

Gender and Socio-economic Status: Revisiting its role on the English language Learning Motivation among Secondary Language-Specialized Students

Olga O. Sandal*, Analyn D. Saavedra, Claire A. Madrazo, Maria Socorro Yvonne H. Ramos

Introduction

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

According to World Health Organization (2020), gender interacts with but is different from sex, which refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs. Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth. It is commonly associated with the language ability of a person.

Iwaniec (2019) studied language learning motivation and gender and found out that there were no gender differences observed in instrumentality, self-efficacy beliefs, English self-concept, and intrinsic motivation. There is also a significant difference in the strength of links between self-regulation and instrumentality, self-efficacy beliefs as well as English self-concept. Thus, gender effects appear more extensive than previous research has shown. Self-efficacy and motivation to study English as a second language were investigated by Chan, Spratt, and Gillian (2002). Their findings revealed that language learners with strong self-efficacy are more likely to develop their language learners with strong self-efficacy are more likely to develop their language independently than other learners. However, the more recent research results contradicted earlier findings, showing that males with weaker self-

efficacy than female. They prefer to improve their vocabulary by practicing harder outside the classrooms than females (Chang et al., 2010).

Socio-economic status, on the other hand, has been identified to be another variable that most of the language researchers associate with the language motivation of an individual. Research finding of Ariani & Ghafournia (2015) were manifested with a positive relationship between the students' economic status and general language outcomes. Further, they suggested that language acquisition may be accelerated if language teachers have the essential knowledge to help language learners deal with their conflicting views.

The significance of socioeconomic factors in foreign language acquisition is understudied. Still, the research that has been done so far demonstrates the relevance of social context in determining the result of foreign language learning outcomes.

The Program for International Student Assessment (PISA) reported that in 2003 learners whose parents had greater educational qualifications scored significantly better on a language competency test given to school-age children in Europe compared to students whose parents did not have higher academic qualifications. On the other hand, in 2018, PISA's key findings stated that socio-economically advantaged students outperformed disadvantaged students in reading within the Philippine context. And that 15-year-old students in the Philippines speak a language other than the test language (i.e., English) at home.

Several researchers, like Ogunshola and Adewale (2012), believe that the relationship between society, education, and economics is so meaningful that a student's training relies on the

three variables. The learning result of a student is related to the student's social class, in which the student's financial position and their educational level play a significant influence. According to some studies, students' learning results and socioeconomic level were shown to have a moderate to significant connection. In other words, successful students come from upper social and economic levels, while failed students come from lower socioeconomic groups (Barry, 2005; Ewijk & Slegers, 2010; Sirin, 2005). Students' socioeconomic status is most frequently assessed by integrating their educational level, employment status, and income level into one composite measure (Jeynes, 2002). Studies have consistently shown that students' social situation has an impact on their academic performance.

Recent researches have also concluded that the COVID-19 pandemic had brought changes on the academic setting in the world. The learning motivation of the students seem to deteriorate because of the abrupt shifting of the teaching-learning approach in almost all schools. Maican & Cocoradă (2021) studied Online Foreign Language Learning in Higher Education and Its Correlates during the COVID-19 Pandemic. Like in the usual face-to-face education, motivation has negatively associated with anxiety and foreign language learning. Low-achieving students may benefit from additional teacher attention because of their negative feelings related to online FL learning. For high-achieving students with a low task value, customized knowledge may help to increase learner motivation and secure progress.

Liu and Yuan (2021) studied Chinese Undergraduate Students' English Proficiency in the COVID-19 Context highlighting the changes and effects of foreign language classroom anxiety and listening anxiety, found out that there are four significant findings in their study. The participants experienced high levels of foreign language classroom anxiety and listening anxiety both at the beginning and end of the semester, neither of which changed significantly during the semester, language classroom anxiety and listening anxiety were highly positively related to each other both significantly predicted students' self-rated proficiency in listening and

speaking English; and Confidence in using English, efforts, and motivation to learn English, and interaction with instructors and peers mediated these anxieties to affect students' self-perceived proficiency in listening and speaking English.

These findings indicate that the learning environment is critical in influencing the levels of and changes in the foreign language classroom and listening anxieties. These two types of foreign language anxiety are severe issues in the pandemic foreign language learning context.

Rachmat (2020) and Simamora (2020) reported that external variables such as the learning environment, learning time, and instrumental aids had a significant impact on students who lacked motivation, affecting their performance. Because online learning was done from home, many parents believed they could still assist their children with household chores during their online learning time. Inadequate internet connections and devices for distance learning were also a source of frustration. On the other hand, Fitriyani, Fauzi, and Sari (2020) and Simamora (2020) claimed that intrinsic motivation was a strong motivator for students participating in online learning. Their passion and desire to learn and add to their knowledge have motivated them to study consistently, even online. Additionally, their resilience and psychological well-being aided them in achieving success with online learning. Gustiani (2020) showed that students' intrinsic motivation for online learning is influenced by their ability to gain new information and their satisfaction with experimenting with different learning methods. Extrinsically, it was also affected by external regulation and environmental conditions. However, motivation or a lack thereof has occurred as a result of inadequate external supporting facilities.

Despite the numerous studies conducted, only few made a deeper investigation on the association of the gender and SES as factors that may affect the language learning motivation among students especially in the new normal era. That is why to address this gap, this study

was conducted to specifically answer the research questions below.

Research Questions:

1. What is the overall level of English language learning motivation of JHS students in the new normal?
2. Is there a significant difference in the English language learning motivation of students when data are grouped according to gender and socio-economic status?

Research Literature and Studies

On Motivation

Motivation is an essential factor in the teaching-learning process. Motivation would help to keep the teaching-learning cycle going and strengthen it over time. The motivation of students to learn such concepts is primarily determined by how teachers inspire their students. Motivation has been a significant determining factor in the success of second language learning. According to Cherry (2020), motivation is initiating, guiding and maintaining goal-oriented activities. The biological, emotional, societal and cognitive factors that enable actions are all involved. The term is frequently used in informal communication to explain “why an individual does something”. It is what motivates people to do what they do.

McCoach & Flake (2018) defined motivation as widely identified as a significant component of academic and professional achievement. Motivation is the fuel that allows abilities to be activated and turned into accomplishments. While skill or cognitive abilities predict academic and professional success, motivation is the key that provides talent to harnesses in achieving those outstanding goals. According to Harmer (2001), on the other hand, motivation is some internal drive that pushes someone to do things to achieve something.

Brown (2007) likewise defined motivation as the extent to which you make choices about (a) goals to pursue and (b) the effort you would devote to that pursuit. Motivation is an essential

factor in the process of learning, according to Parsons et al. (2001). Knowledge and motivation are equally necessary. Education allows one to develop new abilities and experiences, and motivation encourages us to continue learning.

As cited in Alaga (2019), Gardner and Lambert (1972) defined motivation in terms of a second language learner's overall goal orientation and attitude as the persistence shown by the learner in striving for a goal. Turabin (2018) refer to the term motivation as the driving force of the teachers in the delivery of English language teaching instruction and the students to learn the English language.

Motivation is considered to have a significant role in language academic performances. Students' enthusiasm for studying English would, to some extent, affect their learning outcomes, according to this line of reasoning. It's worth looking at how students succeed or struggle to study English because it may impact their confidence and master of the language. The learner's enthusiasm, commitment, and patience, according to Dornyei (2001), are the main determinants of progress or failure. Motivation is an essential aspect of the language learning process (Zhou, 2018; Gardner et al., 2001; Lightbown & Spada, 1993) that describes various ways. It portrays a student's "willingness or desire to be engaged in or devote effort to completing a mission" (Zhou, 2018). Students cannot cooperate, assume self-responsibility, or actively participate in the language learning phase if they lack the motivation to understand.

On Integrative and Instrumental Motivation

One of the essential areas of studying a second language is motivation. Two Canadian authors, Robert Gardner (1959, 1972) and Wallace Lambert (1959, 1972), are often cited to explain this. Integrative and instrumental motivations are often mentioned in most language motivation studies. Integrative motivation is “the desire to learn second language to communicate with the people of the second language society and mix up in their culture.” Integrative motivation refers to “an

openness to identify at least in the part with another language community” (Al-Ta’ani, 2018; Chalak & Kassaian, 2010; Gardner & Masgoret, 2003).

Rozmatovna (2020) stated integrative motivation study the language to feel more connected to native speakers and language learning culture. According to Gardner (1985), integrative motivation supplants instrumental motivation since it incorporates cognitive factors and goal-oriented techniques critical for language learning instruction. However, Dornyei (2001) refuted this notion, claiming that integrative and instrumental inspiration are equally essential and positively impact language learning performance.

According to Turabin (2018), integrative motivation is the desire to be recognized or essential members of the culture or society who speak the second language. It is motivated by a desire to learn from, communicate with, or socialize with people who speak the second language, or by a desire to engage or integrate with the second language utilizing the same language in that community; nevertheless, it may also be influenced by feelings or affective causes (Saville-Troike, 2006). Integrative motivation is linked to optimistic emotions and attitudes toward the second language community, such as admiration for the society and a desire to engage with others who speak the target language (Dornyei, 1994; Norris, 2001).

Instrumental motivation is concerned with ideas of solely functional importance in studying the second language to advance learners' careers or business prospects, give them more reputation and influence, gain access to science and technological knowledge, or pass a course in education. (Turbin, 2018; Saville-Troike, 2006). Furthermore, instrumental encouragement relies on practical benefits or possible utilitarian gains in second language proficiency, such as meeting school or university graduation standards, gaining a higher social standing, or landing a better career (Dornyei, 1994; Norris, 2001).

Gardner (1983), as cited by Al-Ta-aini (2018), mentioned that “learning a language because of someone or less specifically perceived utility it might have for the learner.” According to Gardner and Lambert (1992), instrumental motivation is a strategy for obtaining social and economic benefits by studying a second language. Also, Zhang, Dai & Wang (2020) discussed that instrumental motivation refers to the factor that drives people to achieve practical benefits. It can be interpreted as willingness to interact with speakers of the target language because of curiosity in their language or culture in societies where the target language is not widely spoken.

On Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivation are two other well-known concepts that define second-language motivation. Turabin (2018), as quoted in Lightbrown and Spada (1999), stated that teachers have no impact on students' intrinsic motivation because students come from various backgrounds. Intrinsic motivation is a term that applies to motivation driven by personal employment, desire, or enjoyment. It is often contrasted with extrinsic motivation, which is influenced by reinforcement contingencies. (2009) (Guay et al., 2010). On the other hand, extrinsic motivation applies to incentives received due to an action rather than the activity's result (Morries & Maisto, 2002). Extrinsic motivation occurs where external benefits such as food, recognition, leisure time, resources, or points for an activity are included. When both stimuli are superficial, they are separated from the individual and task.

Legault (2016) discusses that intrinsic motivation is deemed the most optimal type of encouragement and is correlated with multiple benefits – including satisfaction, persistence, and psychological well-being. Extrinsic motivators are often thought to be helpful to encourage action for activities that are not intrinsically important (Deci and Ryan, 2008). Extrinsic motivators are often thought to be helpful to promote action for habits that are not intrinsically interesting. Put another way, and the need to persuade or force individuals to adhere

to socially acceptable conduct norms may also conflict with the maintenance and advancement of human individuality and inherent motivation. Extrinsic motivators seem to come at a significant expense to learning and the growth of autonomous, self-sustaining actions (Kohn 1999). After all, using benefits and promotions to inspire individuals reduces the risk of genuine desire and self-motivation developing and lasting.

Intrinsic motivation, such as achieving valued successes, fulfilling one's interest, or gaining the enjoyment of completing a particular task, is synonymous with morally driven activities, which corresponds to the desire to participate in an action for its own sake. On the other hand, extrinsic motivation is motivated to engage as a means to an end to obtain certain extrinsic benefits, such as a benefit or escaping retribution. (Turabin, 2018)

Adamma, Ekwutosim, & Unamba (2018) discusses that intrinsic motivation is a factor within students that motivates them to participate in academic activities since they are involved in learning and value the experience of learning. Intrinsic motivation is the natural force of human existence that pushes people to seek out and confront new obstacles. Even though there are no external incentives, their talents are placed to the test, and they are ready to learn. Intrinsically inspired students pursue comprehension and mastery of science material and skills as a learning objective.

Extrinsic motivation is elicited by bonuses, prizes, certificates, verbal encouragement, fines, and criticism, while self-generated stimuli provoke intrinsic motivation. Extrinsic motivation, in other words, stems from the outside, and it involves an individual attempting to meet "external ideals and demands" (Serin, 2018). Intrinsic motivation is a significant factor in human behavior. Intrinsic motivation occurs when engaging in an act or action without seeking external reinforcement. Frequently, these benefits are in the form of personal enjoyment and entertainment. In contrast, extrinsic motivation propels a person forward. For intrinsic motivation, the player

determines the trigger. Extrinsic motivation, on the other hand, is influenced by external influences. It is distinct from intrinsic motivation in that the outcome of the action must occur outside of the individual's grasp. There is a distinction between the intervention and the outcome. This kind of inspiration emerges from professions, where individuals pursue positions that offer a large salary. (universityxp.com, 2018)

On Language Learning Motivation of Students

Learners were highly motivated and had positive attitudes about learning English, according to Dital (2012). They were driven both instrumentally and integratively. Chang (2010) said that their learning community influenced learners' motivation, and they felt more at ease with motivated peers. The inattentive students also demotivated their peers, according to the findings. Thus, according to Moskovsy and Alrabai (2009), instrumental motivation is more critical than integrative motivation in EFL learning. Another result of this research was that integrated reasoning is more relevant to ESL learning.

Rahardjo and Pertiwi (2020) researched learning motivation on students' achievement in English in the COVID-19 pandemic. They concluded that there is a significant correlation between motivation and learning achievement, but the correlation is low. It indicated that a change of the learning system that occurs during these new normal impacts student learning motivation—the changes of students' learning motivation then impact students' achievement. Thus, teachers have been able to adapt to the learning system in the new normal situation. They have delivered lesson materials to students that are not significantly different from the situation in normal conditions making students' motivation and achievement in learning decrease substantially.

According to Csizér & Illés (2020), student motivation can be increased by engaging learners on their terms and involving their reality and creativity in language learning. Translation

and literature are two methods and activities that allow students to act as L2 users in the language classroom. Furthermore, the classroom as a venue for meaningful conversation may have a beneficial effect on student motivation in the practice of language instruction.

Hussain, Salam & Farid (2020) recommended a need for teacher training to involve intrinsically motivated students in challenging and encouraging activities. The teachers engaged in teaching EFL learners need to create an excellent learning environment in their class to motivate and inspire their students to learn the English language and remove the negative effect of the language's social disapproval outside of the classroom.

Wang et. al (2004) divides the concept of academic motivation into two types: general motivation and task-specific motivation. According to his classification, linguistic motivation can be termed as general motivation covering all the language skills, whereas focusing on the specific language skill or area such as vocabulary, grammar or pronunciation, etc. can be categorized as task-specific motivation. The EFL/ESL learners should be given a reasonable level of autonomy in the class to express their talent in their favorite linguistic area. Ahmad (2015) categorically claims that the socio-cultural environment plays a vital role in enhancing linguistic motivation. Through his research, he proves that the proficiency level of Saudi EFL learners is generally below the expectation due to multi-traditional and socio-cultural barriers. Saudis consider Arabic a linguistic, cultural, and religious heritage; therefore, all other languages, including English, are generally neglected. In contrast, Bukhari (2015) claims that Pakistan is a linguistically vibrant country where almost 70 languages are spoken. English is preferred to be used widely in various official and private contexts. However, she acknowledges that Pakistani ESL learners lack practice in spoken English because English is taught as a subject, not as a language.

Habok and Magyar (2020) revealed that students who use their language learning

methods willingly establish more confident learning goals, organize their learning process more deliberately as they study, and acquire more self-efficacy and motivation for language learning. Jabbari and Golkar (2014) examined Iranian students' attitudes and motivation as regards strategy to use. They found a relatively strong correlation between attitude and language learning strategy use. Students with positive attitudes displayed higher-level strategy use and used more cognitive, compensation, metacognitive, and social strategies than learners with negative attitudes. Platsidou and Sipitanou (2014) also reported that attitudes toward second language learning greatly influence direct and indirect strategy use. The most frequently employed strategy type was the metacognitive and affective fields. Platsidou and Kantaridou's (2014) results showed that attitudes could be a reliable predictor of specific strategies; they can therefore be a reliable tool in strategy research.

Saheb (2014) investigates the levels and kinds of motivation among English students in Stockholm's primary and upper secondary schools, claiming that attitudinal motivation varies depending on age and the number of languages spoken.

On Learning Motivation of Students in the New Normal

Student motivation is critical in the present pandemic when teachers must deal with new normal teaching strategies. Nagpal (2020) expanded on Weimer's (2018) synthesis of Pintrich's (2003) motivation meta-analysis and how these concepts may be used in different pandemic learning styles to improve student motivation.

- **Adaptive self-efficacy and competence perceptions motivate student.** Creating complex tasks for experienced students while not overwhelming other students is already a delicate balance to walk in normal conditions, but it becomes more complicated when new learning styles are used. Teachers must not only choose tasks carefully but also be mindful of the barrier and limitations. Anything less than this serves as a demotivating influence for

students who are academic achievers. Anything above this would be too difficult and would function as a demotivator for below or average students. This is where technology and visual aids enter the picture. Grouping tasks with online teaching methods would assist low-performing students in remaining motivated. Allowing high-performing students earn extra credit for completing more difficult tasks to keep them engaged.

- **Adaptive attributions and control beliefs motivate students.** Students get motivated when they believe their views are recognized and that there is a process in place for student feedback, not just at the end of the course but throughout. This becomes critical when new learning modalities are used since student feedback must be included in course design. It would be essential to have an open mind. Student feedback on various issues, including course progress, course material, associated tasks, and online aids utilized, should be regularly reviewed, and their recommendations should be implemented, when possible, to help keep students engaged and motivated throughout the course.

- **Higher levels of interest and intrinsic motivation motivate students.** Motivating others is contagious and self-reinforcing. The students would undoubtedly pick up on a positive energy flow from the teacher and vice versa. It is even more critical to choose innovative online or blended activities that motivate students during these trying times.

- **Higher levels of value motivate students.** To keep students engaged, they should realize the importance of what they are learning and how this is used in their future. Rather than teachers emphasizing the significance of each underlying topic, it would be helpful if students were led to discover the relevance and future application of each topic through directed readings and experiential learning. Students should be urged to identify and learn more about their 'target career' during these challenging times. Following that, teachers may encourage students to explain how these 'dream employers'

apply current topics in the workplace and how it is related in their future job interview process.

- **Goals motivate and direct students.** It is impossible to overstate the significance of collaborative learning in the classroom. Online collaboration technologies must be used to maximize the effectiveness of these learning modalities. Google provides a variety of options for collaborative online work. On the other hand, teachers would facilitate the integrated approach of tasks and flexible grading schemes to pair them up with the appropriate mix of online collaborative innovation to generate positive energy and a great learning experience. These strategies would depend on the students' motivational energy fed back to the teacher through their constructive progress, response to the teacher's questions, and enthusiasm for the particular topic. Any disturbance in the motivating process would be detrimental to everyone involved.

Connection to the Language Learning Motivation

One of the most appealing and complicated variables used to describe individual differences in language learning is motivation in learning a second language. According to Guilloteaux and Dörnyei (2008), students' motivation is a big problem that researchers must address. In general, a thorough understanding of students' motivation for language learning would assist teachers in significantly increasing students' achievement and long-term persistence in learning.

In their research on motivation, Cheng and Dörnyei (2007) noted that motivation has long been recognized as one of the main factors that decide L2 achievement and attainment in the field of second language learning. Motivation is the initial engine that drives learning and later acts as a constant driving force that aids in the continuous and sometimes complex process of learning a second language. Even the most gifted students are unlikely to persevere long enough to gain valuable language skills if they are not motivated. On the other hand, learners with high motivation would gain a

working knowledge of the second language regardless of their language ability or any adverse learning conditions.

Teachers' methods for inspiring language learners should be seen as an essential component in language learning. Motivation is one of the core factors that determine progress in learning a second language. Motivation in language teaching is just as important as it is in language learning. Teachers who use many motivational techniques in language teaching have significantly contributed to students' language learning progress. On the other hand, students poorly perform when using the L2 in class recitation, production presentation, oral dialogue, and other associated communicative tasks both within and outside the classroom. As a result, to test the findings' integrity, the researcher devised this interesting explanation for conducting this study.

These studies offer evidence of what motivational strategies teachers may use to motivate students. However, if we want to encourage learners more successfully, we need to understand learners' language learning motivation and the motivating strategies employed by teachers in class during the global pandemic. This present study is relevant due to the insufficient information and experiences regarding the language learning motivation of students and the motivational teaching strategies of English teachers in the new normal. It would attempt to bridge the gap to better understand which motivational strategies are more practical to students' motivation in language learning and how they are motivated to learn the language.

Methodology

This study used a quantitative-descriptive design delimited to the 270 Junior

High School English Literacy Program for Fast Learners (ELP-FL) students who are officially enrolled in the school year 2021-2022. Total enumeration sampling was utilized to identify the sample size of the study. A survey questionnaire adopted from Sari (2019) was used to determine students' language learning motivation strategies. This questionnaire is divided into two parts. The first part had drawn the socio-demographic profile of the students, which includes gender and socio-economic status. Part two was the Questionnaire of Motivation adopted from Bopita Sari (2019). This is a 5-point Likert Scale questionnaire originally written as a Likert Scale format six original points from Gardner's Attitude/Motivation Test Battery, from 'Strongly Agree' to 'Strongly Disagree'.

Moreover, it sought to determine the significant differences in students' language learning motivation when data are grouped according to (a) gender and (b) socio-economic status. The student's language learning motivation were gathered using the 5-point Likert Scale survey questionnaires. This class is an English Literacy Program for Fast Learners. It has advanced subjects in English such as Creative Writing, Public Speaking, Campus Journalism, Computer, Argumentation and Debate, Technical Writing, and Research. This class uses blended learning modalities such as printed and online-generated modules and online classes using platforms like Zoom, Google Classroom, and the like; thus, total enumeration sampling was used.

The students' socio-economic status was categorized according to National Statistics Coordination Board (NSCB) or the PSA 2017. Students with High Socio-Economic Status are those households with a monthly income of Php 50,000 and above. Moderate Socio-Economic Status is households with a monthly income of Php 11,915.00 to 49,999.00, and Low Socio-Economic Status is with a monthly income of Php 11,914 below.

| Male | Female | Total |
|------|--------|-------|
|------|--------|-------|

| | | |
|----|-----|-----|
| 87 | 183 | 270 |
|----|-----|-----|

Figure 1. Number of Student-Respondents According to Gender

| Low Level Income | Average Income | Level | High Level Income | Total |
|------------------|----------------|-------|-------------------|-------|
| 116 | 74 | | 80 | 270 |

Figure 2. Number of Student-Respondents According to Socioeconomic Status

Data Analysis Procedure

This section showed the procedure in scoring the data to be collected for motivational strategies of the English teachers and language learning motivation of students in the new normal. The instrument for the motivational strategies for students is an adopted instrument from the study titled Student's Motivation in English Language Learning Viewed from

Garner Theory written by Bopita Sari (2019) using a 5-point Likert Scale. The student respondents' responses in the language learning motivation of students' questionnaire were also computed to determine the students' level of language learning motivation. The highest scores indicate that level of language learning motivation. The scoring procedure for rating the level of motivational strategies of the respondents is shown below:

| Mean Range | Interpretation |
|-------------|-------------------------------|
| 3.68 – 5.00 | High degree of motivation |
| 2.34 – 3.67 | Moderate degree of motivation |
| 1.00 – 2.33 | Low degree of motivation |

Figure 3. Scoring Procedure for the Language Learning Motivation of Students

Results and Discussion

On the Overall Level of English Language Learning Motivation of Secondary Students in the New Normal

Table 4. presents the students' level of English language learning motivation. As shown in this table, the respondents elicited high degree of motivation as evidenced by the mean of 3.7348 and standard deviation of .56797 that is considered statistically to be of small value. It means that the students are homogeneously grouped in terms of their perceived level of language learning motivation.

The Theory of Second Language Motivation supports the results as learners exhibited high degree of motivation in learning language as they homogeneously agreed that learning the language is fun when motivation is high.

Habok and Magyar (2020) revealed those students who use their language learning methods willingly establish more confident learning goals, organize their learning process more deliberately as they study, and acquire more self-efficacy and motivation for language learning. Additionally, Jabbari and Golkar (2014) examined Iranian students' attitudes and motivation regarding strategy use. They found out that there is a relatively strong correlation

between attitude and the use of language learning strategies. Students with positive attitudes displayed higher-level strategy use and used more cognitive, metacognitive, and social strategies than learners with negative attitudes. N= 270

Furthermore, Platsidou and Kantaridou's (2014) results showed that attitudes could be a reliable predictor of specific strategies.

| Variables | Mean | Std. Deviation | Descriptor |
|-----------|--------|----------------|---------------------------|
| Students | 3.7348 | .56797 | High Degree of Motivation |

Table 4. The Students' Level of Learning Motivation

5.00-3.68 High Degree of Motivation; 3.67- 2.34 Moderate Degree of Motivation; 2.33- 1.00 Low Degree of Motivation

On the Significant Difference in the English Language Learning Motivation of Students When Data are Grouped According to Gender

Table 5. presents the difference in the English language learning motivation of students when data are grouped according to gender. A closer look at this table, it reveals that males and females do not vary in their level of language learning motivation with the t value of 1.129 and its p value of .260, not significant at alpha .05. Thus, it implies that gender is not a factor that can affect the students' motivation in learning the English language.

Muhammad (2013) discussed that gender differences in their motivation to learn

English showed no statistically significant differences between males and females in their attitudes and motivation to learn the English language. Saavedra (2020) study also found out that elementary learners' gender is not factor to their reading level in English after utilizing their mother tongue as medium of instruction.

On the other hand, Iwaniec (2017) studied language learning motivation and gender and found out that there were no gender differences observed in instrumentality, self-efficacy beliefs, English self-concept, and intrinsic motivation. Khong, Hassan, and Ramli (2017) investigated motivation and gender differences in studying Spanish as a Foreign Language at a Malaysian Technical University found the same results. They discussed no significant differences in instrumental and integrative motivations and gender.

N= 270; Male= 87; Female = 183

| Variable | Gender | Mean | Df | Mean Difference | t | Sig | Interpretation |
|---------------------|--------|--------|---------|-----------------|-------|------|-----------------|
| Learning Motivation | Male | 3.7914 | 268 | .08346 | 1.129 | .260 | Not Significant |
| | Female | 3.7079 | 159.467 | | | | |

Table 5. Difference: The Students' Learning Motivation based on Gender

*Significant at alpha .05

Table 6. presents the difference in the English language learning motivation of students when data are grouped according to socio-economic

status. It shows that students do not differ in their level of language learning motivation when classified according to SES as evidenced by the

F value of .004 and its p value of .996, not significant at alpha .05. Hence, it can be inferred that SES does not affect the students' level of motivation in learning the English language.

Saavedra and Karanain's (2022) study had manifested similar findings in this study. Ostbo and Zachrisson (2021) studied Student Motivation and Parental Attitudes as Mediators for SES effects on Mathematics Achievement revealed that intrinsic motivation did not mediate any of the socioeconomic status effects on achievement. The results in the study of Chen, Kong, Gao & Mo (2018) showed that a family's socioeconomic status and learning motivation, among others, are positively correlated with reading ability. But the motivation in learning does not have a moderating effect between socioeconomic status and reading ability when data are tested from SES to the parent-child relationship and parent-child relationship to reading ability.

Further, Li et al. (2020) explored the influence of college students' learning motivation and socioeconomic status. In terms of role identification, academic identity, explorative learning, exploitative learning, and cognitive and non-cognitive gains, non-

economically disadvantaged students outperform disadvantaged students. In the face of a favorable effect of academic identity on different learning on cognitive and non-cognitive gains, economically underprivileged students outperform non-disadvantaged students in path analysis. Balajthy, Abari & Szabo (2021) cited that the difference in maternal educational qualifications has no impact on motivation; Low socioeconomic status does not affect motivational patterns.

It also finds support in Ryan and Deci's Self-Determination Theory wherein students are intrinsically and extrinsically motivated to learn the language. Perez and Contero (2013) and Kosciw et al. (2010) identified intrinsic motivation and academic performance have a favorable and robust relationship. In connection with this, extrinsic motivation according to Tohidi and Jabbari (2012) can be cultivated extrinsically at the initial stage and transforms into intrinsic motivation in the learning process as it goes deeper. Thus students' gender and socioeconomic status is not a factor their motivation to language learning. But it is about their willingness to learn the language and the reward it has after learning.

| Variables | Sources of Statistical Information | Sum of Squares | df | Mean Square | F | Sig. | Interpretation |
|----------------------------|------------------------------------|----------------|-----|-------------|------|------|-----------------|
| Learning Motivation SES | Between Groups | .002 | 2 | .001 | .004 | .996 | Not Significant |
| | Within Groups | 86.775 | 267 | .325 | | | |
| | Total | 86.778 | 269 | | | | |

Table 6. Difference: The Students' Learning Motivation based on Socio-Economic Status
*Significant at alpha .05

N=270; 50,000 & above = 80; 11,915-49,999= 74; 11,914 & below

Conclusion and Recommendation

The Theory of Second Language Motivation supports the results as learners exhibited high degree of motivation in learning language as they homogeneously agreed that

learning the language is fun when motivation is high. It also implies that gender is not a factor that can affect the students' motivation in learning the English language along with SES that also revealed that it does not affect the

students' level of motivation in learning the English language.

On the equality of respondents on their perception of motivation and the English language based on gender and socio-economic status, this is a welcoming progress for the English Department because we now see the positive outlook of students regardless of these moderator variables. The students' attitude toward motivation can be of great use to the school much more to the English teachers to seek new motivating strategies in English language teaching and what they currently have so that students' language learning motivation is greatly strengthened. Therefore, this study strongly recommends teachers to continue using innovative teaching strategies that motivate students towards English language learning.

References

- Addamma, O. N., Ekwutosim, O. P., & Unamba, E. C. (2018). *Influence of extrinsic and intrinsic motivation on pupils' academic performance in mathematics: Vol. 12 No. 2*. Supremum Journal of Mathematics Education.
- Alaga, N. A. C. (2019). *Motivational & attitudes of students towards learning english language*. International Conference on Research in Social Sciences. <https://doi.org/10.17758/URUAE.UH0516002>
- Al-Ta'ani, M. H. (2018). Integrative and instrumental motivations for learning english as a university requirement among undergraduate students at Al-Jazeera University/Dubai. *International Journal of Learning and Development*, 8(4), 89. <https://doi.org/10.5296/ijld.v8i4.13940>
- Ariani, M. G., & Ghafournia, N. (2015). *The relationship between socio-economic status, general language learning outcomes, & beliefs about language learning* (2nd ed., Vol. 9). international Educational Studies. <https://doi.org/10.5539/iev.v9n2p89>
- Balajthy, Abari, Szabo, Pasku & Buda (2020), *Learner's Motivation at Schools in Low SES Region in Hungary*. International Journal of Inclusive Education. <https://doi.org/10.1080/13603116.2020.1866687>
- Barry, Jennifer. (2005). *The effect of socio-economic status on academic achievement*. Department of Sociology, Wichita KS: Wichita State University. Retrieved from net on April 2020.10 from www.google.com.pk
- Brown, H. (2007). *Principles of language learning & teaching* (fifth ed.). Addison Wesley Longman Inc. Pearson Education Company.
- Bukahri, S. F., Cheng, X., & Khan, S. A. (2015). *Willingness to communicate in English as a second language: A case study of Pakistani undergraduate*. Pakistan.
- Chalak, A., & Kassaian, Z. (2010). *Motivation & attitude of Iranian undergraduates EFL students towards learning English*. GEMA Online Journal of Language Studies.
- Chang, L. Y. H. (2010). *Group processes and EFL learner's motivation: A study of group dynamics in EFL classroom*. TESOL Quarterly. <https://doi.org/10.5054/tq.2010.213780>
- Chen, Kong, Gao & Mo (2018). *Effects of Socioeconomic Status, Parent-Child Relationship, and Learning Motivation on Reading Ability*. Frontier Psychology. <https://doi.org/10.3389/fpsyg.2018.01297>
- Cheng, H. F., & Dörnyei, Z. (2007). *The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan*. Routledge Taylor & Francis Group. <https://doi.org/10.2167/illt048.0>

- Cherry, K. (2020, April 27). *What is motivation?* Verywellmind.
<https://verywellmind.com/what-is-motivation-2795378>
- Csizer, K., & Dörnyei, Z. (1998). *Ten commandments for motivating language learners: Results of an empirical study language teaching research*. Language Teaching Research.
- Deci, E. L., & Ryan, R. M. (2008). *Self-Determination theory: A macrotheory on human motivation, development and health*. Canadian Psychology.
- Ditual, R. C. (2012). *The motivation for the attitudes towards learning English*. Asian EFL Journal.
- Dörnyei, Z. (1994). Understanding L2 motivation: on with the challenge Modern Language Journal, 78 (4) (1994), pp. 515-523
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Essex: Longman.
- Gardner, R. & Lambert, W. (1959). Motivational variables in second language acquisition Canadian Journal of Psychology, 13 (1959), pp. 191-197
- Gardner, R.C. & Lambert, W.E. (1972). *Motivational variables in second language acquisition*. In R.C. Gardner & W. Lambert (eds.) *Attitudes and motivation in second language learning*. (pp. 119-216). Rowley, MA: Newbury House.
- Gardner, R.C. (2001). *Integrative motivation: past, present, and future*. Distinguished Lecture Series, Temple University Japan.
- Gardner, R., & Margoret, A. M. (2003). *Attitudes, motivation & second language learning: A meta-analysis of studies conducted by gardner and associates*. Language Learning.
- <https://doi.org/10.1111/1467-9922.00227>
- Guilloteaux, M. J., & Dörnyei, Z. (2008). *Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student's motivation*. TESOL Quarterly. <https://doi.org/10.1002/j.1545.2008.tb00207.x>
- Gustiani, S. (2020). *Student's motivation in online learning during COVID-19 pandemic era: A case study*. Holistic Journal.
- Habok, A., & Magyar, A. (2020). *The Role of Student's Approaches in Foreign Language Learning*. Educational Assessment & Evaluation. <https://doi.org/10.1080/2331186x.2020.1770921>
- Harmer, J. (2007). *Teacher motivation strategies in EFL contexts* (3rd ed.). Longman Pearson Education Limited.
- Hussain, M. S., Salam, A., & Farid, A. (2020). Students' motivation in english language learning (ell): an exploratory study of motivation-al factors for efl and esl adult learners. *International Journal of Applied Linguistics & English Literature*. 9(4), 15-28.
- Iwaniec, J. (2019). Language learning motivation and gender: The case of Poland. *International Journal of Applied Linguistics* 29 (1), 130-143
- Jabbari, M. J., & Golkar, N. (2014). *The relationship between EFL learner's language learning attitudes and language learning strategies*. Int. J. Linguist. <https://doi.org/10.5296/ijl.v6i3-5857>
- Jeynes, William H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: the challenge of controlling

- for family income. *Journal of family and Economic Issues* 23(2).
- Khong, H., Hassan, N. & Ramli, N. (2017). Motivation and gender differences in learning Spanish as a foreign language in a Malaysian technical university. *Malaysian Journal of Learning and Instruction*: Vol. 14 No. 2 (2017): 59-83.
- Kohn, A. (1999). *Punished by rewards: The trouble with gold stars, incentive plans, a's, praise and other bribes*. Boston: Houston Muffin Harcourt.
- Kosciw, J. G., Greytak, E. A., Diaz, E. M., & Barkiewicz, M. J. (2010). *The 2009 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York, NY: Gay, Lesbian, and Straight Education Network.
- Legault, L. (2016). The Need for Autonomy. Retrieved from https://www.researchgate.net/publication/312041895_The_Need_for_Autonomy
- Li, Peng, Yang & Chen (2020). *Exploring the Influence of Learning Motivation and Socioeconomic Status of College Students' Learning Outcomes Using Self-Determination Theory*. *Frontiers in Psychology*.
Doi:10.3389/fpsyg.2020.00849
- Lightbown, P. and Spada, N. (1993) *How languages are learned*. Oxford University Press, Oxford.
- Lightbown, P., & Spada, N. M. (1999). *How languages are learned*. Oxford: Oxford University Press.
- Liu, M., & Yuan, R. (2021). *Changes in the effects of foreign language classroom anxiety and listening anxiety on Chinese undergraduate student's English proficiency in the COVID-19 context*. Department of Foreign Languages & Literatures, China.
- Maican, M.-A.; Cocoradă, E. Online Foreign Language Learning in Higher Education and Its Correlates during the COVID-19 Pandemic. *Sustainability* 2021, 13, 781.
<https://doi.org/10.3390/su13020781>
- McCoach, D. B., & Flake, J. K. (2018). The role of motivation. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA handbook of giftedness and talent* (pp. 201–213). American Psychological Association. <https://doi.org/10.1037/0000038-013>
- Moskovsky, C., Alrabai, F., Paolini, S., & Ratcheva, S. (2012). The effects of teachers' motivational strategies on learners' motivation: A controlled investigation of second language acquisition. *Language Learning*, 63(1), 34–62. <https://doi.org/10.1111/j.1467-9922.2012.00717.x>
- Muhammad, R. S. (2013). Organizational culture and climate. In N. W. Schmitt, S. Highhouse, & I. B. Weiner (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 643–676). John Wiley & Sons, Inc..
- Nagpal, S. (2020). *Raising student motivation during the pandemic* Faculty Focus Higher Ed Teaching & Learning. <https://www.facultyfocus.com/articles/effective-teaching-strategies/raising-student-motivation-during-the-pandemic>
- Norris, P. (2001). *Digital divide: Civic engagement, information poverty, and the Internet worldwide*. Cambridge: Cambridge University Press.
- Ogunshola, F. & Adewale, A. (2012). The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edu Lga of Kwara State Nigeria. Retrieved from

- https://www.researchgate.net/publication/268060873_The_Effects_of_Parental_Socio-Economic_Status_on_Academic_Performance_of_Students_in_Selected_Schools_in_Edu_Lga_of_Kwara_State_Nigeria
- Østbø, I. U., & Zachrisson, H. D. (2021). Student Motivation and Parental Attitude as Mediators for SES Effects on Mathematics Achievement: Evidence from Norway in TIMSS 2015. *Scandinavian Journal of Educational Research*, 1-16.
- Parsons, R., Hinson, S., & Brown, D. (2001). *Educational psychology: Practitioner – researcher models of teaching*. University of Virginia: Wadsworth Thomson Learning.
- PISA (2003). *Initial reports learning for tomorrow's world – first results from PISA 2003 Problem Solving for Tomorrow's World – First Measures of Cross-Curricular Competencies from PISA 2003*
- Platsidou, M., & Kantaridou, Z. (2014). The role of attitudes and learning strategy use in predicting perceived competence in school-aged foreign language learners. *Journal of Language and Literature*, 5(3), 253–260. <https://doi.org/10.7813/jll.2014/5-3/43>
- Perez-Lopez, David; Contero, Manuel. N(2013). Delivering Educational Multimedia Contents through an Augmented Reality Application: A Case Study on Its Impact on Knowledge Acquisition and Retention. *Turkish Online Journal of Educational Technology - TOJET*, v12 n4 p19-28
- Pintrich, P. R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95(4), 667–686. <https://doi.org/10.1037/0022-0663.95.4.667>
- Rachmat, N. & Kuncoro, B. (2020). *The relationship between online learning motivation and student learning achievement in prosthetic orthotic majorat health polytechnic Surakarta*. 10.18502/kss.v5i3.8546. <https://knepublishing.com/index.php/KnE-Social/article/view/8546/14548>
- Rahardjo, A., & Pertiwi, S. (2020). Learning motivation and students' achievement in learning English: A case study at secondary school students in the covid-19 pandemic situation. *Journal of English Language Teaching and Literature*, 1(2). <https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/65>
- Rozmativna, A. O. (2020). The influence of integrative motivation and instrumental motivation on learning English as a foreign language. *Journal of Critical Reviews*, 7(12). <https://doi.org/10.31838/jcr.07.12.164>
- Kumar, S. (2022). A quest for sustainium (sustainability Premium): review of sustainable bonds. *Academy of Accounting and Financial Studies Journal*, Vol. 26, no.2, pp. 1-18
- Dr. Ritika Malik, Dr. Aarushi Kataria and Dr. Naveen Nandal, Analysis of Digital Wallets for Sustainability: A Comparative Analysis between Retailers and Customers, *International Journal of Management*, 11(7), 2020, pp. 358-370.
- Saavedra, A. (2018). Technology engagement and writing skill: an analysis among elementary-grade Filipino learners. *Webology* (ISSN: 1735-188X) 15 (1)
- Saavedra, A. (2020). Chavacano as a medium of instruction: its implications for the reading levels of english in elementary school pupils. *International Journal of Innovation, Creativity and Change* 10 (10)

- Saavedra A. and Karanain, F. (2022). learners' beliefs and use of chavacano as medium of instruction. *Journal of Language and Linguistics* 10 (1), 40-46
- Saheb, V. (2014). *Motivation in English as a foreign language learning: A study of motivation toward English language learning in Stockholm's upper secondary schools for adults*. University of Halmstad.
- Sari, B. (2019, October). *Student's motivation in English language learning viewed from Gardner's theory: A survey study at second years students of TBI IAIN bengkulu in academic year 2018/2019* (Thesis). Sarjana in English Department of IAIN Bengkulu. <http://repository.iainbengkulu.ac.id/id/eprint/3777>
- Saville-Troike, M. (2005). Introducing second language acquisition. *Introducing Second Language Acquisition*, 1–6. <https://doi.org/10.1017/cbo9780511808838.002>
- Serin, H. (2018). The Use of Extrinsic and Intrinsic Motivations to Enhance Student Achievement in Educational Settings. *International Journal of Social Sciences and Educational Studies* 5(1)
- Simamora, R. (2020). *The challenges of online learning during the covid-19 pandemic: an essay analysis of performing arts education students*. Indonesia Institute of the Art, Yogyakarta. <https://doi.org/10.46627/silet.v1i2.38>
- Spratt, M., Gillian, H. & ; Chan, V (2002). Autonomy and Motivation: Which Comes First?. *Language Teaching Research*, v6 n3 p245-66
- Sirin. (2005). SES and academic Achievement: A meta-Analytical review of Research. *Review of Educational Research*. Vol. 75 (31). 417-453
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia - Social and Behavioral Sciences*, 31, 820–824. <https://doi.org/10.1016/j.sbspro.2011.12.148>
- Turabin, B. (2018, February). *Motivational strategies of English teacher and language learning of Basilan State College students* (Thesis). Basilan State College.
- Wang, J. H., & Guthrie, J. T. (2004). Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S and Chinese students. *Reading Research Quarterly*. 39 (2), 162–186.
- Weimer, M. (2016, June 22). What does student engagement look like? The Teaching Professor Blog. Retrieved from http://www.facultyfocus.com/articles/teaching-professor-blog/studentengagement-looklike/?utm_campaign=Faculty%20Focus&utm_content=32225073&utm_medium=social&utm_source=linkedin
- WHO, (2020). Gender and Health. Retrieved from https://www.who.int/health-topics/gender#tab=tab_1
- Zhang, Dai, & Wang. (2020). Motivation and second foreign language proficiency: The mediating role of foreign language enjoyment. *Sustainability*, 12(4), 1302. <https://doi.org/10.3390/su12041302>
- Zhou, Q. (2018). The Challenges Facing EFL Motivation in China and the Discussion of Possible Solutions. *DEStech Transactions on Economics, Business and Management*, icssed. <https://doi.org/10.12783/dtem/icssed2018/2024>