



English language learning motivation and self-identity changes of Filipino English majors in Philippine universities

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Abstract

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Motivation plays a crucial role in the teaching and learning of the English language. This paper aims to determine the types of English language learning motivation and self-identity changes of Filipino English majors from three declared Centers of Excellence for teacher education in Manila, The Philippines. The mixed methods research approach was used for the study. The interview technique was utilized with guide questions on motivation types and self-identity changes, and a questionnaire on the same topics composed of 58 items was likewise distributed to student respondents. To further validate the responses of the English majors, the perceptions of their teachers toward their responses were generated through a questionnaire and answers to guide questions. The mean rating and canonical correlations showed that both teachers and English majors agreed that there is no dichotomy in the types of English language learning motivation, and that such motivation is both instrumental and integrative. The English majors had a slightly higher mean rating than their teachers' perception as to their positive attitude toward the English language. The findings also showed that the student respondents and their English language teachers agreed on the level of ratings for each of the self-identity changes experienced by the English majors. Self-confidence topped the list under the self-identity changes, followed by productive change. Split change, on the other hand, occupied the lowest in the scale. This study encourages intellectual exchanges on both linguistic and nonlinguistic outcomes in the teaching of the English language. Linguistic outcomes, which seem to be more of the cognitive level, relate to language proficiency such as vocabulary and grammar; while nonlinguistic outcomes, which appear to be on the affective domain, pertain to attitudes and values. The study also initiates further discussion on English language learning motivation and the corresponding self-identity changes among students, with emphasis on the educational context.

Keywords: Motivation, English language learning motivation, instrumental motivation, integrative motivation, self-identity changes

1. Introduction

The English language is considered a second language (L2) in the Philippines. Teaching and learning it can be both a challenge and an opportunity because of the accelerated pace of development in the educational landscape. A keen understanding of the theories and processes of learning an L2, therefore, will lead to meaningful and significant experiences in language learning. It should be noted, though, that motivation is likewise an important element in learning a language. It assumes a pivotal function in learning an L2; thus, it is important to identify the types and combination of motivation that lead to effective L2 acquisition.

Motivation has been widely accepted by teachers, scholars, and researchers as one of the key factors that determine the rate and success of L2 learning. It provides the primary “impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process. Indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent” (Dornyei, 1990, p. 274).

Drawing a list of characteristics of a motivated person can provide an idea of what it means to be motivated. Gardner (2007) emphasizes that “the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)” (p. 10). In the socio-educational model of second language acquisition, motivation is assessed in three components, namely, “the desire to learn a language, attitudes toward learning the language, and motivation intensity i.e., the effort expended to learn the language” (Gardner, 2010, p. 9).

In the study of Noels, Clement, and Pelletier (1999), effort, aside from anxiety and language competence, is one of the three factors that determine language learning outcomes. To be motivated means to have the dynamism and energy to do something. A person who has no enthusiasm or desire to act is, thus, characterized as unmotivated, whereas someone who is inspired and focused toward a goal is considered motivated (Ryan & Deci, 2000).

Motivation is likewise defined as a dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and psychomotor processes by which initial wishes and desires are selected, prioritized, operationalized, and successfully or unsuccessfully acted out (Dornyei & Otto, 1998).

In his book *Motivation and Second Language Acquisition*, Gardner (2010) presents the socio-educational model that provides a construct for motivation. The model begins with the social milieu that comprises educational and cultural contexts. Then, he identifies ability and motivation as the major individual-difference variables that determine students’ success in L2 learning.

Motivation can either be integrative or instrumental. The former pertains to the desire to learn a second language in order to interact and identify with members from an L2 community, while the latter refers to the desire to learn an L2 to achieve some practical goals (Gardner & Lambert, 1972). It is said that integrative motivation has a strong interpersonal quality, while instrumental motivation has a strong practical quality.

Furthermore, Gardner (2010) in his explanation of the socio-educational model suggests that the second language learning environment could either be the formal context of language learning or the informal context of experiencing language learning.

Self-Identity Changes

There are “linguistic outcomes that refer to second language proficiency such as vocabulary, grammar, pronunciation and non-linguistic outcomes that refer to attitudes, values and others” (Gardner, 2010, p. 45). There seems to be a “relationship between the linguistic and non-linguistic outcomes because the extent to which individuals develop a high level of proficiency in the language may also enable them to experience changes in their self-identity” (Gardner, 2010, p. 3).

Gao, Cheng, Zhao, and Zhou (2007) define self-identity as the way learners perceive themselves in terms of linguistic and cultural groups they belong to, and their communication styles, abilities, and worthiness. Gao et al. (2007) identified the six types of self-identity changes, namely, self-confidence, additive change, subtractive change, productive change, split change, and zero change. The following are the descriptions of the said types of self-identity changes:

1. Self-confidence relates to the learners’ awareness of their achieved proficiency in the English language. An indicator of self-confidence is the ability of the students to communicate with other people with ease and grace and to express their opinions in public with poise and assurance.
2. Additive change pertains to the presence of two sets of languages (L1 and L2), values, and culture that students use as the context requires. An example of this change is when the students talk with their Filipino friends and to their English language teacher; in this case, the students can easily switch between Filipino and English.
3. Subtractive change means that the native language (L1) and the native cultural identity of the learners are supplanted by the target language (L2) and its culture. After learning English, the students feel that their behavior has become somewhat westernized. So, they say *Thank you* or *thanks*, instead of *Salamat* when a friend does a favor for them.
4. Productive change results in the combined use of both L1 and L2 where each language reinforces one another. An example is when the students’ ability to appreciate the English language and literature is heightened, they also become more fascinated with Filipino literature and arts.
5. Split change arises because of a conflict between the use of L1 and L2 and their corresponding cultures. The students experience a divide as they switch between Filipino and English behavioral patterns. When they meet their teacher in English, they greet her, *Hello, Ma’am!*, but when they meet their Filipino teacher, they nod their heads as a gesture of acknowledging her presence and at times greet her, *Magandang umaga po*.
6. Zero change happens if there is no self-identity change. Students find it meaningless to talk about personal changes after learning English because they do not observe any change in themselves.

Motivation and Self-Identity Changes

Gao et al. (2007) examined the types of English language learning motivation among Chinese students. They likewise determined a nonlinguistic outcome in English as a Foreign Language (EFL) context and explored the possible relationships between motivation types on the one hand and self-identity changes on the other. The study used the factor analysis for the motivation types, and such analysis yielded seven factors, which, in turn, yielded more than half of the total variations. These factors were intrinsic interest, immediate achievement, learning situation, going abroad, social responsibility, individual development, and information medium. The study identified self-confidence as the most prominent among the self-identity changes. It was followed by zero change. However, a canonical test revealed four pairs of variables: intrinsic interest was correlated with productive and additive changes; individual development with self-confidence; and social responsibility with productive change on the one hand and split change on the other. Gao et al. discussed the four implications of their study for language teaching, which include (1) emphasis on the nonlinguistic outcomes of English language learning that can lead to self-identity changes among the students; (2) productive bilingualism that cultivates both the target language and the native language; (3) self-confidence among the learners to identify their goals for career development; and (4) focus on short-term objectives to channel them to long-term goals.

Another study on English language learning motivation was conducted by Dai (2009). The study aimed to answer three research questions: (1) Are there any effects between English learning motivation and language proficiency in response to self-identity changes in English as a Foreign Language (EFL) context?; (2) What motivation types are correlated with self-identity changes among EFL learners?; and (3) What is the relationship between language proficiency and self-identity changes among FL learners? The participants of the study were 94 students majoring in Applied Foreign Language who responded to two types of questionnaires: one on motivation types and another on self-identity changes.

The findings of Dai's (2009) study run parallel with those of Gao et al.'s (2007) investigation. Specifically, since the first three motivation types, i.e., integrative motivation, social responsibility, and learning situation, correlated with both productive and split self-identity changes, teachers need to guide EFL learners to develop a positive attitude toward both the target language and the native language. Nonlinguistic outcomes should also be considered in English language teaching in which the teachers may develop the learners' integrative motivation and individual formation to promote positive effects on self-identity changes.

In 2013, Teer worked on a study similar to that of Gao et al. (2007). Her research examined the English learning motivation types and self-identity changes among Thai English majors and the extent to which these types of motivation and self-identity changes vary according to year levels. The types of motivation identified in the study were regulation, intrinsic motivation (stimulation), intrinsic motivation (knowledge), intrinsic motivation (accomplishment), external regulation, introjected regulation, and amotivation. Teer found that the highest motivation type among the Thai EFL learners was regulation, followed by the

three subtypes of intrinsic motivation, namely, stimulation, knowledge, and accomplishment. Amotivation obtained the lowest mean score for the motivation type. Confidence change topped the list for self-identity changes, followed by productive and additive. Split change had the lowest mean score for the self-identity changes. Based on these findings, Teer drew the following pedagogical implications: (1) nonlinguistic outcomes should be given attention in English language teaching and learning; (2) motivation should be monitored, developed, and channeled to meet the nonlinguistic objectives; (3) motivation types should be reinforced to encourage goal-setting; and (4) the linguistic self-confidence of the learners should be developed.

The foregoing research findings underscore the key role of motivation in English language learning and have encouraged a number of researchers to embark on investigations and studies related to it on a worldwide scale. Studies have been conducted involving Spanish (Gardner, 1985), French (Legault, Green-Demers, & Pelletier, 2006; Vandergrift, 2005), Iranian students (Khodadady & Ashrafborji, 2013), among others on the types of English language learning motivation. In the Asian context, a review of research work done on motivation and self-identity changes reveals that studies were conducted for Japanese (Mori, 2002), Chinese (Liu, 2012), Thai students (Teer, 2013), among others.

However, with the number of studies on motivation and its relation to second language learning, there seems to be relatively little information about the English language learning motivation of Filipinos, particularly of the future Filipino teachers of the English language who will eventually be responsible for the formation of ESL learners in the Philippines. Such a dearth of similar studies in the Philippines prompted the researcher to conduct a recent research work on motivation and language learning.

A new and added feature of the study is the inclusion of the perception of the respondents' English language teachers as to the students' learning motivation and self-identity changes. The comparative study between the students' learning motivation types and self-identity changes and their teachers' perception on these variables can provide meaningful insights into the quality of English language teaching and learning, most especially in the Philippine context.

1.1 Research Questions

This study seeks to determine the role of motivation in English language learning and self-identity changes of English majors in Philippine universities. Specifically, it aims to answer the following questions:

1. What are the types of English language learning motivation among these English majors as expressed by them and as perceived by their teachers?
2. What types of self-identity changes have the English majors experienced as expressed by them and as perceived by their teachers?

3. Is there an agreement between the English majors' types of English language learning motivation and self-identity changes and those perceived by their teachers?

2. Method

2.1 Research Design

The mixed methods research approach was used for this study. The qualitative component made use of the interview technique with guide questions on motivation types and self-identity changes, while the quantitative component consisted of data gathered through a survey questionnaire.

2.2 Participants

The 91 respondents who answered the questionnaire and participated in the interview were all Bachelor of Secondary Education Major in English students from three declared Centers of Excellence for Teacher Education in Manila: De La Salle University or DLSU (21 students), Philippine Normal University or PNU (36 students), and University of Santo Tomas or UST (34 students). From the total of student respondents, 15 were randomly selected for the interview. On the other hand, a total of 22 teachers of the student respondents – ten (10) from DLSU, five (5) from PNU, and seven (7) from UST – answered the questionnaire, and 15 of these teacher respondents were randomly selected to respond to the prepared guide questions in lieu of the interview. It was difficult to hold a face-to-face interview with the teachers because of their tight schedule. The best option was to ask them to answer the guide (interview) questions.

2.3 Instruments

Two sets of questionnaires based on Gardner's Attitude Motivation Test Battery (AMTB) and Gao et al.'s (2007) study on self-identity changes were prepared, one for the students and another for the teachers. Using the Likert scale, 24 items for the first part relate to English language learning motivation, 10 items for the attitude toward the English language, and another 24 items for the self-identity changes. The same questions with minor modifications were asked of the teachers of English.

After conducting the survey, a semi-structured interview among the 15 randomly selected students was done as a follow-up to their responses to the questionnaire. The interview guide questions used has three parts: the first part includes the demographic data of the interviewees; the second part deals with questions related to types of motivation; and the last part focuses on the sharing of self-identity changes the respondents experienced, if there was any. Likewise, the 15 randomly selected teachers were given guide questions to answer with the same items asked of the students in their interview. The interview technique was

utilized to validate the students' and teachers' responses and to elicit pertinent insights to better understand the concepts of motivation types and self-identity changes. Sample questions asked of the teachers were: *Who motivates the English majors? What motivates the English majors? Why do the English majors want to learn English? Why do they need to learn English?*

2.4 Data Collection

A letter of request to conduct the research work and to set an appointment with the deans or associate deans of the respective College of Education of the three participating universities was sent. Upon approval, the researcher distributed the copies of the questionnaire to the student and the teacher respondents on separate dates. An immediate retrieval of the questionnaire was done.

The researcher set another appointment with the same deans or associate deans to schedule the interview of the students from the participating universities and to give the guide questions to the teachers. The individual face-to-face interview with the students was conducted. However, because of different teaching schedules, it was not possible to conduct a face-to-face interview with the teachers. The best means was to request these teachers to answer the guide (interview) questions.

2.5 Data Analysis

The analysis and interpretation of the data gathered was descriptive in nature. The types of motivation and self-identity changes among the respondents were coded using the numerical values assigned to the responses to the items in the questionnaire. The codes were based on the following scale: 4 - strongly agree; 3 - agree; 2 - disagree; and 1 - strongly disagree. The encoded data were then reviewed for accuracy. After which, they were summarized, analyzed, interpreted, and discussed based on the research questions.

Mean ratings were generated, and with the use of t-test, the differences in the mean ratings of teachers and students were determined. Canonical correlations were used to determine the relationship between the English language learning motivation and self-identity changes of the students and the perceived responses of the teachers.

The Statistical Package for the Social Sciences (SPSS) was utilized in the processing and treatment of the data collected. The two-way ANOVA test was utilized to determine the difference between the students' responses and the teachers' perceptions regarding learning English for integrative and instrumental motivation. The Spearman test, on the other hand, was used to ascertain the agreement on the ratings by the students and the perception of the teachers.

3. Results and Discussion

3.1 Types of English Language Learning Motivation among Filipino Students Majoring in English

Table 1
Instrumental type of English language learning motivation of English majors

Statement	Students' Response	VI	Teachers' Perception	VI	
1	I study English because it is a required subject for my program.	2.92 (1.05)	A	3.36 (0.85)	A
2	My purpose in learning English is to obtain a high grade in the subject.	2.75 (0.93)	A	3.05 (0.65)	A
3	An important purpose for my English language learning is to obtain a University degree.	3.24 (0.81)	A	3.32 (0.65)	A
4	Learning English is important for me because English is very useful in contemporary society.	3.79 (0.44)	SA	3.82 (0.50)	SA
5	I learn English in order to facilitate the learning of other academic subjects.	3.59 (0.58)	SA	3.59 (0.60)	SA
6	Only with good English skills can I find a job in the future.	2.87 (0.87)	A	3.32 (0.65)	A
7	I learn English so as to catch up with economic and technological developments in the world.	3.35 (0.75)	A	3.55 (0.67)	SA
8	I learn English in order to find better education and job opportunities abroad.	3.25 (0.86)	A	3.64 (0.66)	SA
9	I learn English so I can go abroad to experience English speaking culture.	2.93 (1.0)	A	3.09 (0.82)	A
10	Fluent oral English is a symbol of good education and accomplishment.	3.27 (0.87)	A	3.73 (0.46)	SA
11	Acquiring good English skills is a stepping stone to one's success in life.	3.37 (0.79)	A	3.64 (0.50)	SA
12	Studying English is important because it will be useful in getting a good job.	3.57 (0.58)	SA	3.77 (0.43)	SA
Total		3.11 (0.37)	A	3.20 (0.36)	A

Legend:

Scale	Verbal Interpretation	VI
1.00 - 1.50	Strongly Disagree	SD
1.51 - 2.50	Disagree	D
2.51 - 3.50	Agree	A
3.51 - 4.00	Strongly Agree	SA

The teachers, in general, have somewhat a slightly higher mean rating than that of the students which is 0.09 points lower, but they are still on the same level of agreement on all the items for the instrumental type of motivation. Both the teachers and the students indicated the highest mean rating for:

- Item 4 *Learning English is important for me because it is very useful in contemporary society.*
- Item 12 *Studying English is important because it will be useful in getting a good job.* (The item ranks second for the teachers, while it ranks third for the students.)
- Item 10 *Fluent oral English is a symbol of good education and accomplishment* ranks third for the teachers, while item 5 *I learn English in order to facilitate the learning of other academic subjects* has the second highest rank for the students.

Both the teachers and the students strongly agree on items 4, 5, and 12.

Item 9, which states *I learn English so I can go abroad to experience English speaking culture*, has the lowest rating by the teachers, while the students gave the lowest rating to agree to some extent in item 2 *My purpose in learning English is to obtain a high grade in the subject.*

The above results as regards the instrumental type of English language learning motivation are supported by findings from the interview with the students and the responses of the teachers to the guide questions. Such findings reveal that the top reasons for the students' motivation to learn English include employment opportunities and application of knowledge learned to the teaching profession. One interviewee shared: *I need to learn the English language because I can easily get a job in the future.* On the other hand, one teacher stated: *They (students) will use the knowledge they will learn in their career as a teacher.*

Table 2 shows that the teachers agree on almost all indicators of the integrative type of English language motivation, except on item 3 *My effort in studying English depends on whether I like my classmates or not.* The students disagree on the following: item 1 *I study English because my parents expect me to be fluent in the language;* item 2 *My effort in studying English depends on the quality of the English textbook;* and item 3 *My effort in studying English depends on whether I like my classmates or not.* Both the teachers and the students do not agree that the students' learning motivation is dependent on or affected by whether they like or do not like their classmates.

Both the teachers and the students agree on the following items:

- Item 5 *I look forward to going to class because my English teacher is so good.*
- Item 8 *I enjoy the activities of our English class much more than those of my other classes.*

Table 2
Integrative type of English language learning motivation of English majors

Statement	Students' Response	VI	Teachers' Perception	VI
1 I study English because my parents expect me to be fluent in the language.	2.19 (0.90)	D	2.77 (0.810)	A
2 My effort in studying English depends on the quality of the English textbook.	2.32 (0.90)	D	2.55 (0.91)	A
3 My effort in studying English depends on whether I like my classmates or not.	1.75 (0.74)	D	1.73 (0.55)	D
4 Learning English can give me a sense of achievement.	3.70 (0.55)	SA	3.73 (0.46)	SA
5 I look forward to going to class because my English teacher is so good.	3.40 (0.71)	A	3.36 (0.66)	A
6 Studying English is important because it will allow me to be more at ease with people.	3.36 (0.64)	A	3.64 (0.50)	SA
7 Studying English is important because it will allow me to meet and converse with more and varied people.	3.64 (0.53)	SA	3.55 (0.60)	SA
8 I enjoy the activities of our English class much more than those of my other classes.	3.22 (0.70)	A	3.05 (0.72)	A
9 Studying English is important because I will be able to interact more easily with speakers of English.	3.75 (0.46)	SA	3.59 (0.60)	SA
10 Studying English is important because other people will respect me more if I know English.	2.88 (0.83)	SA	3.23 (0.75)	SA
11 I experience satisfaction from knowing more on how to apply skills in English.	3.51 (0.69)	SA	3.55 (0.51)	SA
12 I feel good in being able to articulate difficult ideas in English.	3.66 (0.50)	SA	3.73 (0.46)	SA
Total	3.15 (0.43)	A	3.30 (0.31)	A

Legend:

Scale	Verbal Interpretation	VI
1.00 - 1.50	Strongly Disagree	SD
1.51 - 2.50	Disagree	D
2.51 - 3.50	Agree	A
3.51 - 4.00	Strongly Agree	SA

They both strongly agree on the following:

- Item 4 *Learning English can give the students a sense of achievement.*
- Item 7 *Studying English is important because it will allow me to meet and converse with more and varied people.*
- Item 9 *Studying English is important because I will be able to interact more easily with speakers of English.*
- Item 10 *Studying English is important because other people will respect me more if I know English.*

- Item 11 *I experience satisfaction from knowing more on how to apply skills in English.*
- Item 12 *I feel good in being able to articulate difficult ideas in English.*

The interview findings tend to emphasize the importance of the integrative type of English language learning motivation, as one of the students stated: *I need to learn it (English) because right now, especially with the ASEAN integration, it [sic] is a need to communicate with other people so that misunderstanding won't really happen between that person and myself.* Another interviewee said: *I need to learn English to socialize with other people, not just Filipino people but to interact with other cultures because I know that I may use the English language to coordinate or to communicate with people of other cultures.*

Table 3

****Attitudes of the English majors toward English language learning***

Statement		Students' Response	VI	Teachers' Perception	VI
1	My motivation to learn English in order to communicate with English speaking people is:	4.24 (0.91)	S	3.59 (1.0)	S
2	My attitude toward English speaking people is:	4.11 (0.84)	F	3.86 (0.64)	F
3	My parents encourage me to learn English.	3.82 (1.09)	S	3.91 (0.87)	S
4	My desire to learn English is:	4.67 (0.89)	VS	4.14 (0.58)	S
5	My attitude toward learning English is:	4.51 (0.71)	VF	4.14 (0.83)	F
6	My attitude toward my English teacher is:	4.29 (0.76)	F	3.91 (0.92)	F
7	My motivation to learn English for practical purposes (e.g., to get a good job) is:	4.47 (0.86)	S	4.45 (0.67)	S
8	My attitude toward my English course is:	4.35 (0.70)	F	4.05 (0.84)	F
9	My motivation to learn English is:	4.52 (0.69)	VS	4.23 (0.81)	S
10	My friends encourage me to learn English so I can interact with them.	3.38 (1.2)	N	3.10 (0.83)	N
Total		4.24 (0.501)	F/S	3.94 (0.647)	F/S

*Legend:

Scale

4.51 - 5.00

3.51 - 4.50

2.51 - 3.50

1.51 - 2.50

1.00 - 1.50

Verbal Interpretation

Very Strong/Very Much/Very High/Very Favorable

Strong/Much/ High/Favorable

Slightly Strong/Slightly Much/Slightly High/Slightly Favorable

Weak/Little/Low/Unfavorable

Very Weak/Very Little/Very Low/Very Unfavorable

VI

VS/NM/VH/VF

S/M/H/F

SS/SM/SH/SF

W/L/L/U

VW/VL/VL/VU

Table 3 shows that the English majors recorded a slightly higher mean rating of 4.24 than that of their teachers (3.94). The responses of the students indicate the desire to learn English as very strong (4.67); their attitude to learning English as very favorable (4.51); and their motivation to learn English as very strong (4.52). On the other hand, the teachers perceive *motivation to learn English for practical purposes* as strong (4.45), followed by *motivation to learn English* as strong (4.23) and *desire to learn* and *attitude toward learning English* (4.14) as strong and favorable, respectively.

It is interesting to note that the interview data reveal that family, specifically the parents, primarily serves as the encouraging factor among the students who learn the English language. The teachers serve as the secondary encouraging factor in this respect. The survey results indicate the students' attitude toward their English teachers as favorable (4.29) and their attitude toward their parents' encouragement for them to learn English as strong (3.82). On the other hand, the said items were rated the same by the teachers, both with a mean score of 3.91.

3.2 Types of Self-Identity Changes Experienced by the English Majors

Based on the results in Table 4, self-confidence obtained the highest mean score for both the students and the teachers as indicated by the mean scores 3.45 and 3.33, respectively. The interview findings and the teachers' responses to the guide questions revealed that both groups agree that some self-identity changes were experienced by the students, particularly self-confidence. One student said: *I think learning the English language has changed me in terms of boosting up my level of confidence as well as my self-esteem in terms of trusting myself that I will be able to perform better.*

Table 4
Self-identity changes among English majors

Statement	Students' Response	VI	Teachers' Perception	VI	
Subtractive					
1	After learning English, I feel my behavior has become somewhat westernized. For example, I say "Thank you or Thanks" instead of " <i>Salamat</i> " when a friend does a favor for me.	3.02 (0.90)	A	2.73 (0.83)	A
2	After learning English, I feel repugnant about some Filipino conventions. I think that Filipinos can hold the hand of a man or woman openly anywhere.	2.42 (0.83)	D	2.23 (0.75)	D
3	After learning English, I have begun to reject some traditional Filipino ideas such as kissing the hands of the elders. However, I think that I can do it in my own way.	1.92 (0.98)	D	1.77 (0.75)	D

Table 4 continued...

Statement		Students' Response	VI	Teachers' Perception	VI
4	With the improvement of my English proficiency, I feel my Filipino is becoming less idiomatic such as making a sound like /s/, /sh/, /th/ in Filipino words unconsciously.	2.76 (0.88)	A	2.57 (0.75)	A
Total		2.54 (0.584)	A	2.31 (0.605)	D
Additive					
1	While I am talking to my Filipino friends and my English teacher participates in our conversation, I can easily switch between Filipino and English according to the situation.	3.27 (0.77)	A	3.18 (0.67)	A
2	I prefer to listen to the original English dialogue when watching English movies, just as I enjoy the original Filipino dialogues when watching Filipino movies.	3.45 (0.71)	A	3.23 (0.69)	A
3	I am relatively confident when speaking in English and relatively modest when speaking in Filipino.	2.85 (0.83)	A	2.68 (0.84)	A
4	I can accept someone's suggestion or comment without feeling offended.	3.26 (0.70)	A	3.18 (0.66)	A
Total		3.21 (0.46)	A	3.07 (0.49)	A
Zero					
1	For me, it is meaningless to talk about personal changes after learning English.	2.09 (0.88)	D	2.32 (0.65)	D
2	I have not felt any change in them/myself after learning English.	1.97 (0.89)	D	2.36 (0.72)	D
3	It is impossible for me to change my value system and lifestyle after learning a language.	2.50 (0.84)	D	2.45 (0.60)	D
4	No matter which language is used for expression, I remain myself.	3.38 (0.08)	A	3.41 (0.71)	A
Total		2.48 (0.51)	D	2.64 (0.37)	A
Zero					
1	For me, it is meaningless to talk about personal changes after learning English.	2.09 (0.88)	D	2.32 (0.65)	D
2	I have not felt any change in them/myself after learning English.	1.97 (0.89)	D	2.36 (0.72)	D
3	It is impossible for me to change my value system and lifestyle after learning a language.	2.50 (0.84)	D	2.45 (0.60)	D
4	No matter which language is used for expression, I remain myself.	3.38 (0.08)	A	3.41 (0.71)	A
Total		2.48 (0.51)	D	2.64 (0.37)	A

Table 4 continued...

Split					
1	I feel a painful split when I switch between English and Filipino behavioral patterns such as when meeting my Filipino teacher, I nod my head as a gesture of acknowledging her, but when I meet my teacher in English, I greet her “Hello, Ma’am!”	2.25 (0.87)	D	2.23 (0.61)	D
2	After learning English, I am caught between contradicting values and beliefs. For example, Filipino children should not argue with their parents; on the other hand, a child with western values can do it if he/she feels the need for it.	2.10 (0.95)	D	2.10 (0.63)	D
3	When parting with friends, I am frequently confused whether to shake hands or hug and kiss.	2.13 (0.96)	D	2.14 (0.80)	D
4	I feel strange when my speech in Filipino is mixed with English words. For example, I usually say okay integrated in my Filipino sentence.	2.69 (0.89)	A	2.38 (0.74)	D
Total		2.31 (0.61)	D	2.20 (0.46)	D
Self-confidence					
1	I can express my opinion in public easily and confidently.	3.25 (0.66)	A	3.27 (0.70)	A
2	I feel great when I speak in English with foreigners confidently and comfortably.	3.54 (0.62)	SA	3.36 (0.58)	A
3	Whenever I have overcome a difficulty in English learning, I realize my own growth.	3.57 (0.60)	SA	3.23 (0.53)	A
4	I can be in a place or situation which allows me to communicate with other people with ease and grace.	3.42 (0.54)	A	3.45 (0.60)	A
Total		3.45 (0.42)	A	3.33 (0.43)	A

There is a difference between the response of the students and the teachers in the interview question, *Has learning English affected the English majors’ use of the Filipino language?* The students believe that learning the English language has affected their use of the Filipino language, while the teachers observe that the students’ use of the Filipino language is not affected by their English language learning because they believe that the two languages complement each other.

In relation to the question of whether learning English has affected the practice of Filipino customs, both the teachers and the students agree that there is little or no effect on the students' living out the Filipino customs.

3.3 Agreement between the English Majors' Types of English Language Learning Motivation and Self-Identity Changes and those Perceived by their Teachers

Based on the data in Table 5, only in item 1 *I study English because it is a required subject for my program* do teachers and students significantly differ in their level of perception. As indicated by the t-test results, both groups slightly agree on all other items.

Table 5
Agreement of the students and the teachers as to the instrumental type of English language learning motivation of English majors

Statement	t-test	p-value	r-value
1 I study English because it is a required subject for my program.	2.775	.006**	-.244**
2 My purpose in learning English is to obtain a high grade in the subject.	1.053	.295	-.093
3 An important purpose for my English language learning is to obtain a University degree.	-.119	.906	-.022
4 Learning English is important for me because English is very useful in contemporary society.	.190	.850	.003
5 I learn English in order to facilitate the learning of other academic subjects.	-.191	.849	.035
6 Only with good English skills can I find a job in the future.	1.917	.058	-.173
7 I learn English so as to catch up with economic and technological developments in the world.	-.715	.476	.062
8 I learn English in order to find better education and job opportunities abroad.	-1.047	.298	.098
9 I learn English so I can go abroad to experience English speaking culture.	-1.159	.256	.115
10 Fluent oral English is a symbol of good education and accomplishment.	1.800	.075	-.165
11 Acquiring good English skills is a stepping stone to one's success in life.	.255	.799	.014
12 Studying English is important because it will be useful in getting a good job.	.582	.562	-.051
Total	1.051	.295	-.099

Note: * - significant at $p \leq 0.05$

** - significant at $p \leq 0.01$

Table 6 shows that there is significant agreement for items 6 *Studying English is important because it will allow me to be more at ease with people*, and 10 *Studying English is important because other people will respect me more if I know English*. The teachers and the students slightly differ with their responses in other items. In general, they agree on the items under the integrative type of motivation.

The two-way ANOVA test shows that the responses of the students and their teachers' perceptions as to the students' responses do not differ regarding learning English both as integrative and instrumental motivation as indicated by $p \geq 0.05$. This may prove that both the teachers and the students agree that learning English is both integrative and instrumental.

Table 6
Agreement of the students and the teachers as to the integrative type of English language learning motivation of English majors

Statement	t-test	p-value	r-value
1 I study English because my parents expect me to be fluent in the language.	2.084	.044*	-.170
2 My effort in studying English depends on the quality of the English textbook.	1.757	.086	-.121
3 My effort in studying English depends on whether I like my classmates or not.	.396	.693	-.013
4 Learning English can give me a sense of achievement.	.253	.801	-.055
5 I look forward to going to class because my English teacher is so good.	-.018	.986	.001
6 Studying English is important because it will allow me to be more at ease with people.	2.272	.025*	-.207*
7 Studying English is important because it will allow me to meet and converse with more and varied people.	1.108	.270	-.108
8 I enjoy the activities of our English class much more than those of my other classes.	2.297	.027*	-.184
9 Studying English is important because I will be able to interact more easily with speakers of English.	.691	.491	-.048
10 Studying English is important because other people will respect me more if I know English.	3.444	.001**	-.217*
11 I experience satisfaction from knowing more on how to apply skills in English.	1.971	.054	-.118
12 I feel good in being able to articulate difficult ideas in English.	1.872	.068	-.141
Total	1.904	.063	-.124

Note: * - significant at $p \leq 0.05$
 ** - significant at $p \leq 0.01$

The results in Table 7 indicate that the students' and the teachers' responses differ significantly in item 1 *My motivation to learn English in order to communicate with English speaking people is:*, item 4, *My desire to learn English is:*, item 5 *My attitude toward learning English is:* The findings show that there is a slight positive correlation for these items.

Table 7
Agreement of the students and the teachers as to the attitude of English majors toward English language learning

Statement	t-test	p-value	r-value
1 My motivation to learn English in order to communicate with English speaking people is:	-2.946	.004**	.273**
2 My attitude toward English speaking people is:	-1.292	.199	.140
3 My parents encourage me to learn English.	.340	.735	-.008
4 My desire to learn English is:	-2.684	.013*	.287**
5 My attitude toward learning English is:	-2.125	.036*	.194*
6 My attitude toward my English teacher is:	-1.991	.049*	.170
7 My motivation to learn English for practical purposes (e.g., to get a good job) is:	-.091	.927	.060
8 My attitude toward my English course is:	-1.757	.082	.152
9 My motivation to learn English is:	-1.705	.091	.155
10 My friends encourage me to learn English so I can interact with them.	-1.311	.197	.115
Total	-2.365	.020*	.188*

Note: * - significant at $p \leq 0.05$
 ** - significant at $p \leq 0.01$

Table 8 shows that the students and the teachers agree on the level of ratings for the self-identity changes. The interview findings and the teachers' responses to the guide questions revealed that both the teachers and the students strongly agree that there is a relationship between the English majors' motivation to learn and their self-identity changes. Some teachers mentioned that the students have managed to improve their communicative skills in English as a result of possessing the motivation to learn, and this has led them to build their self-confidence and self-esteem. The students also identified higher self-esteem, confidence, and high regard for people and their cultures as self-identity changes they acquired. These positive changes resulted from their motivation to learn English and from the competence they developed through learning the English language. One student mentioned: *Learning English really boosts my confidence because in our society now, if you know how to speak in English well, not only fluently but also accurately, others will respect you.* Another student said: *I became more confident because we have the thinking wherein*

when other people see you speaking another language (English) than your native language, you are somehow a learned person, or somewhat superior. According to one interviewee, English language gave me a sort of higher self-esteem. Another shared his idea: I am more comfortable to express myself in English.

Table 8
Agreement of the students and the teachers as to the self-identity changes of English majors

Statement	t-test	p-value	r-value	
Subtractive				
1	After learning English, I feel my behavior has become somewhat westernized. For example, I say “Thank you or Thanks” instead of “ <i>Salamat</i> ” when a friend does a favor for me.	-1.407	.162	.151
2	After learning English, I feel repugnant about some Filipino conventions. I think that Filipinos can hold the hand of a man or woman openly anywhere.	-1.001	.319	.082
3	After learning English, I have begun to reject some traditional Filipino ideas such as kissing the hands of the elders. However, I think that I can do it in my own way.	-.664	.508	.032*
4	With the improvement of my English proficiency, I feel my Filipino is becoming less idiomatic such as making a sound like /s/, /sh/, /th/ in Filipino words unconsciously.	-.927	.356	.099
Total		-1.651	.102	.155
Additive				
1	While I am talking to my Filipino friends and my English teacher participates in our conversation, I can easily switch between Filipino and English according to the situation.	-.480	.632	.072
2	I prefer to listen to the original English dialogue when watching English movies, just as I enjoy the original Filipino dialogues when watching Filipino movies.	-1.327	.187	.150
3	I am relatively confident when speaking in English and relatively modest when speaking in Filipino.	-.866	.388	.098
4	I can accept someone’s suggestion or comment without feeling offended.	-.464	.643	.059
Total		-1.237	.219	.115

Table 8 continued...

Statement	t-test	p-value	r-value	
Productive				
1	After learning English, I have become more understanding and communicative with others of various cultures and languages not only Filipino or English but also other languages.	-.907	.366	.069
2	With the improvement of my English proficiency, I can appreciate better the subtleties in Filipino. For example when I study European or American history, I am more proud of Philippine history.	-2.522	.017*	.238*
3	After learning English, I find myself more sensitive to changes in the outside world. For example, when I read or know English news about global warming, I feel more aware of the preservation of the environment.	.237	.813	-.010*
4	As my ability in appreciating English language and literature increases, I have become more interested in Filipino literature and arts.	-.653	.515	.066
Total		-1.220	.225	.105
Zero				
1	For me, it is meaningless to talk about personal changes after learning English.	1.156	.250	-.166
2	I have not felt any change in myself after learning English.	1.948	.054	-.226*
3	It is impossible for me to change my value system and lifestyle after learning a language.	-.253	.801	.008*
4	No matter which language is used for expression, I remain myself.	.179	.858	.008*
Total		1.381	.170	-.167

Aside from the responses to the interview that are mostly on self-confidence, some answers dealt with the other types of self-identity changes. One student expressed his insights about productive change: *I am so happy because I already have the balance of learning English and, at the same time, enhancing my Filipino. English language is a tool for me to strengthen my identity as a Filipino and my knowledge also of Philippine Literature. For me, it is good to learn the language and their [sic] cultures [sic] but not totally forget the culture and the language that I belong [sic].*

Table 8 continued...

Statement	t-test	p-value	r-value	
Split				
1	I feel a painful split when I switch between English and Filipino behavioral patterns such as when meeting my Filipino teacher, I nod my head as a gesture of acknowledging her but when I meet my teacher in English, I greet her “ Hello, Ma’am!”	-160	.873	.001*
2	After learning English, I am caught between contradicting values and beliefs. For example, Filipino children should not argue with their parents; on the other hand, a child with western values can do it if he/she feels the need for it.	-.035	.972	-.031*
3	When parting with friends, I am frequently confused whether to shake hands or hug and kiss.	.036	.972	-.016*
4	I feel strange when my speech in Filipino is mixed with English words. For example, I usually say okay integrated in my Filipino sentence.	-1.490	.139	.162
Total		-.784	.435	.055
Self-confidence				
1	I can express my opinion in public easily and confidently.	.126	.900	-.016*
2	I feel great when I speak in English with foreigners confidently and comfortably.	-1.200	.233	.137
3	Whenever I have overcome a difficulty in English learning, I realize my own growth.	-2.471	.015*	.267**
4	I can be in a place or situation which allows me to communicate with other people with ease and grace.	.259	.796	-.034
Total		-1.159	.249	.107

Note: * - significant at $p \leq 0.05$
 ** - significant at $p \leq 0.01$

As a whole, the results show that Filipino college students majoring in English from this cohort of participants and their English teachers seem to agree on the same level with regard to the types of motivation for English language learning and the levels of self-identity changes.

The study found that both the students and the teachers seem to agree that learning the English language stems from both instrumental and integrative motivation.

The present batch of students, also called the millennials and generation Z, are characterized to be highly sociable and communicative, for they value interacting with others. Raines (2002) identifies the communication preferences of the millennials as positive, motivational, and goal-focused, among others. Jonas-Dwyer and Pospisil (2004) further propose that these millennials should be provided with an academic environment that encourages teamwork and integrates essential opportunities for social interaction. In this context, the integrative type of motivation in learning English is the moving force that may enable them to be competent in communicating with others. A study by Schmidt and Watanabe (2001) related to the combinations of factors (intrinsic/integrative/instrumental orientations, expectations, anxiety, perceived language aptitude, and the like) that define “motivation” for a university population with many heritage learners (including Filipinos) revealed that students, in general, are highly motivated and possess high social motivation. These learners, especially the Filipinos, strongly agree that they value their teacher’s opinions about them and the camaraderie they build with other students.

Based on the aforementioned findings, it can be inferred that the two types of motivation among the student respondents are equally important. As discussed earlier in the paper and supported by Schmidt, Boraie, and Kassabgy (1996, as cited in Lucas, 2010), instrumental and integrative motivation are apparently not a dichotomy.

One of the nonlinguistic outcomes of language learning is self-identity change. The results of this study, which show that *self-confidence* ranks first among the list of self-identity changes, is consistent with the research findings of Gao et al. (2007), Dai (2009), and Teer (2013). However, in Dai’s (2009) and Gao et al.’s (2007) studies, the second in rank among the self-identity changes was *zero change*, while in the present study and that of Teer (2013), *productive change* is next to *self-confidence*. This may imply that for the respondents in the studies of Dai (2009) and Gao et al. (2007), learning the English language is primarily instrumental in character; thus, no change was observed. However, in this present study and that of Teer (2013), both languages (i.e., L1 and L2) complement each other. It can be postulated that English as a second language enables Filipinos to use English for interaction and socialization purposes and, at the same time, for other functions that will affect their profession and future lives. Pascasio (2005) presented a finding of her earlier study, which indicated that Filipino bilinguals use English in school when interacting with people of higher status and when discussing formal topics; they use Filipino, on the other hand, when interacting with family members at home and with friends in the community.

In the Philippine setting, Bernardo (2005) wrote that language discourse amidst globalization has emphasized the growing importance of English as the global lingua franca. This significant role of English may be the kind of influence that motivated the student respondents to rate their desire to learn English as seemingly very strong and their attitude toward learning English as somewhat very favorable.

The present study further emphasizes that English has maintained its stature as the more preferred language of the Filipino students, that they have strong positive attitude toward it, that they are motivated to learn it for both instrumental and integrative purposes, and that through it, they experience self-identity changes, particularly self-confidence and productive change.

4. Conclusion

Operating in a milieu of changes and challenges brought about by the forces of the global market, the Philippine educational system has pledged itself to the imperatives of globalization. According to De Guzman (2005), “The road to a globalized teacher education program in the country calls for a close examination of the individual and collective insights of those players who shape and reshape the direction by which the program is moving” (p. 66).

The findings of the study can contribute to the thrust of the Philippine educational system, particularly in English language teaching. Understanding the learners is a crucial step to an excellent and responsive English language education. The results of the study reveal that there is no dichotomy between the integrative and the instrumental types of English language learning motivation among the Filipino college students majoring in English and that their English language teachers’ perception concurs with them. The student respondents and their English teachers also agree that self-confidence tops the list of self-identity changes, which students experience as a nonlinguistic outcome in learning the English language. Pama (2012) explains that the Philippines, which has a considerable number of English-speaking people, can have the competitive edge in the ASEAN 2015 integration because English is one of the media of instruction in Philippine schools, colleges, and universities. He adds that in a global perspective, English remains to be the lingua franca. Thus, in the era of globalization, the ability to communicate in English is an indispensable competency largely integrated in the international community.

Pedagogical implications arise from the study. Gardner (2010) expands the notion of motivation in his socio-educational model and states that “in the area of L2 learning, we can distinguish between two aspects of motivation, language learning motivation and language classroom motivation” (p. 9). The former pertains to the students’ reasons and inspiring motives to learn the language; particularly in the present study, this refers to instrumental and integrative types of motivation. Language classroom motivation, on the other hand, refers to the learning environment, learning materials, teachers, and other factors that contribute to the dynamics of teaching and learning. Even if motivation comes from the learners, it seems imperative for the teachers to sustain and strengthen the students’ motivation, which can lead to positive changes such as self-confidence. Thus, the motivation construct should be composed of both the language learning motivation and the language classroom motivation.

Further, the focus of the educative process related to learning the English language should not only be on the linguistic but also on the nonlinguistic outcomes (Gao et al., 2007). One of the nonlinguistic outcomes found in the present study is self-confidence, which is a necessary trait in a globalizing world. The nonlinguistic results of English language learning complement significantly the linguistic outcomes of learning the English language. Linguistic outcomes, which seem to be more on the cognitive level, provide for the development of one’s proficiency in language use; while the nonlinguistic aspects, which relate more to attitudes and values, affectively assist in the use of the language to communicate in a sociocultural context.

Future research can conduct a comparative study by exploring the English language learning motivation of Filipino English and non-English majors. Such an investigation can incorporate the students' level of language proficiency and its effect on self-identity changes. Likewise, an evaluation of the concept of motivation in the context of the changing notions of self and identity among the students and their teachers may be conducted. The outcome of such a research work will generate theories that can help guide Filipino teachers of English toward a critical yet encouraging atmosphere for the teaching and learning of the English language.

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