the globalized community which initially requires language users to be effective in using the language learned and taught at schools.

It is also undoubtedly correct to state that students themselves control their motivation in learning a language. Matsumoto (2011) directed the idea that although learners' motivation is influenced by the teachers, students are still the primary individuals who motivate themselves in learning a language.

Csizer and Dörnyei (2005) studied the motivational strategies of 8,593 respondents in Hungary through a survey in 1993 and 1999. Aside from considering the number of the respondents as a large population for the study (which may also put generalized idea into the contexts of language learning), it can also be argued that students who see themselves as "ideal self" (p. 29) in language learning, they have the better chances of learning the language qualitatively. Also, Csizer and Dörnyei mentioned that if "one's self is associated with the mastery of L2... that learners can be described with an integrative disposition" in learning or acquiring a language (p. 29). In their paper, Csizer and Dörnyei attributed the success or failure of the language learners in what they call as "ideal self and ought self" (p. 29). The former is related to the integrativeness (or being directly associated to the community of the target or second language) that learners deemed to be the most important facet in language learning. Ought self, on the other hand, is attributed to the learners' inconsistent goal in learning a language. According to Csizer and Dörnyei, ought self can be present if the learners desire to learn a language for the purpose of not being punished in schools (as some educational institutions impose English-speaking community); therefore, it can be implied that when students see themselves under the view of *ideal self*, they become better language learners.

The learners' choice can also influence the motivation that they may have in the pursuit of learning a language (Noels, Pelletier, Clement & Vallerand, 2000). According to Noels and her associates, language learners should receive freedom when they are tasked to learn a language. This situation can be a compelling factor to language learning attainment. The knowledge of the learners of their own competence is also important in determining the type of motivation that they can have. If the students or learners of a language have the knowledge of their competencies and are free to choose the language learning tasks in which they can be involved in, learners can then become more effective users of the language. In their paper, Noels, et al. also posited that language learning is holistically predicted by the identified motivations by the students—that is, it can be extrinsic (language learning task is directed by the instrumental uses of language [e.g., for future employment]) or intrinsic (motivation is correlated to the internal drive in language learning). Liuoliene and Metiuniene (2006) argued that language learning independence is another significant factor in determining the extent of language learning situations. They mentioned that students who can study independently are more capable of being successful EFL learners. In their study (which is grounded by the strength of support of mathematical treatments), Liuoliene and Metiuniene emphasized that motivation is involved in learning a language with autonomy or independence and such instance may happen if the teachers perform proper guidance in the language learning situations.

Schmidt, Boraie and Kassabgy (1996) concluded that language learning is further enhanced by the students' preference in the educational pursuits. Also, the learners' language learning strategies may be influential in enhancing their motivation. Certain kinds or classes of language learning may have also implied the type of motivation that students have in acquiring or studying a language. Schmidt and his colleagues pointed that the students who want to learn a language based on its communicative value become better users of the language while those are more anxious in learning a language tend not be involved in the communicative aspects of language teaching.

A local study by Lucas, Pulido, Miraflores, Ignacio, Tacay and Lao (2010) stated that among the first year college students (the study's participants), the skills of speaking and reading seem to be the most important macro communicative that they want to master. Also, the authors found that learners who are intrinsically motivated can be successful language learners of a particular linguistic skill. Despite the well-articulated points shared by the authors, it was unclear if the study's can be strengthened by the claims through a proficiency test. Although recognized by Lucas and her colleagues, the study would have been more plausible if the researchers included an exam that would strengthen the claims they formulated.

Kim (2011), on the other hand, also conducted studies which involve the role of motivation and self-autonomy and learning strategies. She highlighted the notion of *activity theory* whereby she elaborated that motivational relationships to success of language learning can be further enhanced by the learners choices of activities as well as by the difficulty and demands of the tasks. In her investigation, Kim also discussed the case of Sandra, an advanced L2 learner. Kim stated that Sandra is a proof that being exposed to the L2 contexts is not a guarantee of qualitative learning which implies that motivation, together with other language learning factors (i.e., similarities of the L1 and L2 contexts), should be highly regarded in studying the students' journey to language learning and acquisition. Kim also highlighted that although feedbacks which focus on vocabulary can be beneficial among the language learners, this type of modified feedback can impede L2 learning success. The study also recognized its shortcoming of not providing explanations about proficiency and language learning motivation, answers to the about the socio-historical contexts of a specific language community. Thus, it can be extended to the optimal level of research that may prove the effects of motivational level among language learners through other evidences like explanation of the L1 and L2 contexts, longitudinal observations and proficiency tests.

Although there are ample research investigations that explain the relationship of motivation and language learning, James (2012) has recently argued that students' self-involvement in language learning tasks cannot directly yield to the "motivation to transfer L2 learning beyond that classroom" (p. 62). James' points seem to contradict the claims made by researchers in the past as he asserted that learners of an L2 can be successful without their direct involvement to the language learning tasks. Also, Kissau (n.d.) pointed that even if the societal factors may explicitly draw the learners in studying or learning a language (may that influence be positively or negatively affected the task itself), students' perceived knowledge of their role in the language learning tasks is also significant.

1.4 Correspondence to Research Design

Despite the growing number of research studies focusing on the relationship of motivation and language learning, there have been scarce resources as regards the motivation of college students in learning a second language in the Philippine contexts. Although this gap may have been answered by the paper of Lucas, et al., it was mentioned that the said investigation is lacking in evidences that would strengthen the findings. Also, the said study had respondents from the Metro Manila who are first year college students (who mainly speak Filipino and English); thus, it can be initially hypothesized that learners may have been more aware of the skills that they want to enhance and what specific component of intrinsic motivation do they need to operate when driving themselves to be motivated in learning a language.

The present study is an extension to the study of Lucas, et al. as this investigation seeks to discover the motivational strategies of college freshmen in the other region in the Philippines who also speak a different language/ dialect. This study may also shed light on the perceived knowledge of freshmen students in the tertiary education as how they regard language learning and motivation.

Moreover, the study is backed up by another instrument which may either support or refute the reported motivational strategies by the respondents.

1.4.1 Research Questions

The present investigation deals with the motivation of students in learning a second language. In so doing, the researchers seek to answer the following questions:

1. How motivated are the respondents in learning English as a language?
2. What is the reported skill of the student-respondents in the grammatical aspect of English?
3. What is/are the relationship(s) of students' reported motivation and their grammatical knowledge?

Importance of the Present Undertaking on Motivation and Language Learning

Dörnyei and Csizer (1998) argued that motivation needs to be enhanced in an educational institution where language learning is the thrust. They also emphasized that learning a language can be predictably influenced by the motivation that a learner puts into his quest to language learning. The present study aims to bring the following important instances to various educational stakeholders:

1. For the teachers- in various educational institutions, teachers are the partner of the students in the latter's pursuit of language learning. Teachers may find the present study useful as they evaluate the relevance of motivation in enhancing the capabilities of the students in language learning. Thus, when teachers are aware of the correct methods to motivate their students, they may offer teaching activities that further boost or enhance the motivation of the students to learn, acquire and use the language.
2. For the students- when they realize the various effects and factors that surround the language learning tasks. The students, primary or secondary or even, tertiary students of language may find this investigation useful as they come up with the conclusive remarks as to how they can improve their interest in learning a language, in leading an autonomy-based language learning tasks and more importantly, in accessing their own personal strategies to learn a language.
3. For educational planners- as they would be able to modify the language curriculum that also features the relationship of motivation and language learning. Furthermore, language planners in private or public educational institutions may also find this study useful in coming up with a better language syllabus.

2. Methodology

2.1 Subsections

According to Brown (2011), a comprehensive research investigation on second language learning and acquisition should include a methodology that can be easily understood by the readers. He further enumerated that the most important components in the methodological phase of a study are (1) research design; (2) description of the participants; (3) description of the materials or instrument; and (4) explanation of the analysis put forward in undermining the data gathered.

2.2 Participants

The thirty (30) participants of the current investigation are freshmen students taking Bachelor of Science in Criminology at the Ifugao State University where one of the researchers works as a faculty. Ages of the participants range from 16 to 21, mean age is 19.34. Furthermore, the first language (L1) of the participants is the Ilocano language. They can also speak Filipino but considers English as their L2. Thus, Filipino can be considered as the participants'

additional language (see Savile-Troike, 2006 for complete descriptions of different languages according to acquisition and learning).

2.3 Instruments and Procedures

2.3.1 Sample Size

The participants of the current study are thirty (30) freshman students taking Bachelor of Science in Criminology at the Ifugao State University.

2.3.2 Measures and Covariates

The present study makes use of two (2) materials in investigating language learning success among the participants. First, an 18-item questionnaire was used to measure the motivation of the respondents in learning English. This questionnaire is based on the framework of Noels, et al. (2000) when they devised an instrument which sought the motivation of respondents in many components—intrinsic and extrinsic motivations and motivation scales. However, the previous questionnaire of Noels and her colleagues was composed of 21 questions, three are anchored to each of the subscales, namely, motivation, external regulation, interjected regulation, identified regulation, intrinsic motivation (on knowledge), intrinsic motivation (on accomplishment), and intrinsic motivation (on stimulation). The basis of the questionnaire of the present study was structured in various ways, some of the questions have negative implication towards language learning; the present study's questionnaire, on the one hand, has questions which were all structured with positive insights towards language learning. Such modification of the questionnaires was conducted for a more facilitative interpretation of data. The questionnaire also posits a likert scaled type of responses whereby the students would answer the statements based on their acceptance and perception towards motivation and language learning. (For a copy of the questionnaire, see Appendix A)

The second instrument is a grammatical judgment test (hereafter, GJT). It is composed of forty sentences divided into four sections—namely, subject-verb agreement, verb tenses, prepositions, and pronoun-antecedent agreement. All sections of the GJT, except the verb tense section, have ten sentences with five (5) statement structured correctly while the other five are constructed erroneously. According to Abrahamsson (2012), conducting GJT is facilitative in coming up with the realization of the learners' knowledge on the grammatical items of a specific language.

The second section (verb tenses), on the other hand, seeks to understand the learners' judgment on the type of the underlined verbs.

Grammatical judgment test on the said topics about subject-verb agreement, verb tenses, prepositions were chosen to be tested in parallel to the assertion of Bautista (2000) when she found that these topics were the most difficult among the Filipino ESL learners. On the other hand, the linguistic phase on pronoun-antecedent agreement was considered to be a part of the GJT because it was observed by one of the researchers that her students in the tertiary level still find difficulty in composing sentences with agreement between antecedent and pronouns.

The study was conducted on the twenty-sixth of November of the present year. The participants were asked to answer the first instrument for ten minutes and were also tasked to finish the GJT of twenty minutes. Moreover, the said instruments were examined for ambiguity and difficulty through a pilot test. Ten respondents from the same section, where the respondents came, were chosen for the pilot testing. It was reported that the said exam is appropriate on the current skills of the participants in the pilot exam which may imply that the instrument is also applicable to the target respondents.

2.3.3 Research Design

The present study is quantitative in nature as deals with the relationship of motivation (as reported by the respondents) and the skills of the respondents in particular grammatical items. As this study focuses on the role of motivation, it also seeks to analyze the extent of the student-respondents' motivation and its relationship to the attainment of the subjects in judging grammatical items. (See the description of the instruments used in this investigation below.)

Aside from having quantitative analysis, the study is also qualitative. Brown (2011) stated that linguistics in the present times as well as the research investigations on second language learning and acquisition are undoubtedly requiring the researchers to use both quantitative and qualitative modes of analyses. For Brown, quantitative analysis is useful when generalizing the findings of study which may further be refuted or supported by succeeding studies. Qualitative analysis, on the other hand, discusses the theoretical applications of the previous investigations to the current undertaking. Moreover, combining quantitative and qualitative analyses will yield to better assumptions as regards the strength of the claims as well as in explaining the possible rationale behind the linguistic knowledge of language learners.

3. Results

3.1 Statistics and Data Analysis

The mean score for the questionnaire on motivation was identified by the researchers; thus, the mean score for this component of the research may start from 1 to 5. Further, overall score for the GJT was also determined. Also, it should be noted that GJT score was determined if the respondents' answer on specific grammatical item is correct or not.

A statistical analysis of the reported motivation and results of GJT is applied to find the strength of the possible claims that can represent the degree of motivation of the participants and its relationship to the score of GJT. Pearson

Correlation is used to determine whether there is a significant relationship between the relationship of learners' motivation and their scores in the GJT.

Afterwards, the qualitative interpretation of the data was provided by the researchers in analyzing the participants' motivation and their current knowledge on specific grammatical items.

Table 1. Distribution of the Respondents and their Reported Motivational Levels

Mean Score for Motivation in Learning English (words in the parentheses serve as the descriptor)	Number of Respondents
4.30- 5.00 (Strongly motivated)	6
3.50- 4.29 (Highly motivated)	15
2.70- 3.49 (Motivated)	8
1.90- 2.69 (Lowly motivated)	1
1.00- 1.89 (Not motivated at all)	0
Total	30

The first table shows the number of the respondents who reported their motivational level in learning English. As can be seen from the table, most of the student-participants are motivated in learning English. Half of the participants reported that they are on the average level of studying English. It can be implied from this result that as ESL learners of English, Filipinos are still inclined to be fluent or proficient in learning and using their L2. Despite this reported result, it cannot be concluded that the respondents are intrinsically or extrinsically motivated to learn English as the present investigation does not deal with the type of motivation that drives the Filipino ESL learners in studying and using English. Moreover, it was also found in the reports of the student-participants that six of them are extremely driven to learn English. Aside from the notion that English is considered to be a language of prestige (Lucas, et al., 2010), probably another reason why tertiary learners of English are very motivated is their desire to be competent speakers of the language (Ionin, 2013). According to Ionin, when learners see the importance of language in their everyday lives and in the profession that they will have in the future, they will more likely become effective users of the language. Moreover, it can be implied that because textbooks and resources of knowledge in the tertiary education is mostly in English, it may be imperative for the students to master the rules, semantics and discursive rules of English. However, it should also be noted that societal factors may play a role in determining the roles of motivation in language learning (Kissau, n.d.). Although this study lacks in identifying the relationship of gender and age in motivation and language learning, it can still be argued that learners of English are compelled to study the said language for them to become part of the language community. Another important finding from this phase of the study is that no respondent has reported that he/she is not interested (or motivated) in studying English.

Csizer and Dörnyei (2005) also reported that motivation is an implicit cognitive component in language learning. Thus, whether the learners are not directly mandated to study a language, they have the innate interest to study such. It is only dependent on the reinforcement strategies that make the learners less or more motivated in language learning and in being involved in taking part in the language learning tasks.

Table 2. Pearson Correlated Representation of Motivational Level and Results of GJT

Overall mean of the Reported Motivation Level	3.78
Mean Score of the GJT's	21.87

$p=.420$ (significantly correlated value: $p < .05$)

With a two-tailed value of more than $p=0.05$, this results implies that the reported motivation level and the results of the participants' GJT's are not significantly correlated. It can be further argued that the motivational level of the students may not be an effective representative of the linguistic knowledge that they acquire. The result also shows that not all students who reported to have high motivation may do well in judging the grammaticality of the sentences in a grammar-focused exam. This finding is also parallel to the conclusions of Matsumoto (2011). Matsumoto claimed that proficiency in learning a language is not always represented by the motivation that they have. Although motivation can be a strong driving force in the acquisition and usage of the corrected forms of language, this finding can also pertain to the notion that motivation is not the sole predictor of success in language learning. Kim (2001), for example noted that motivation should not be the primary consideration in assessing the language learning attainment of the language learners and users. She also pointed that for a language learning task to be effective and a good representative of the language learning and acquisition of various students and users of any language, one needs to assess the relationship of the activity and the tasks demands of any language leaning duty. Moreover, it can be implied from the result that when learners are highly motivated, they may not always be proficient users of the language. The roles of interaction may also be put into considering the relationship of language learning motivation and attainment.

Noels, et al. (2000) also cautioned that although motivation (as whole [including the intrinsic and extrinsic components]) can be used to measure the ability of language learners to process the system of the L2 or TL, it is still

important to take into consideration other factors in language learning including the types of the modified interactional feedbacks provided by the teachers in a language class. Aside from the interaction, Noels and her colleagues also pointed that if learners see the classroom atmosphere as a good setting for language acquisition, than they can become better language learners.

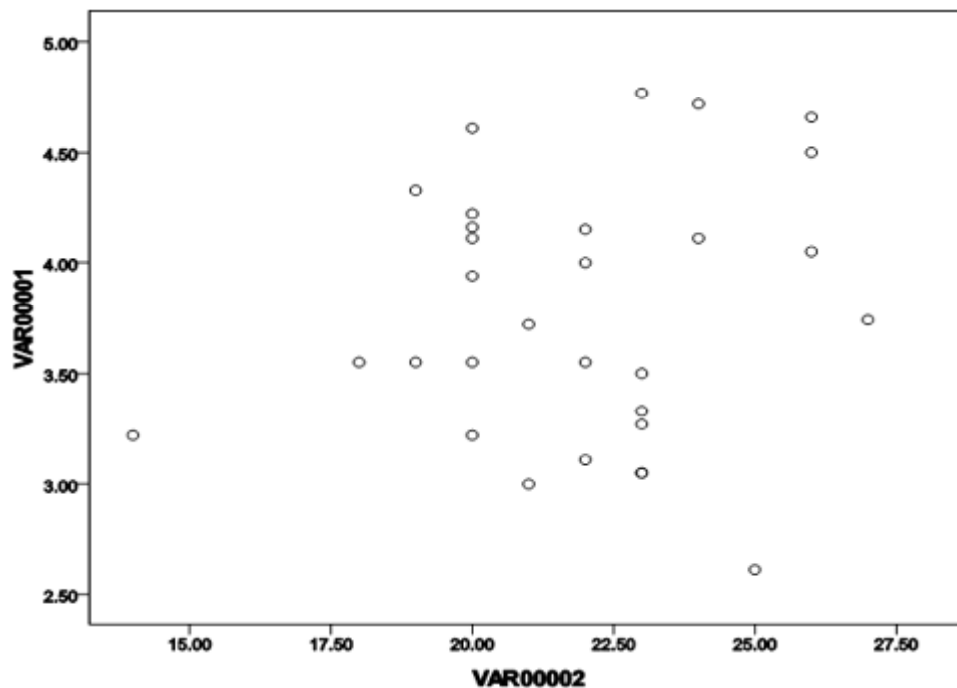


Figure 1. Schematic Relationship of Motivation and GJT Results

Notes: Variance 1 (vertical line) refers to the mean score of the motivation levels reported by the respondents Variance 2 (horizontal line) refers to the GJT results

The figure shows the graphical presentation of the relationship between language learning motivation and the obtained score of the respondents in the GJT. As evidently shown, it was found that the motivation of the respondents in studying a language is not relatively inclined to their success of learning a language. Moreover, the scattered dots imply the insignificant notion that motivation is the sole predictor of language learning achievement.

James (2012) stated that students' involvement in language learning tasks is indirectly related to L2 learning. As he studied 40 students in an EAP course, he found that students who may have independent learning strategies are better users of the language. Moreover, the study of James concluded that when the students are capable of seeing themselves in transferring their acquired/ learned L2 skills to other components of the academics as well as to other areas of competencies, they become more involved in enhancing their own motivation towards language learning. This suggestion can be applied to the idea that motivation is not directly influenced by the teachers and the activities in language classrooms; rather, learners' assumption on the uses of language in their personal lives would play a more vital role in reaching good levels of linguistic skills. Further, the study's result implies that motivation may always derive from the motivational acts initially introduced by the teachers; rather, motivational levels are improved through other activities aside from grammar exams.

Dörnyei (1998) also emphasized typical grammar test may not represent the mental motivations of the language learners in studying a language; he mentioned that success in language acquisition can be better represented by process-oriented tasks. These process-oriented tasks may include more communicative functions of language usage. Also, this conclusion of Dörnyei implies that education may shift the paradigm of traditional grammar teaching into a more communicative language blueprint. Therefore, this result may also bring the new idea in the Philippine context that tertiary students of English, although see the value of English as very relevant in their presupposed professional status in the future, consider that learning English is not attributable to grammar exams only. Bernard (2010) also pointed that motivation is correlated to other factors such as pedagogical abilities of the teachers, learning tasks as well as the classroom itself. These factors, according to Bernard, would better offer the understanding of how motivation relates to language learning tasks of the learners.

4. Discussion

The indirect relationship of motivation and language learning among the participants of the study has implied that one probable reason why students may have judged the test items incorrectly is their preservation of identity such finding is also found by Vaezi (2008). Probably, they have not garnered scores that are parallel to their level of motivation because of their prevalent usage of their L1 (Ilocano). Further, the study may also be a representative of the incomplete acquisition of the grammatical rules by the respondents. The study is still inconclusive of the grammatical proficiency of the respondents; however, it can be noted that when learners are provided with language learning tasks that are easily

comprehensible for them their language learning success may then be deemed relative to their reported motivation. Or, another issue that can be raised in relation to the incongruent relationship of motivation and language learning is the widely held idea that motivation cannot always be explicitly measured. Despite the numerous frameworks provided in assessing the motivational levels of language learners, linguists have also been debating in which specific measurement of motivation should they adhere to. Also, other linguistic skills may be more comprehensive in aligning the relationship of motivation and success in language learning. The respondents' indirect or implicit reporting of their motivations in learning a language may also be a culprit of the reported unparallel relationship between language proficiency (with emphasis on grammar) and motivation.

The present study has found that tertiary students in a state university outside the Philippines may have high motivation in learning English; however, their performance in a grammatical judgment test tells otherwise. This study has also determined that success in language learning cannot be solely predicted by motivation. Parallel to the conclusive remarks of Bernard (2010), the researchers of the present study emphasize that achievement in learning, acquiring and using language is dictated by several factors aside from motivation. Few of these components of language learning can be the activities included in the language class, the teachers' attitudes and knowledge in handling the class, in monitoring the motivational levels of the students. Other components of the language learning may also encompass the type of language learning introduced and enhanced by the curricular planners of the educational institution, that is, traditional grammar-focused learning versus communicative functions of the language.

Moreover, the types of the motivation can be a guiding facet of measuring the motivation of the learners in studying the language. According to Noels, et al., the plausibility of an instrument in measuring the motivation and interest in learning and studying a language would be a universally-controlling ruler in determining whether the learners study a language (as L2 or TL or FL) for integrativeness they hope to obtain together with the speakers of the target language or they just want to study the language for instrumentally-driven reasons such as being competent in the professional jobs that they will have in the future. Also, Dörnyei (1998) stressed that one challenge for the researchers who would investigate the relationship of language learning motivation and their subsequent success is the implication brought by time in the longitudinally framed language learning quest. He further suggested that researchers can study the motivation through the challenge implied by time; thus, it is possible to explore the plausibility of motivation at the start of language learning and how consistent it maintained throughout time.

Future researchers may have more respondents or larger population to draw a more generalized conclusion as regards the relationship of motivation and language learning. Furthermore, other linguistic factors may also be considered when doing the same study. Few of these components include the language spoken and subsequently acquired by the students or respondents, the age and the type of schools where the learner studies a particular language, among others.

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Appendix A

Survey Questionnaire for Language Learning Motivation

Directions: Read carefully the sentences on the left portion of the survey questionnaire and tick (✓) the corresponding box that tells the degree of your motivation in studying and learning English. Please be honest with all your responses. Use the scale enumerated as your guide in answering.

- 5-Strongly Agree
 4-Moderately Agree
 3-Agree
 2-Moderately Disagree
 1-Strongly Disagree

Questions	5	4	3	2	1
1. My time is productively spent in studying English.					
2. I fully know why I am studying the English language.					
3. Studying English is expected of me.					
4. I study English to get a more prestigious job in the future.					
5. I study English to have a better salary in the future.					
6. Studying English makes me a good citizen.					
7. I am proud of myself for I can speak in English with the members of communities whose first language is my second.					
8. It is my choice to study English.					
9. I study English for personal development					
10. I study English, so I can be more knowledgeable about the literature of the second language group.					
11. English language makes me discover new things.					
12. I enjoy gaining knowledge about the users of the English language and their way of life.					
13. I have a pleasurable feeling if I surpass myself in second language studies.					
14. I enjoy whenever I grasp a difficult construct in the second language.					
15. I feel satisfied when I am in the process of accomplishing difficult tasks in the second language.					
16. I feel accomplished when I understand people speaking in second language.					
17. I feel proud of myself when I can speak in my second language.					
18. I have a pleasurable feeling whenever I hear members of my community also speak our second language.					

The questionnaire is a modified version of the survey instrument used by Noels, Pelletier, Clement and Vallerand (2000).