

A Study on the Intrinsic Motivation Factors in Second Language Learning Among Selected Freshman Students

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Abstract

The paper focused on intrinsic motivation factors that may help identify what specific L2 communicative skill students are more motivated to learn. The study involved 240 freshman college students from different universities and colleges in Metro Manila. A 48-item questionnaire was administered to the selected respondents. The results of the study showed that students are intrinsically motivated to learn speaking and reading skills and that they are intrinsically motivated via knowledge and accomplishment. These may suggest that students are motivated to learn these linguistic skills due to the very nature of the skills which they find interesting and relevant to them. The mastery of these linguistic skills somehow helps them achieve their learning goals which may bring benefits to them in the future.

Introduction

Background of the Study

Motivation is an important factor in learning a second and foreign language (Gardner, 1985b; Scarcella & Oxford, 1992). It is defined as the individual's attitudes, desires, and effort (Gardner, Tremblay & Masgoret, 1997). Moreover, Ryan and Deci (2000) define motivation as concerning energy, direction, persistence and equifinality-all aspects of activation and intention.

In the field of second language acquisition (SLA), motivation has been identified as one of the key factors that determine L2

achievement and attainment. It serves as an impetus to generate learning initially and later as a sustaining force to the tedious process of acquiring a target language (Cheng & Dornyei, 2007).

Several studies have been undertaken in order to investigate second language learning motivation ever since Gardner and Lambert (1959) instituted this concept. They perceived the L2 as a mediator between the various ethnolinguistic communities and as such, the motivation to acquire the language of the other L2 community was seen to play a vital role in either promoting or hampering intercultural communication.

Around the 1990s, there was a noted shift in the manner many L2 researchers conceptualized motivation and this was reflected in the number of researches produced for a more education-centered approach that was more in congruence with the mainstream educational psychological research (e.g. Crookes & Schmidt, 1991; Dornyei, 1990 & 1994; Oxford & Shearin, 1994; Tremblay & Gardner, 1995; Williams & Burden, 1997). The new paradigm expanded the L2 motivation studies by (1) promoting cognitive aspects of motivation, especially those related to the learner's "self" (e.g. need for achievement, self-confidence/efficacy, self-determination); (2) integrating various influential theories that were already prevalent in mainstream psychology (e.g. goal theories and attribution theory); and (3) focusing on situational factors relevant to classroom application (e.g. characteristics of the language course and language teacher) (Cheng & Dornyei, 2007).

The study investigated which specific intrinsic motivation factors influence young adult students to learn the four communicative skills-writing, reading, speaking and listening. Moreover, the research also examined what macro skill they are more likely to be motivated to learn.

Nature of Motivation

Motivation is one of the main determinants of second/foreign language (L2) learning achievement. In the last thirty years, there had been considerable amount of research done that explores on the nature and role of motivation in the L2 learning process.

Canadian psychologists Gardner and Lambert who with the help of their colleagues and students grounded motivation research

in a social psychological framework have initiated the bulk of these researches. They also established scientific research procedures and introduced standardized assessment techniques and instruments thus bringing L2 motivation research to reach its zenith in the field of research (Dornyei, 1994).

In their early institution of L2 motivation, Gardner and Lambert (1959; 1972) suggested that an individuals' motivation to learn an L2 is nurtured by both attitudes toward the L2 community and the goals, or orientations, sought through the acquisition of the L2. These researchers identified two classes of motivation. First, *integrative motivation* refers to a desire to learn the L2 in order to have contact with, and perhaps to identify with, members from the L2 community. This orientation can be contrasted with the *instrumental orientation*, which refers to a desire to learn the L2 to achieve some practical goal, such as job advancement or course credit (Noels, Pelletier, Clement & Vallerand, 2000).

Ryan, Kuhl and Deci (1997) introduced the Self-Determination Theory (SDT) which they defined as an approach to human motivation and personality that utilizes traditional empirical methods while employing a metatheory that highlights the importance of human's evolved inner resources for personality development and behavioral self-regulation. This approach examines people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes.

Ryan and Deci (2000) further looks into motivation in the light of SDT. Because of the functional and experiential differences between self-motivation and external regulation, a major focus of SDT has been to supply a more differentiated approach to motivation, by asking what kind of motivation is being exhibited at any given time. By considering the perceived forces that move a person to act, SDT has been able to identify several distinct types of motivation, each of which has specifiable consequences for learning, performance, personal experience, and well-being. Moreover, by articulating a set of principles concerning how each type of motivation is developed and sustained, or forestalled and undermined, SDT at once recognizes a positive thrust to human nature and provides an account of passivity, alienation, and psychopathology.

Perhaps due to this conceptual impasse, there has been much discussion about the nature of language learning motivation and a shift among some of the scholars to consider alternative models. These models are not meant to replace the *integrative-instrumental* motivation paradigm but rather to complement it. One alternative that has been introduced is the distinction between intrinsic and extrinsic motivation.

Intrinsic and Extrinsic Motivation

According to the self-determination theory (Deci and Ryan, 1985; 1995), there are two general types of motivation, one based on intrinsic interest in the activity per se and the other based on rewards extrinsic to the activity itself. These types of motivation are not categorically different, but rather lie along a continuum of self-determination.

Intrinsic motivation (IM) refers to motivation to engage in activity because it is enjoyable and satisfying to do. Ryan and Deci (1985) believe that intrinsic motivation is founded upon innate needs for competence and self-determination. They hypothesize that when people are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents. By striving to meet these challenges, learners develop a sense of competence in their abilities.

Ryan and Deci (2000) posit that no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, which is defined as the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. Developmentalists acknowledge that from time of birth, children, in their earliest and healthiest states, are active, inquisitive, curious, and playful, even in the absence of rewards. The whole construct of intrinsic motivation describes this natural inclination toward assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development and that represents a principal source of enjoyment throughout life (Csikszentmihalyi & Rathunde, 1993; Ryan, 1995 in Ryan & Deci, 2000).

Ryan, Kuhl and Deci (1997) also argued that despite the fact that humans are liberally endowed with intrinsic motivations, it is

clear that the maintenance and enhancement of this inherent propensity requires supportive conditions, as it can be readily disrupted by various nonsupportive conditions. Thus, their theory of intrinsic motivation does not concern what causes intrinsic motivation, but rather, it examines the conditions that elicit and sustain, versus subdue and diminish this innate propensity.

Thus, Deci and Ryan (1985) presented the Cognitive Evaluation Theory (CET) as a subtheory within SDT that had the aim of specifying factors that explain variability in intrinsic motivation. CET was conceptualized in terms of social and environmental factors that facilitate versus undermine intrinsic motivation, being inherent, will be catalyzed when individuals are in conditions that conduce toward its expression. The study of conditions that facilitate versus undermine intrinsic motivation is an important step in understanding sources of both alienation and liberation of the positive aspects of human nature. Furthermore, CET specifies that feelings of competence will not enhance intrinsic motivation unless accompanied by a sense of autonomy (Fisher, 1978; Ryan, 1982 in Ryan & Deci, 2000).

To sum, CET framework suggests that social environments can facilitate or forestall intrinsic motivation by supporting versus thwarting people's innate psychological needs. Strong links between intrinsic motivation and satisfaction of the needs for autonomy and competence have been demonstrated. It is critical to remember that people will be intrinsically motivated only for activities that hold intrinsic interest for them, activities that have the appeal of novelty, challenge, or aesthetic value (Ryan and Deci, 2000).

Although intrinsic motivation is an important type of motivation, it is not the only type of motivation (Deci and Ryan, 1985). According to SDT, these different motivations reflect differing degrees to which the value and regulation of the requested behavior have been internalized and integrated.

The term extrinsic motivation refers to the performance of an activity in order to attain some separable outcome, and thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself.

In contrast to intrinsically motivated behaviors, extrinsic motivation (EM) are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a

punishment. This type of motivation does not necessarily imply a lack of self-determination in the behaviors performed. Ryan and Deci (1985) and Vallerand (1987) maintained that different types of extrinsic motivation (EM) could be classified along a continuum according to the extent to which they are internalized into the self-concept (i.e., the extent to which the motivation is "self-determined").

Intrinsic Motivation in Learning

Vallerand (1997) created the Academic Motivation Scale (AMS) on the basis of the self-determination theory instituted by Deci and Ryan (1985). The intrinsic motivation is divided into three types: intrinsic motivation to know (IM-Knowledge), intrinsic motivation toward accomplishment (IM-Accomplishment), and intrinsic motivation to experience stimulation (IM- Stimulation). IM-knowledge refers to motivation for doing an activity for the pleasure related to developing knowledge and new ideas. IM-accomplishment however, is the feeling associated with attempting to realize a goal or master a task. And IM- stimulation refers to motivation based on the sensations stimulated by doing a task, i.e. fun and excitement (Carreira, 2005).

Related Studies

Several studies have been conducted on the importance of intrinsic motivation in second language learning.

Noels (2001a) investigated the relations between perception of teachers' communicative style and students' motivation. The results suggested that the teacher's behavior affects the students' generalized feelings of autonomy and competence. That is, the more the teacher was perceived as controlling, the less the students felt they were learning Spanish spontaneously and the lower the students' intrinsic motivation. In contrast, the more the teacher was perceived as being actively involved in the students' learning by giving informative praise and encouragement, the more the students felt competent in learning Spanish. Noels also found that the integrative orientation was strongly correlated with intrinsic motivation and identified regulation. However, this is not to indicate that intrinsic and integrative motivations are identical (Noels, 2001a).

Schimdt, Boraie and Kassabgy (1996) used the dichotomy of extrinsic and intrinsic motivation for their questionnaire. A questionnaire for motivational factors includes 50 items: Intrinsic motivation, 5 items; extrinsic motivation, 15 items; personal goals, 5 items, expectancy/control components, 9 items; attitudes, 4 items; anxiety, 6 items; and motivational strengths, 6 items. The factor analysis produced nine factors: determination, anxiety, instrumental motivation, sociability, attitudes to culture, foreign residence, intrinsic motivation, beliefs about failure, and enjoyment. Schimdt et al. defined extrinsic motivation as motivation to obtain an external reward and intrinsic motivation as motivation to get sufficient rewards from the activity itself. They stated that intrinsic-extrinsic distinction is similar to integrative-instrumental distinction, but not identical. Both instrumental and integrative motivation can be seen as subtypes of extrinsic motivation, because both are related to goals and outcome. They also concluded that instrumental and integrative motivation are not a dichotomy and that there are some learners who are both instrumentally and integratively motivated to learn a foreign language and those who are neither instrumentally nor integratively motivated.

Jacques (2001) developed a questionnaire based on Schmidt et al. 1996. There are three types of student questionnaires. One of them includes 52 items concerning motivation: integrative orientation, interest in foreign language and cultures, language requirement, heritage requirement, instrumental orientation, intrinsic motivation, etc. After factor analysis, six factors were extracted: value components, expectancy components, motivational strength, competitiveness, heritage languages and cooperativeness.

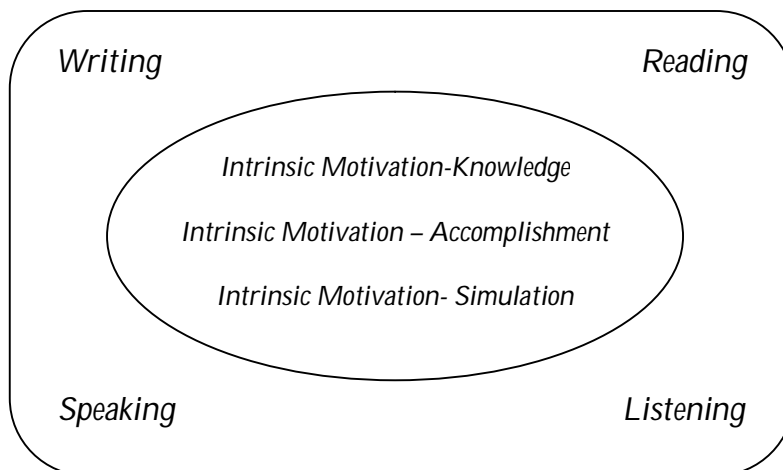
Noels, Clement and Pelletier (1999) investigated how students' perceptions of their teachers' communicative style, particularly the extent to which teachers are perceived to support student's autonomy and to provide useful feedback about students' learning progress, are related to students' extrinsic and intrinsic motivational orientations. The study also examined the link between these variables and various language learning outcomes, including effort, anxiety, and language competence. Students registered in a summer French immersion program (N=78) completed a questionnaire that was used to assess the constructs described above. Correlational analyses determined that stronger feelings of intrinsic motivation were related to positive

language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. Moreover, perceptions of the teacher's communicative style were related to intrinsic motivation, such that the more controlling and the less informative students perceived the teacher to be the lowest students' intrinsic motivation was. The implications of perceptions of teacher communicative style for motivation and language learning outcomes are discussed.

By and large, these studies on motivation have presented pertinent discussions as to the importance of motivation in language learning. It has been shown that teachers are influential in their students' motivation towards their own learning competencies. Although some studies also presented that students do not need to be motivated to learn certain skills. Another study presented additional variables not found in the existing standardized questionnaires on motivation, as other interesting indicators may stimulate learner's motivation to learn pertinent skills. And finally, an investigation of how intrinsic motivation influence positive learning outcomes of the learners has given an added dimension to the growing number of studies done on motivation.

The Research Framework

Figure 1
Schematic Representation of Intrinsic Motivation in L2 Communicative Skills Learning



The study investigated if students are intrinsically motivated to learn L2 communicative skills such as writing, reading, speaking and listening. It also examined the factors of intrinsic motivation that may help determine why and why they are not motivated to learn those macro skills. This study adapted Deci and Ryan's (1985) self-determination theory and Vallerand's (1997) Academic Motivation Scale (AMS).

According to Deci and Ryan's (1985) self-determination approach to motivation, intrinsic motivation refers to motivation to perform an activity simply for the pleasure and satisfaction that accompany the action. These feelings of pleasure are derived from fulfilling innate needs for competence and self-determination (Deci & Ryan, 1985; Deci, Vallerand, Pelletier & Ryan, 1991).

Vallerand (1997) on the other hand, identified three types of intrinsic motivation: *Intrinsic motivation to know (IM-K)*, *Intrinsic motivation toward accomplishment (IM-A)* and *Intrinsic motivation to experience stimulation (IM-S)*. IM-knowledge is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. IM-accomplishment refers to the sensations related to attempting to master a task or achieve a goal. Finally, IM-stimulation relates to motivation based simply on the sensations stimulated by performing the tasks, such as aesthetic appreciation or fun and excitement. The common basis of these subtypes is the pleasurable sensations experienced during the self-initiated and challenging activity (Noels, Pelletier, Clement & Vallerand, 2003).

The study examined if freshman college students are intrinsically motivated to learn their L2. Moreover, the research explored possibilities, if there is a tendency for the students to learn a particular communicative skill because they are intrinsically motivated to do so.

The relations between intrinsic motivation and the other three orientations vis a vis learning the L2 macro skills maybe interesting to note. Learning a target language may give rise to positive feelings through the promotion of autonomy, self-perceptions of competence or both. Hence, to integrate self-determination theory into current discussions on L2 learning, it is imperative to explore the relations between these orientations and the motivational constructs described by Deci and Ryan (1985) and Vallerand (1997).

Significance of the Study

The study would be very helpful in explaining why students are more motivated to learn one communicative skill over the other. This research might be helpful to teachers and curriculum designers to make improvements on the current English program their respective schools are implementing specifically to address concerns why students are not well rounded in the development of all four macro skills in the L2.

Statement of the Problem

The study intends to obtain answers to the following questions:

1. Are students intrinsically motivated to learn the four macro-skills in the English language?
2. What intrinsic motivation factors influence students to learn the L2 communicative skills?

Scope and Limitations

The study included six classes from various tertiary institutions in the NCR namely: DLSU-Manila, San Beda College , Las Piñas City, UST, PNU, Rogationist College and FEU. The research employed the use of a questionnaire adapted from Mori (2002); Vandergrift (2005) and Noels, Pelletier, Clement & Vallerand (2000) to examine the perceptions of freshman students regarding the communicative skills that they are more motivated to learn. A total of 240 students were the target respondents of this study.

The research did not examine other variables such as gender and age in the examination of the intrinsic motivation of the students as these variables cannot be identified from the questionnaires.

Method

Research Design

The study is descriptive in nature. The researchers conducted a survey involving freshman college students from different tertiary institutions in the NCR. The 48-item survey questionnaire was designed by the researchers but was adapted from previous questionnaires devised by Mori (2002), Vandergrift (2005) and Noels, Pelletier, Clement & Vallerand (2003) in their respective studies.

Participants

The participants were freshman college students from different colleges and universities in Manila. The schools included are: De La Salle University-Manila, San Beda College Las Piñas City, Philippine Normal University, University of Santo Tomas, Far East University and Rogationist Seminary in Parañaque City. 40 students from 1 Basic English One class were the respondents of the 48-item questionnaire designed by the researchers, which was adapted from Mori (2002), Vandergrift (2005) and Noels, Pelletier, Clement & Vallerand (2003). A total of 240 students were the target respondents of this study.

Instrument

The proponents of this study used only 1 type of scale, which is a 5-point agree/disagree scale. Although the idea for this study came about from Noels, Pelletier, Clement, and Vallerand's (2000) study, the proponents did not fully adapt the questionnaire used in that study as it involved several variables namely Intrinsic motivation, Extrinsic motivation and Amotivation and it used several types of scale to measure the aforementioned variables. The modified questionnaire covered items on the different intrinsic motivation types (IM-stimulation, accomplishment and knowledge) and the corresponding L2 macroskills (listening, speaking, reading and writing). The table below presents the distribution of the items in the questionnaire:

<i>Communication Skills</i>				
<i>IM Type</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
Stimulation	1, 13, 25,37	10, 22, 34, 46	7, 19, 31, 43	4, 16, 28, 40
Accomplishment	5, 17, 29,41	2, 14, 26, 38	11, 23, 35, 47	8, 20, 32, 44
Knowledge	9,21, 33, 45	6, 18, 30, 42	3, 15, 27, 39	12, 24, 36, 48

Given that the focus of this proposed study was only intrinsic motivation, the proponents used an agree/disagree scale which Noels et al. used in studying this particular variable in their study. The only difference is that Noels et al. made use of a 7-point scale whereas the proponents used a 5-point scale. The researchers decided on a 5-point scale as this would be simpler for the respondents to understand compared to a 7-point scale.

A copy of the proposed questionnaire is found in the appendix. The phrasing of the statements was patterned after Noels et al.'s study. The proposed scale has the following response-option definitions:

- 5- Strongly Agree
- 4- Agree
- 3- Neither Agree nor Disagree (this is considered neutral)
- 4- Disagree
- 5- Strongly Disagree

The definitions of each of the numeric value in the scale are reflected on the questionnaire to serve as a guide for the respondents while answering the paper.

Procedure

Researchers prepared survey questionnaires before they were distributed to the target respondents. Since some of the teachers in this research team taught in the identified schools, the research proponent wrote a letter to the English department chairs/college deans to seek permission to conduct the survey. The letter included the objective of the research and a sample questionnaire.

The teacher then conducted the survey once the department head or the college dean had approved the request. As explained

earlier, the teacher would only involve 40 college freshman students from 1 section of the identified institution.

Data collected were tallied and subjected to non parametric statistical analyses of the data, the main proponent wrote the report. Some of the members of the research team were requested to assist in the writing and editing of the final paper.

Method of Analysis

Scores obtained from the questionnaire were checked for reliability by doing the Cronbach-alpha coefficient test, which is typically used to test reliability or consistency. It is considered that a reliability coefficient of .70 or higher is considered "acceptable." As for validity, this was checked by running a Pearson-moment r correlation coefficient test. A correlation of 0.15 or higher is considered a significant indicator of test validity.

Aside from running these tests, the scores were expected to be reliable and valid based on the following conditions:

1. The information requested was known to the respondents since the statements were about their motivations in learning L2 macro skills.
2. The questions were phrased clearly and unambiguously.
3. The questions referred to current perceptions of these students.
4. The questions were non-threatening, not embarrassing, and did not violate the privacy of the respondents.

The scores were tabulated and were subjected to a non-parametric statistical analysis since the data did not yield very significant results. This analysis was used because there were several response variables (referring to the motivations) that were employed to explain a single classification variable (referring to a specific L2 macro skill).

To ensure the quality of the analysis and interpretations, consultations with statisticians were made.

Results

Table 1
Means and Standard Deviations of the Different Types of Intrinsic Motivation on Various English Language Tasks

	<i>Listening</i>		<i>Speaking</i>		<i>Reading</i>		<i>Writing</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Stimulation	3.813	0.617	3.822	0.612	3.792	0.610	3.77	0.679
Accomplishment	3.905	0.589	4.094	0.543	4.047	0.564	3.712	0.629
Knowledge	3.822	0.587	4.037	0.578	4.081	0.582	3.785	0.718

Table 1 shows that students are intrinsically motivated to learn certain communicative skills depending on what type of intrinsic motivation they more or less use. *Speaking* is preferred by students who are intrinsically motivated by *accomplishment (IM-Accomplishment)* ($M=4.093$) and also those who are intrinsically motivated by *knowledge (IM-Knowledge)* ($M=4.037$). Moreover, this is followed by students who are interested in *reading* who are intrinsically motivated by *accomplishment (IM-Accomplishment)* ($M=4.047$) and *knowledge (IM-Knowledge)* ($M=4.081$). Furthermore, freshman students seem to be intrinsically motivated as they utilize their *listening* skills. The results indicate that students are intrinsically motivated to listen through *accomplishment (IM-Accomplishment)* ($M=3.905$) and also *knowledge (IM-Knowledge)* ($M=3.822$).

Discussion

The findings suggest that the students who participated in the survey are intrinsically motivated to learn the four macro-skills in their L2, English. Specifically, students are found to be preponderantly motivated intrinsically in the three macroskills such as speaking, reading and listening via *accomplishment* and *knowledge*. Vallerand (1997) refers to IM-Accomplishment as the sensations related to attempting to master a task or achieve a goal. Whereas, IM-Knowledge is the motivation to perform an activity for the feelings associated with exploring new ideas and developing knowledge. These two sub-types of intrinsic motivation found in the respondents would suggest that these learners are willing to learn the second

language to attain certain goals may it be the new knowledge or skill they may acquire or even the mastery of certain skills, in this case speaking, reading and listening.

Moreover, the results yield a positive relationship between the students' intrinsic motivation and their L2 which is not surprising since English plays a major role in the academic and the social environment where the students move. This can be accounted for by the fact that the Filipinos are exposed to a bilingual environment. Furthermore, the findings seem to undermine a perceived autonomy and competence on the part of the learners as this exposure to the English language in their early stages of learning assists them in their learning of the second language. This inherent propensity to learn English through the use of the macroskills (reading, speaking and listening) is due to our learners' inclination towards assimilation, mastery and spontaneous interest to this language as a result of their early exposure to the language. Moreover, it can also be assumed that learning this language may bring tangible rewards to the learners such as opportunities for self direction and acknowledgement of learners' success in learning the language which were found to further enhance intrinsic motivation as suggested by Ryan and Deci (1985).

The college students who took part in the study are required to enroll in nine units of English subjects (Writing, Research Writing and Speech) and three units of Literature in English (CHED Memorandum Order No. 59 Series of 1996). The other General Education Curriculum subjects (Mathematics and Natural Sciences, Humanities and Social Sciences, and Mandated Subjects) have materials that are mostly printed and taught in English. Although these may be considered as extrinsic factors, it appears that the learners have taken it upon themselves the responsibility for their learning in the L2.

The social environment of the students also encourages their ability to use their L2. The proliferation of western media and the internet (Oliva, 2008; Romualdez, 2009) may be considered as a factor that intrinsically motivates them to learn English. This then suggests that learning the L2 fulfills the needs for competence and self-determination of the students who participated in the survey vis-à-vis their academe and society.

As far as the preferred macroskills are concerned, the current study also found that *speaking* is the most preferred macro-skill by the students who are intrinsically motivated by *accomplishment* and *knowledge* which may be attributed to the nature of the skill. Given that an utterance in the L2 is spontaneous, its immediate production may indicate a learner's competence in the language. The reply to the utterance and the discourse that ensues are possible evidence of ability in the L2 (Brouwer, 2003). The reactions of the interlocutors showing whether the communicative target has been achieved or otherwise as manifested by agreement or disagreement (verbally or non-verbally) (Huang, 2007) can possibly motivate the learner to develop communicative competence in speaking. The opportunity to converse (formally or informally) in what is considered as a prestige language might also be a reason why speaking is preferred by the students. The possibility of job advancement (Vandergrift, 2005) because of the requirement of their major and course to speak in English might also be a driving factor for students to master this skill. The results also produced surprising findings as reading (via *accomplishment* and *knowledge*) becomes the second preferred skill followed by listening. In the current time, reading is said to be the most neglected skill by our students among the four macroskills. What is interesting is the fact that a lot of Filipino learners are still interested to read. This can be due to the fact that our young students now are very attuned to on-line activities such as social networking (blogs, Facebook, Twitter, Friendster, Multiply and MySpace), emails and net surfing which somehow promote the use of reading. These computer mediated activities are indeed helpful venues that may allow inherent interest in the use of the skills and also the use of the second language. Undeniably, listening becomes the third most utilized language skill as this accompanies speaking.

By and large, the results suggest that Filipino freshman students are intrinsically motivated to learn English as a result of their exposure to the language. Moreover, these 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.

Conclusions and Recommendations

Conclusions

The study clearly showed that freshman students are intrinsically motivated to learn specific language skills such as speaking and reading in their second language, English. This can be explained by the students' interest in speaking using the L2 with their peers and even inside the classroom as it is a requirement in all English courses that the L2 should be widely spoken. Also, due to the proliferation of foreign media, computer mediated activities and reading materials in the country, reading also becomes one of the linguistic skills that students are intrinsically motivated in.

Moreover, it was found that students by and large, are intrinsically motivated via accomplishment and knowledge. These findings suggest that these learners are attempting to master their skills in speaking and reading as manifested in their intrinsic motivation towards the accomplishment of these goals and also manifest an intense appreciation in learning these linguistic skills as shown in their intrinsic motivation towards knowledge. These would show that students still put premium in learning the L2 as this would be their key for their success for possible future employment. Also, their appreciation and enjoyment in using the English language stem from their early exposure to the English language.

The study puts forward the reality that indeed, English is a prestigious language and that students will always be interested to learn this language due to the many benefits it may bring. Their bilingual exposure at a very early stage in their lives puts the Filipino young language learner to an advantage over their Asian counterparts.

Recommendations

Since there have been only few research done on motivation, specifically in L2 learning in the Philippine setting, there are several recommendations as regards the direction that studies on this topic should take. First, L2 intrinsic motivation studies might be extended to students coming from other levels of education, i.e. high school and graduate students. Further insights might be gleaned from them

by asking these groups of participants to take part in the study since the use of English is prevalent among them. Second, L2 extrinsic motivation studies might also be conducted to provide a holistic point of view as to what motivates Filipinos to learn and use their L2. Consequently, the results of these kinds of studies might be beneficial to English language teachers since they can incorporate the findings in the planning and execution of their lessons. Third, although amotivation appears to be the common nemesis of the two kinds of motivation aforementioned, still it would be beneficial to delve into research on the lack of motivation since in doing so it might be possible to make amotivated students fully engaged in their learning an L2 specifically and learning per se generally.

Without a doubt, there are still so many things to be done when it comes to conducting research on motivation. In the end, the voluminous amount that might come from studies related to the said topic would further enhance how teachers practice their profession and how students acquire and process knowledge in general.

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