



# THE ROLE OF MOTIVATION IN ENGLISH LANGUAGE LEARNING: A QUALITATIVE STUDY

Roselle M. Soriano\*

Asst. Professor IV, College of Arts and Sciences  
Quirino State University, Philippines  
sorianoroselle1@gmail.com

Christian N. Escario

Instructor I, College of Arts and Sciences  
Quirino State University, Philippines  
christian.escario@qsu.edu.ph

Pilipina B. Cagurangan

Instructor III, College of Arts and Sciences  
Quirino State University, Philippines  
Pilipinabinabice24@gmail.com

Annalene Grace E. Co

Asst. Professor, College of Teacher Education  
Quirino State University, Philippines  
annalenegrace.co@qsu.edu.ph

Chleo G. Pascual

Instructor, College of Arts & Sciences  
Quirino State University, Philippines  
chleopascual99@gmail.com

Abigail May E. Ambonon

Instructor, College of Arts & Sciences  
Quirino State University, Philippines  
abigailmay@gmail.com

Naomi A. Hagi

Instructor, College of Arts & Sciences  
Quirino State University, Philippines  
naomihagi@gmail.com

\*Corresponding Author email: [sorianoroselle1@gmail.com](mailto:sorianoroselle1@gmail.com)

Submission: 02 March 2021

Revised: 12 May 2021

Accepted: 27 May 2021

*Peer-review under responsibility of 5th ASIA International Multidisciplinary Conference 2021 (Online)*  
Scientific Committee

<http://connectingasia.org/scientific-committee/>

© 2021 Published by Readers Insight Publisher,

Office # 6, First Floor, A & K Plaza, Near D Watson, F-10 Markaz, Islamabad, Pakistan,

[editor@readersinsight.net](mailto:editor@readersinsight.net)

This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).



## ABSTRACT

Numerous studies have found a positive connection between learners' motivation towards foreign language and foreign language achievement. Drawn upon semi-structured interviews and focus group discussions among students, this study sheds light on the significant impact of motivation in English language learning. Further, this study explores the lived experiences of students and the factors influencing their motivation in learning the English Language. Purposeful sampling was to select participants in the different courses of Quirino State University, Cabarroguis Campus, Philippines. The results revealed that the teacher's influence, enjoyment in learning, desire to learn, parental influence, and classroom environment were the factors influencing students' motivation in learning the English Language. Thus, this study suggests that teachers should be aware of these factors of inspiration in their classrooms and consider these as significant parts in developing an English Language Intervention Program to motivate the students and improve their proficiency in learning the English Language.

**Keywords:** *Motivation, English Proficiency, English Language Learning*

## RESEARCH HIGHLIGHTS

Motivation refers to the combination of attempt plus desire to obtain the objective of learning the Language plus desirable attitudes towards learning the Language (Alizadeh, 2016). Motivation is the backbone of language teaching (Aquino et al., 2016). Moreover, Basco & Han (2016) posited that students with high motivation levels had a high level of self-esteem.

Furthermore, Oroujlou & Vahedi (2011) emphasized the use of systematic and academic application of "motivation and attitude" in language learning classes is very significant and can make language courses more engaging. Finally, Zaman et al. (2015) stressed that intrinsic and extrinsic motivation strongly influences the learner in learning a second language.

---

## Research Objectives

This study was perceived to explore students' experiences and determine the factors influencing their motivation in learning the English Language. This study served as a basis and guide in developing a language intervention program to motivate and improve students' English language proficiency.

## Methodology

This study used a qualitative design of research to capture the students' lived experiences during their English classes and explore the factors influencing their motivation to learn English. The study was conducted among 24 sophomore students from the seven courses in the university. The participants are purposely chosen based on the ELMS (English Language Motivation Scale) by Gardner (1985) and their grades in the English Proficiency Test administered by the guidance office in the university. To acquire reliable information, the researcher conducted semi-structured interviews and focus group discussions. The

said interview and FGD concentrated on students' experiences in their English classes and demotivated learning the English Language. The data gathered were read and re-read to extract significant articulations and collectively described common among the participants' views and experiences. Further, the condensed meanings of important statements were formulated and categorized into codes and themes. The researchers did the correspondence technique and critical friendly technique to ensure the trustworthiness and the reliability of the data.

## Results

The findings revealed that the students who participated in this study are intrinsically and extrinsically demotivated to learn English. The five exciting themes relative to the factors influencing their motivation in English language learning include teacher influence, enjoyment in learning, desire to learn, parental influence, and classroom environment.

Rahman et al. (2017) posited that a teacher's influence is essential for students. Further, Ekiz & Kulmetov (2016) emphasized that students' learning motivation is directly affected by the teacher and his teaching methods reinforced with proper advice and guidance. Moreover, Alizadeh (2016) found that enjoyment of learning is a severe motivation factor aside from positive attitude and external pressures towards the L2 community. On the other hand, Krishnan et al. (2013) discovered that desire to learn English is one factor that influences successful English language learning in EFL settings. Further, Rahman et al. (2017) emphasized that "parents are the first teachers of students and are responsible for their education. Finally, Aquino (2016) mentioned that the classroom environment demotivates students in learning the English Language.

## Findings

The current study revealed that the participants have positive experiences in learning the English Language and were intrinsically and extrinsically motivated to learn English. When the participants were asked to describe their experiences in their English classes, many of them verbalized that they were motivated to learn English. Further, the factors influencing their motivation include their teacher's influence, enjoyment in learning, desire to learn, parental influence. On the other hand, they were demotivated to learn the English Language due to the classroom environment. Thus, the result of this study suggests that instructors/professors should be aware of the existence of these factors of motivation in their classrooms. Further, they should develop an atmosphere by which students could be more comfortable in English classes using varied strategies to express themselves and sustain students' motivation freely. Finally, proper dissemination of the result of the study and presentation of the proposed intervention program to the administration, deans, program chairs, and English instructors and professors for evaluation and proper implementation should be done to motivate and enhance their proficiency in learning the English Language.

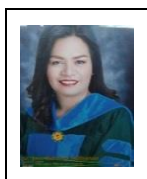
## Acknowledgement

We want to thank the Quirino State University Administration for allowing us to carry out this study.

## References

- Alizadeh, M. (2016). The impact of motivation on English language learning. *International Journal of Research in English Education*.
- Aquino, A., Cabarrubias, A., Park, T., Rabang, R., Rafael, K., Yogaratnam, J. & Oringo, F. (2016). Demotivating factors in learning the English Language. Retrieved from <http://www.dlsu.edu.ph>.
- Basco, L., Han, H., (2016). Self-esteem, motivation, and anxiety of Korean University Students. *Journal of and Research*. Retrieved from <https://search.proquest.com/docview>
- Ekiz S. (2016). The factors affecting learners' motivation in English language education. Retrieved from <http://dergipark.gov.tr/download/article-file/285634>
- Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold Publishers.
- Krishnan, S., Al Lafi, Q., and Pathan, Z. (2013). Motivational factors that impact English language learning in an Arab model school, Jordan: An empirical investigation. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 4(6): 867-871. *Research Institute Journals*. 2013 (ISSN: 2141-6990) [jeteraps.scholarlinkresearch.org](http://jeteraps.scholarlinkresearch.org). Retrieved from <http://jeteraps.scholarlinkresearch.com>
- Oroujlou, N. and Vahedi, M. (2011). Motivation, attitude, and language learning. *Social and Behavioral Sciences*. *Elsevier*. 29 (2011) 994 – 1000 Retrieved from <https://ac.els-cdn.com>
- Rahman A, Rajab A, Wahab S, Nor F, Zakaria W, and Asyraf M, (2017). Factors affecting motivation in Language learning Badli. *International Journal of Information and Education Technology*. 7(7), July 2017. Retrieved from <http://www.ijiet.org/vol7/927-ME1004.pdf>.
- Zaman, J. (2015). Role of motivation in second language learning: A study of private university students in Bangladesh. Retrieved from <https://space.bracu.ac.bd/xmlui/bitstream/handle/10361/4898/14177001>

## Author's Biography



**Dr. Roselle M. Soriano** is an Assistant Professor and Program Chairperson of Bachelor of Arts in English Language Studies at Quirino State University, Cabarroguis Campus, Philippines. She finished her Doctor of Philosophy in Rhetoric and Linguistics at St. Paul University, Philippines. She has served as a resource speaker in Public Speaking and Business Communication. She has presented

various papers in local and international conferences and has won as best paper and best presenter in her research outputs. As a language professor, she has supervised student researchers and has served as a panel evaluator in the inter-campus colloquium of student researches. Her research interests include Language, Educational, and Social studies.



**Mr. Christian N. Escario, LPT, MAED**, Instructor I, Quirino State University – Cabarroguis Campus, Philippines, and has presented papers in various local and international fora. As a language educator, he has supervised a number of student researchers. His research interests include Educational, Language, Social, and Gender studies.



**Mrs. Pilipina B. Caguranan, MAED**, is an Instructor III at Quirino State University – Cabarroguis Campus, Philippines. She has earned 56 units in Doctor of Philosophy in Rhetoric and Linguistics at St. Paul University, Philippines. As an English instructor, she has supervised many students in their undergraduate thesis. Her areas of interest include Language and Social studies.



**Dr. Annalene E. Co** received her master's degree in Science Education from the University of La Salette, Inc., the Philippines, in 2012. Then she pursued her Ph.D. study in Science Education in 2014 and Educational Management in 2013 in the same university. She has five years' experience in teaching Science courses and has done researches on Applied Science. Currently, she is working as an Assistant Professor and the Program Chairperson of the Bachelor of Secondary Education in Quirino State University, Maddela Campus, Philippines. Her research interests focus on product development and the study of instructional materials in teaching Science.



**Mr. Chleo G. Pascual** is an Instructor at Quirino State University-Cabarroguis Campus, Philippines. At present, he is teaching General Education subjects, and his research interests include Language and Social Sciences studies.



**Ms. Abigail May E. Ambonon** is a faculty member of the College of Arts and Sciences at Quirino State University-Cabarroguis Campus, Philippines. At present, she is teaching General Education subjects, and her research interest includes Language.



**Ms. Naomi A. Hagi** is a faculty member of the College of Arts and Sciences at Quirino State University-Cabarroguis Campus, Philippines. She is teaching General Education and English subjects, and her research interests include Language and Education studies. At present, she is the language editor of the research journal of the university.