

Differences in Motivational Orientation in Foreign Language Learning Context: Findings from Filipino Foreign Language Learners

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The primary purpose of this study is to find out the degree of which motivational orientation differentiates learners in a foreign language (FL) learning context, particularly in the Philippines. The secondary purpose of this study is to determine differences in the motivational orientation of Filipino FL learners using the Foreign Language Learning Motivation Questionnaire and to investigate variables such as age group, gender, FL being learned and length of study of FL could influence differentiation in the motivational orientation of FL learning among Filipino students. Accordingly, it was hypothesized that the variables included in this study could differentiate motivational orientation of FL learners. The participants of this study included 150 students who had elected to study FL from three major universities in Metro Manila. Eighty of the participants are females (53.3%), while 70 are males (46.7%). The data were cross-sectional in nature with 26 learning Chinese (17.3%), 40 learning French (26.7%), 50 learning Japanese (33.3%) and 34 learning Spanish (22.7%). Results revealed motivational differences between younger and older FL learners, between male and female learners, and among learners of different FL. Younger learners were found to be more motivated towards cultural understanding, cultural integration and self-satisfaction. Females are more motivationally oriented than males in communication and affiliation and self-efficacy. Japanese language learners are more motivationally oriented toward career and economic enhancement, French language learners towards affiliation with foreigners, and Spanish language learners towards self-efficacy. The study recommends some instructional and pedagogical strategies for teaching language subjects.

Keywords: Motivation in language learning, Foreign Language Learning, Japanese Language Learning, Second Language Learning

Motivation has been widely acknowledged and recognized by researchers, teachers

and even students as one of the key factors that influence the rate and success of language learning, be it second or foreign language. The seminal work of Gardner and Lambert and their colleagues that introduced the Socio-Educational Model of Language Learning (Gardner, 1985, 1988, 2000, Gardner & Tremblay, 1994) set off the interest of research on motivation in language learning. Through the years, various research studies on second language (L2) and foreign language (FL) learning contexts revealed that motivation is one of the affective factors that significantly differentiate learners (Carreira, 2005; Cheng & Dörnyei, 2007; Crookes & Schmidt, 1991; Dörnyei, 1994; Ehrman, Leaver, & Oxford, 2003; Gardner, 2005; Matsumoto & Obana, 2001; Yang, 2003; Yu & Watkins, 2008) and influences learning achievement (Brown, 2000; Dörnyei & Csizér, 2002; Gardner & Lambert, 1972; Guilloteux, 2007; Guilloteux & Dörnyei, 2008; O'Sullivan, 2005; Skehan, 1989, 1991).

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

Taking off from earlier study of Boekerts (1987; 1989) that tried to determine both role of motivation as a trait and a statement in language learning and its relationship to student competence and attribution processes, Julkenen (1989) conducted a study of motivation in FL learning that utilized sixth and eighth grade Finnish children who were studying English as a foreign language. Using a questionnaire to gather students' general FL motivation, the study was able to identify eight factors, namely: (1) a communicative motive; (2) classroom level intrinsic motivation; (3) teacher and method motivation; (4) integrative motivation that reflects position attitudes towards English and Americans; (5) helplessness factors; (6) anxiety; (7) criteria for success and failure; and (8) a factor that deals with the latent interest in learning English.

A year later, Dörnyei (1990) initiated a series of studies that defined and conceptualized the relevance and characteristics of integrativeness and instrumentality in FL learning contexts. Employing a Hungarian sample, he administered a motivation questionnaire to young adult learners of English. His

study produced a motivational construct in FL learning that includes four motivational factors, namely: (1) an instrumental motivational sub-system; (2) an integrative motivational sub-system that includes four dimensions such as general interest in FL, a desire to broaden one's view and avoid provincialism, a desire for new stimuli and challenges, and a travel orientation; (3) need for achievement; and (4) attribution about past failures.

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

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

The studies of Crookes and Schmidt (1991, 1994) also recognized the importance of the relevance of classroom related factors. Through their studies, they were able to establish that teachers' style, competence, rapport, self-confidence, classroom atmosphere, and group cohesion are important contributors to motivation. Subsequently, the situation-specific classroom factors were found to be significant contributors to L2 and FL motivation in the foreign language classroom (Julkenen, 1989, 1991; Clement et al., 1994). This new conceptualization of motivation in L2 and FL learning was further confirmed by Dörnyei's (1994, 2006, 2008, 2009) theory of motivation that is more classroom-based. Part of his framework rests on the Learning Situation Level, which is associated with situation-specific factors ingrained in various aspects of L2 and FL learning within a classroom setting. His framework provided three components of motivation in language learning context: (1) course-specific; (2) group-specific; and (3) teacher-specific.

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

Within Asian contexts, research studies on motivation of L2 and FL learning and related factors have also been widely done. In Japan, Kimura, Nakata, and Okumura (2001) carried out a study that examined types of language learning motivation held by Japanese EFL learning from across-sectional learning milieus. They pointed out that some factors are characteristics of certain learning milieus, while others are common to all situation. In Taiwan, Lay (2008) also a conducted a study that tried to look into the motivation of learning German in Taiwan as a pilot study on the FL-specific motivation among Taiwanese learners of German language. Her study concluded that most Taiwanese students are interested in language learning and the ability to speak several languages is important to them because multilingualism carries a high-value in contemporary Taiwanese society. Lau and Chan (2003), on the other hand, did a study in Hong Kong on reading strategy use and motivation among Chinese good and poor readers, while Wang (2009) conducted another study in China. Both studies concluded that most Chinese students in key universities have a high motivation to learn English well because a good level of English will help them more considerably to obtain better jobs, especially those in companies or joint ventures which have international network or subsidiaries, to read technical materials and to study abroad.

With regard to other social and psychological variables, Yang (2008) studied into the motivational orientations and selected learner variables of East Asian language learners. Using 341 college students, the study found out that East Asian language learners were highly influenced by interest, language use, and integrative motivational orientations. The study also concluded that the integrative motivation was more important than the instrumental and that the students had a stronger desire to learn the speaking and listening skills

than the reading and writing skills. Yang also found out that among the east Asians, Korean learners were more strongly motivated than Chinese or Japanese learners. Muñoz and Tragant (2001) also did a study to determine the effects of age and instruction. They found out that FL learners' motivation increase with school experience. Their study also disclosed that younger learners show more intrinsic types of motivation, while older groups show more extrinsic types and a preference for an instrumental type of motivation, a conclusion that supports earlier theories of Walqui (2000), who found that a strong correlation between intrinsic motivation and success in language learning than extrinsic motivation. On the other hand, Yu and Watkins (2008) determined the relationship among motivational factors, cultural correlated and L2 proficiency using Western and Asian student who were learning Chinese at university level in People's Republic of China. The results of their study implied that the degree of integrativeness into Chinese culture and motivation was significantly and positively related to Chinese language proficiency, while language anxiety was significantly and negatively correlated to such proficiency.

In the Philippines, a recent study done Lucas, Miraflores, Ignacio, Tacay, and Lao (2010) that focused on intrinsic motivation factors that may help identify what specific L2 communicative skills are more helpful to students to learn. The study proved that selected freshmen college students from different universities in Manila are intrinsically motivated to learning speaking and reading skills. Moreover, they are found to be intrinsically motivated through the knowledge they gained and learning accomplishments they have achieved. They further disclosed that by and large, that the Filipino students are intrinsically motivated to learn English because of their exposure to the language through classroom instruction and mass media. They argued that Filipino learners are inherently motivated to use English in speaking, reading and listening due to the nature of these skills and the tangible rewards that these skills may bring the learners.

Integrating from various language learning models and previous studies on motivation for FL learning, Gonzales (2000; 2006) conducted a study to investigate into the internal structure and external relevance of FL motivation and he conceptualized and defined FL learning motivation among Filipino learners using factor analysis. This study led him to develop the Filipino Foreign Language Learning Motivation Questionnaire (FFLLM-Q). His study produced six motivational orientation towards FL learning: (1) desire for career and economic enhancement; (2) desire to become global citizen; (3) desire to communicate and affiliate with foreigners; (4) desire for self-satisfaction in learning; (5) self-efficacy; and (6) desire for cultural integration. Gonzales (2006) suggested that summing up the six factors, Filipino who are learning FL are driven by goal-orientation, cultural orientation, and self-orientation. To further examine these factors that emerged from his study and the contradicting and complementary results of previous studies and emerging relevance of motivation in FL, the researcher takes this new study using the

FFLLM-Q. Moreover, the limited number of studies of motivation in language learning in general in the Philippines makes this study relevant and timely.

In general, the primary purpose of this study is to find out the differences in the motivational orientation of learners in a foreign language (FL) learning context, particularly in the Philippines. The secondary purpose of this study is to determine differences in the motivational orientation of Filipino FL learners using the FFLLM-Q and to investigate variables such as age group, gender, FL being learned and length of study of FL could influence differentiation in the motivational orientation of FL learning among Filipino students. Thus, it was hypothesized that the variables included in this study could differentiate motivational orientation of FL learners.

Method

Participants

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

Instruments

There were two instruments used in this study. The primary instrument used for this study is the Filipino Foreign Language Learning Motivation Questionnaire (FFLLM-Q). This questionnaire was developed by Gonzales in 2000 which consists of 50 Likert-items that measure six motivational orientations in FL learning namely: (1) desire for career and economic enhancement; (2) desire to become global citizens; (3) desire to communicate and affiliate with foreigners; (4) desire for self-satisfaction; (5) self-efficacy and (6) design to be integrated with other cultures. This questionnaire has a reliability index of .98 and the combined factors can account for 62.0% of the total variance of the test. The participants were required to indicate whether they agree or disagree with each statement, using as scale from 1 (strongly disagree) to 5 (strongly agree).

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

questionnaires, participants were not asked to indicate their names to maintain confidentiality.

Procedures and Data Analysis

The FFLLM-Q and the second instrument were administered to students of FL classes in three universities in Metro Manila. The researcher requested the FL teachers handling the courses to administer it during their regular FL classes. The two instruments were administered one after the other. Upon completing the main questionnaire, the students were also asked to accomplish the accompanying respondent's information sheet. The students were not given any reward for accomplishing the questionnaire and will not in anyway affect their class standing and/or grade.

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

Results

Motivational Orientation of Filipino FL Learners

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

The results strongly suggest that Filipino FL learners' motivational orientation is towards goal orientation signifying that they have definitely goal in mind in learning an FL, that is to have better careers and more opportunities for economic enhancement in the future and in the process being able to communicate and understand the culture of the target language community.

Differences in Motivational Orientations

Differences in motivational orientations were determined using the identified variables for this study such as age, gender, number of

semester/trimester of FLL prior to the survey, nature of FL class; and FL being learned.

In terms of sex, the results suggest that it has an influence on the motivational orientation of FL learners. The results show that females and males differ significantly in their motivational orientation towards their desire for communication and affiliation with foreigners ($t=4.274$; $p > .05$) and self-efficacy ($t=11.741$; $p > .01$). Females are more motivated to learn FL to be able to communicate effectively with and to foreigners so that they can easily affiliate with the speakers of the target language community. It was also revealed that female learners are also more motivated to learn an FL because of self-efficacy, that is, they believe that having the ability and skills to learn FL will give them more drive to pursue FL learning.

When the respondents were grouped according to age group, results revealed that learners differ significantly in their motivational orientations in three factors of the FFLM-Q. Results show that oldest learners (20 years old and above) are the more motivated to learn FL because of self-satisfaction they gain from learning ($F = 6.455$; $df = 149$; $p > .001$). It was also revealed that oldest learners are the most motivated toward cultural integration ($F = 37.724$; $df = 149$; $p > .001$). On the other hand, youngest learners (17 years old or younger) were found to be most motivated toward cultural understanding and desire to become global citizens ($F = 6.805$; $df = 149$; $p > .001$).

With regard to the grouping according to the FL they are learning, it was revealed that they differ significantly in two factors: communicative and affiliation with foreigners ($F = 2.859$; $df = 149$; $p > .05$) and self-satisfaction in learning FL ($F = 3.585$; $df = 149$; $p > .01$). The results showed that the Spanish learners are the most motivated group to learn FL because of self-satisfaction that they gained in learning the language while the Chinese learners are the group that is most motivated to learn FL because of their desire to be able to communicate and affiliate with the target language community. While there were no significant differences among the learner groups in Factor 1, results revealed that Japanese language learners are most inclined group to learn FL because of career and economic enhancement and for cultural understanding.

Another learners' variable that was investigated in this study is the nature of FL learning. Two factors revealed significant differences when the respondents were grouped according to whether the FL they are learning is a major, a minor or an elective subject. Learners who are studying FL because it is their major subject were found to be the most motivationally oriented towards the self-satisfaction ($F = 8.340$; $df = 149$; $p > .001$) and desire for cultural integration ($F = 15.300$; $df = 149$; $p > .001$). Noticeably, those studying FL as elective or not required subject are the least motivated in these factors. FL learners who are studying FL as a major subject were also found to be the most motivationally oriented towards cultural integration, although there was no significant difference among the group of learners.

With regard to the length of period of studying FL, results of the study revealed that the learners significantly differ in four factors measured by FFLM-Q, the only variable that yielded significant differences in four factors.

When the FL learners were grouped according to the number of terms that they are studying FL, their motivation orientations towards all the three factors pertaining to cultural integration ($F = 3.760$; $df = 149$; $p > .01$); cultural understanding ($F = 2.680$; $df = 149$; $p > .05$) and communicative and affiliation with FL target group ($F = 8.807$; $df = 149$; $p > .001$) were found to be significant. In addition, they also differ in terms of self-satisfaction to learning FL ($F = 3.424$; $df = 149$; $p > .01$). Further analysis of the group means revealed that, the longer they study FL, the more they differ in motivational orientation, that those who studied FL for four terms have higher motivational orientation in FL learning towards cultural integration, communicative and affiliation with foreigners and self-satisfaction in learning than those who have studied only for a term. On the contrary, motivation towards cultural understanding is higher among those who studied FL only for a term than those who studied for more than two terms.

Discussions

When interpreting these findings in light of FL learning in the Philippines, motivational orientation towards language learning is considered a necessity because of the presence of a mother-tongue or first language and mandatory second language which is English and/or Filipino (*Tagalog*) and a foreign language required among selected high school and university students. In the country, there are more than eighty mother-tongues or local languages (*some are called dialects*). In all schools, Filipino and English are the primary media of instruction, although mother language is now widely encouraged to be used on the first two to three years of elementary schooling. Hence, English is not considered an FL in this study, but rather a second language (L2). Languages such as Japanese, French, Arabic, Chinese, Spanish, German, Russian, Korean, among others, are considered FL in Philippine language classroom contexts. Although, Chinese language, particularly Mandarin, are studied and taught at Chinese Schools even at elementary level, it is still considered a foreign language in spite of the fact that some students would also consider Mandarin as their first language or language spoken at home. Furthermore, basic Arabic is also taught in some schools in country, particularly those following the Madrasah curriculum.

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

Overall, from Gardner and Lambert's point of view the study revealed that Filipino FL learners are both instrumentally and extrinsically motivated. They are highly motivated to learn FL because of economic and career opportunities, indicating that they are more instrumentally motivated, that is, they desire to learn FL for pragmatic gains such as getting a better job and even employment abroad. Adhering to Gardner's (1985, 1998, 2000) construct of motivation, it can be said the Filipino learners predominantly instrumentally motivated arising out of a need to learn FL and/or second language for functional or external reasons. Although, in most Gardner and Lambert initial studies (1959; 1972), particularly their Canadian research, found integrative orientation to be more significant and argued that integrative motivation is more paramount than instrumental orientation in language learning contexts. The findings of this present study also compliment their earlier findings among Filipino language learners (Gardner & Lambert, 1972). They found that instrumental orientation is more powerful factor in learning than integrative orientation among Filipino English language learners. The result of this study also reaffirms other viewpoints of motivation that instrumental goals such as having a good career in the future play a prominent role in learning a language be it an L2 or FL (Dörnyei, 1990; Julkenen, 1989, Dörnyei, Csizer & Nemeth, 2002; Ehrman, 1996).

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

Clearly, the findings of this study unconditionally support earlier findings that Filipinos learners' motivational orientation is a hybrid of both instrumental and integrative motivation and intrinsic and extrinsic motivation. Similarly, the motivational orientation of Filipino FL learners is influenced by their achievement goal orientation as well as the level of competence they achieved while learning a particular FL. Examining further the achievement goal framework espoused by Elliot and McGregor (2001), achievement goals are viewed as the purpose of competence-relevance behavior, in this instance foreign language learning (Elliot, 1997; Maehr, 1989). Learners are motivated to learn a language in order to achieve mastery to get integrated into the language community and competence in order to get employed and/or accepted in further studies that require FL skills. Hence, the motivational

orientation of Filipino learners can also be construed in terms of mastery goals and performance of the achievement goal framework.

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

In this present study, there are two individual factors that were considered - gender and age of the learners. It is hypothesized that males and females' motivational orientation are the same and learners' age does not influence motivational orientation in FL learning. These two hypotheses were rejected. This study revealed that males and females differ significantly in some of the motivational factors measured by the FFLLM-Q, particularly the desire for communication and affiliation with foreigners and self-efficacy. It was uncovered that females have higher motivational orientation than males in these two factors. The females have a greater tendency to study FL because they have higher desire to communicate and affiliate with foreigners, thus making them more integratively motivated than males. This finding confirms the findings of Swanes (1987) that Asian women were found to be significantly less instrumentally motivated than Asian men but no such difference was found among the Europeans, Americans, Middle Eastern and African women. However, she also argued that low instrumental motivation among females could be due to lack of opportunities for them to work abroad and use FL in their future career. This may also hold true among Filipinos females. Although going abroad is an open option to both males and females, culturally males are preferred to go abroad, thus they have better chance and opportunity than females to use what they have learned in their FL classrooms. The different motivational orientation between males and females is partly explained by the fact that the courses are offered by various universities in connection with specific needs such as working abroad, joining an international development agency, becoming a foreign service staff, and working in hospitality industries abroad either land-based or on cruise ships. The study also confirms earlier findings of Williams, Burden and Lanvers (2002) that learning French among girls is being "cool" and they really make an effort to learn the language by heart.

On another aspect of the study, the participants were grouped into four age groups. It was revealed that the respondents differ significantly in three motivational factors - cultural understanding, cultural integration and self-satisfaction in FL learning. Again, this significant finding adheres to Collier

(1988) and Gomleksiz (2001) earlier finding that successful language acquisition depends on the learner's age. Both authors believe that there is a certain period in acquisition of L2 and that the motivational orientation is affected. They also asserted that older students learn faster, more efficient acquirers of school language than younger learners. In this study, it was also revealed that the younger group (17 years old and below) has significantly higher desire to understand other cultures than older groups (19 and 20 years old and above). On the contrary, the oldest group (20 years old and above) was found to have higher desire for cultural integration than younger learners. The understanding and appreciation of cultures as well as language acquisition is affected by biological factors and age. Lenneberg (1967) claims that there is certain period in acquisition of L2. He theorized that the acquisition of language is an innate process determined by individual's biological and social growth. He implied that younger adolescents can learn a language through understanding of cultures better than older ones, while older learners can learn a language through cultural integration. Other earlier findings such as the study of Thompson and Gaddes (2005) that concluded older students appear to have an advantage over so-called younger learners in terms of language and cultural maturation and the study of Lasagabaster and Doiz (2003) that maturational factor was decisive, with older students showing more complexity in linguistic performance, support this present study. Consequently, it can be implied that Filipino beginner learners of FL are more motivated to learn when cultural understanding is part of the learning process and as they pursue learning a particular FL, they become more integratively motivated, shifting their motivational orientation from merely understanding a culture to being integrated into the target language community.

The three other variables included in this study are the FL being learned, length of time of studying FL and nature of FL being studied. The study also hypothesized that course-specific variables do not influence the motivational orientation of Filipino FL learners. The results revealed that when the respondents were grouped according to FL being learned, their motivational orientation differs significantly in terms of communicative and affiliation needs with foreigners and self-satisfaction in learning. The findings also show that the respondents differ significantly in factors pertaining to integrative orientation and intrinsic motivation. The FL learners were found to differ significantly in factors related to instrumental and extrinsic motivational orientation. Hence, confirming to what Okada, Oxford and Abo (1996) found in their in study of Americans learning Japanese and Spanish as an FL. Their study exposed that the motivation of American learners of Japanese is more of integrative and intrinsic motivation and there was far greater integrative motivation among learners of Japanese than of learners of Spanish. Thus, they concluded that self-satisfaction and motivation must be higher when one tries to learn more a difficult language because greater persistence and determination are needed to cope with the stress of a difficult learning situation.

The presence of Hispanics in the US and Chinese in the Philippines will also partially explain why there is a strong motivational orientation in Spanish learning among Americans and Chinese learning among Filipinos. It be then implied that the presence of a target language community in foreign country would enhance integrative motivation of FL learners. The common assumption is that the FL learners can use their FL knowledge in integrating themselves into the target language community more easily, especially when an FL is taught together with some cultural orientation about the target language community. On the other hand, self-satisfaction in FL learning can be a key motivational orientation especially when the FL is perceived to be a difficult language to learn and no potential opportunity to be integrated, and yet, they still acquire certain level of competency.

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

A mixture of individual and course-specific factors definitely influences the motivational orientation of FL learners. In any context, FL learning presents an exceptional situation due to the multifaceted nature and role of language (Dörnyei, 1994; 2008). FL learners come to study FL with varied cultural and socio-economic background, interests, motivation and attitude. Learning a foreign language abroad according to Yu (2010) is affected by the a number of affective variables including adaptation, attitudes and socio-cultural variables. He further argues that socio-cultural adaptation and academic adaptation are important factors in developing FL motivation and positive attitudes.

It is therefore essential for FL teachers to ensure that they have accurate information about their students. FL teachers' awareness and knowledge of the kinds of attitudes and goals their students bring with them should be used in identifying the strategies that they need to enhance those motivations in order to develop better language learning classroom situation. Their knowledge of learners' motivational orientation should serve as a guide in

designing a more responsive FL classroom curriculum, learning activities, program of study and learning materials. All things considered, while motivational orientation may be viewed as transitory, it should be used to maximize learners' capacity to learn and appreciate not only the target language but also the target language community. Hence, the use of diagnostic assessment - both cognitive and non-cognitive measures and examination of motivational orientation are strongly suggested especially when the background and composition of FL learners is diverse and contrasting.

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