








# Dichotomy in English Language Learning Motivation: An Empirical Investigation Among Non-English Language Major Students

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**Abstract.** Language motivation is deemed to be an indicator of success in language learning and acquisition. Gardner identified two motivational constructs, namely instrumental and integrative, which categorize every person's intention for language learning. This study aimed to determine the motivational orientations of non-English language majors towards English language learning in terms of their gender. The results of the study disclosed that the respondents have high integrative and instrumental motivation toward English language learning, that is, integrative motivation being the highest of the two motivational constructs. Further, the results also indicated that the respondents, regardless of gender, want to be proficient in the English language for the easier expression of thoughts, communication, and social interaction, not necessarily to the native speakers, but to its immediate social environment, where the English language is frequently used for communication. This study can provide relevant information in developing teaching strategies for English language learning among most students in the tertiary level.

**Keywords:** Language Motivation · Language Learning · Instrumental Motivation · Integrative Motivation · Gender

## 1 Introduction

Motivation plays a vital role in the process of language acquisition. Motivation in language learning acquisition is the affective variable that drives an individual to continue learning a certain target language [1]. It has been proven by a number of studies to be pivotal in successful and effective second language learning [2, 9]. For decades, this crucial factor has been studied by a lot of researchers as it has been known to be complex and dynamic by nature [2–4].

The pioneer researchers Gardner and Lambert [5], as cited by Ugla [6] initially defined motivation as a force that urges an individual to learn a language that stems from a person's desire and satisfaction. This has been further defined by other researchers as a combination of desire to acquire linguistic skills, efforts, perseverance, and a positive

attitude towards language learning [7] which fuel the students' ambition to become linguistically proficient for various reasons such as better professional opportunities, improvement of student performance or even just plainly being proficient in the language medium [8]. Aside from this, motivation has also been regarded as a predictor of the success of second language acquisition as this variable has been known to be an important determinant of students' learning and significantly impacts students' performance [2, 9].

As Gardner and Lambert [10] expounded on the complexity of motivation, the researchers argue that there are different motivational orientations in which an individual may be anchored. Two of these orientations are classified and supported by empirical studies. When a student is motivated to learn a target language for practical advantages such as passing exams, earning money, or advancing in a career, it is referred to as Instrumental Motivation [7, 11, 12]. While having the desire to learn a language to comfortably communicate and have a deeper cultural understanding with other cultures has pertained as Integrative Motivation [7, 11–13]. As predictors of language learning success, the result of these two orientations will depend on the level of effort put forth by the L2 learner and their willingness to continue doing so [7].

A number of present empirical studies have proved it clear that motivation is quite a complicated variable in successful language acquisition [11]. Motivational studies in EFL/ESL context centralizing the two motivational orientations have produced interesting results. In some studies [14, 15], instrumental motivation dominated the student respondents; however, it was notable that high-achieving students were more inclined to integrative motivation than instrumental motivation. There were also studies [17, 18] in which instrumental motivation outweighed integrative motivation's results and showed a positive view toward English language learning [16]. Meanwhile, other studies [19–21] also explored factors that affect the motivation of the students.

English language usage has long been embraced in the Philippines, and its instruction has been part of the curriculum since the American colonization [22]. However, studies found that English language learning motivation among Filipino students is of a limited number. In an investigation done by researchers Torres & Alieto [1], it was revealed that Filipino high school students are more instrumentally motivated. Additionally, the results further showed no significant difference between the respondents' genders; however, it was notable that the study proved that motivation has a significant positive relationship with self-efficacy, an individual's belief in its own capabilities. Nuñez [23] also conducted a similar study and yielded similar results.

Though English as part of the curriculum for a long time, language acquisition and proficiency in the English language remains a struggle for many students in the Philippines, even at tertiary levels [17]. Considering this and the lack of motivational studies in the Philippine context, this study sought to investigate the motivational orientation of non-English language major tertiary students and determine whether there is a difference in the motivational orientation across genders, as this is also seemingly an interesting variable to explore. Doing so will provide knowledge about the motivational orientation of non-English language major tertiary students that will be beneficial to the language instructors to formulate innovative teaching strategies in English to increase the students' motivation to achieve English language proficiency and competence.

## 1.1 Research Questions

This study was guided by the following research questions:

- a) What is the overall level of language motivation of the respondents?
- b) What is the level of instrumental motivation of the respondents?
- c) What is the level of integrative motivation of the respondents?
- d) Is there a significant difference in the type of English language motivation of the respondents when data are grouped according to gender?

## 2 Methodology

### 2.1 Research Settings and Participants

The research study was conducted at Western Mindanao State University, Zamboanga City, Philippines. The participants of the study are tertiary students who are non-English language majors and are students at Western Mindanao State University. The researcher used the convenience sampling method in gathering the participants as this method was considered to be the most suitable to be utilized in data gathering as it was in the midst of the Covid-19 Pandemic when a study was being conducted. Hence, the instrument was distributed only to the non-English language major students that were available and willing to participate in the study.

### 2.2 Research Design

The research design used in this study is a quantitative descriptive-correlational research design. This design was utilized as the study required quantitative information and described the data gathered to determine the type of motivation of non-language-major students toward learning English. In addition, the study became correlational as it sought to find out a significant difference among participants' gender with respect to the type of motivation the respondents lean on more.

### 2.3 Research Instrument

The research instrument utilized in this study was adapted from a study conducted by Ugla [6]. The items of the questionnaire were originally taken from Wimolmas' Survey of Motivation [24]. A five-point Likert scale was employed to rate the questions of the questionnaire ranging from "Strongly Agree" to "Strongly Disagree." The questionnaire has been priorly validated by three experts and was assessed for reliability using Cronbach's Alpha Scale, which yielded a value of  $\alpha = 0.887$ .

As this has been adapted to contextualize the instrument for the study, the instrument had to undergo validation and reliability testing. Therefore, the questionnaire items were presented to an expert in the field of research before it was used in pilot testing. After administering a pilot test to 51 respondents, responses gathered were used to test the adapted instrument's reliability using Cronbach's Alpha Scale. The result obtained after the pilot testing was  $\alpha = 0.834$ . This result implies that the instrument is reliable.

**Table 1.** Computed means interpretation

Mean Scores	Interpretation
4.20–5.00	Very High Motivation
3.40–4.19	High Motivation
2.60–3.39	Average Motivation
1.80–2.59	Low Motivation
1.00–1.79	Very Low Motivation

However, the value is still relatively low compared to the reliability value obtained by Ugla [6], which was  $\alpha = 0.887$ . Nevertheless, the reliability of each of the items was acceptable, as no item had an internal consistency lower than 0.8.

The adapted research instrument has 20 items in total, of which item numbers 1, 3, 5, 7, 9, 11, 13, 15, 17, and 19 were about instrumental motivation, while for integrative motivation, the items were 2, 4, 6, 8, 10, 12, 14, 16, 18 and 20.

## 2.4 Data Gathering and Analysis

Due to the limitations brought by the Pandemic, the data gathering was conducted digitally by the researcher. The researcher utilized the Google platform, Google Forms to make the survey questionnaire and distributed it to the respondents of the study. Included in the instrument was the Informed Consent Form that asked for the respondents' consent to participate in the survey, as well as other information that assures the confidentiality of their data, along with the survey questionnaire that the respondents are asked to answer. The survey questionnaire can be completed in 10 min on average.

A total of 151 collected responses were gathered and analyzed using the Statistical Package for the Social Sciences (SPSS) version 20. Among 151 respondents, the majority were found to be females ( $n = 108$ ), with a percentage of 71.52%.

To answer the research question numbers 1–3, the researcher utilized descriptive analysis, in which data obtained were presented in a statistical form, and the mean and standard deviation were used in the interpretation of the data. Meanwhile, for research question number 4, the researcher made use of the independent T-test to determine the significant difference in each type of motivation with respect to gender.

In interpreting the responses gathered, the computed means shown in Table 1 will be utilized.

## 3 Results/Findings and Discussion

The results shown in Table 2 show that the overall mean of the data is 3.76. This indicates that the student's overall motivation in language learning can be interpreted as High motivation.

In addition to the overall average obtained, the presented, analyzed data in Table 2 also reveals that among the 20 items, the top 5 items with the highest means were

**Table 2.** Overall language motivation of the participants

No.	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean	Interp.
1	<b>I only use English when doing my assignments and exams.</b>						
	11 (7.3%)	37 (24.5%)	29 (19.2%)	52 (34.4%)	22 (14.6%)	3.25	Average Motivation
2	<b>I learn English so I could understand English books, movies, pop music, etc.</b>						
	9 (6.0%)	15 (9.9%)	7 (4.6%)	63 (41.7%)	57 (37.7%)	3.95	High Motivation
3	<b>I often take and copy English lines, phrases or sentences directly from the books/articles I read.</b>						
	9 (6.0%)	18 (11.9%)	41 (27.2%)	53 (35.1%)	30 (19.9%)	3.51	High Motivation
4	<b>I learn English because I want to know and learn about native English speakers' way of life</b>						
	9 (6.0%)	12 (7.9%)	41 (27.2%)	54 (35.8%)	35 (23.2%)	3.62	High Motivation
5	<b>I only read English materials related to my assignments.</b>						
	28 (18.5%)	51 (33.8%)	26 (17.2%)	31 (20.5%)	15 (9.9%)	2.70	Average Motivation
6	<b>I learn English because it allows me to discuss exciting topics worldwide.</b>						
	1 (0.7%)	6 (4.0%)	19 (12.6%)	67 (44.4%)	58 (38.4%)	4.16	High Motivation
7	<b>I learn English to pass my exams and to get an excellent job in the future.</b>						
	3 (2.0%)	8 (5.3%)	14 (9.3%)	67 (44.4%)	59 (39.1%)	4.13	High Motivation
8	<b>I learn English because I am very much interested in joining activities organized by local and international institution.</b>						
	7 (4.6%)	17 (11.3%)	49 (32.5%)	55 (36.4%)	23 (15.2%)	3.46	High Motivation
9	<b>I learn English because I am interested in using this language in furthering my education.</b>						
	7 (4.6%)	5 (3.3%)	3 (2.0%)	65 (43.0%)	71 (47.0%)	4.25	Very High Motivation
10	<b>I learn English because it allows me to transfer my knowledge to other people. For example: Clearly explaining about a particular subject matter.</b>						
	3 (2.0%)	4 (2.6%)	17 (11.3%)	65 (43.0%)	62 (41.1%)	4.19	High Motivation
11	<b>I learn English because it is crucial for traveling overseas.</b>						
	2 (1.3%)	5 (3.3%)	6 (4.0%)	59 (39.1%)	79 (52.3%)	4.38	Very High Motivation
12	<b>I learn English because it makes me more open-minded and friendly like English native speakers</b>						
	4 (2.6%)	9 (6.0%)	31 (20.5%)	67 (44.4%)	40 (26.5%)	3.86	High Motivation
13	<b>I learn English to sound more sophisticated and knowledgeable.</b>						
	23 (15.2%)	32 (21.2%)	36 (23.8%)	40 (26.5%)	20 (13.2%)	3.01	Average Motivation
14	<b>I learn English because it allows me to casually behave like native English speakers. For example, acquiring the accent and using English expressions.</b>						
	13 (8.6%)	31 (20.5%)	44 (29.1%)	42 (27.8%)	21 (13.9%)	3.18	Average Motivation
15	<b>I learn English to have a better career.</b>						
	3 (2.0%)	7 (4.6%)	24 (15.9%)	65 (43.0%)	52 (34.4%)	4.03	High Motivation
16	<b>I learn English because I am interested in the culture of people around the world.</b>						
	4 (2.6%)	7 (4.6%)	24 (15.9%)	68 (45.0%)	48 (31.8%)	3.99	High Motivation
17	<b>I learn English because it can lead to more success and opportunities in life.</b>						
	5 (3.3%)	6 (4.0%)	24 (15.9%)	64 (41.1%)	54 (35.8%)	4.02	High Motivation
18	<b>I learn English because I am interested in getting to know other people from other cultures.</b>						
	4 (2.6%)	6 (4.0%)	14 (9.3%)	70 (46.4%)	57 (37.7%)	4.13	High Motivation
19	<b>I learn English because being proficient in English makes other people respect me.</b>						
	22 (14.6%)	28 (18.5%)	56 (37.1%)	29 (19.2%)	16 (10.6%)	2.93	Average Motivation
20	<b>I want to learn English as best as possible to have proficiency and better understanding of the language.</b>						
	3 (2.0%)	1 (0.7%)	6 (4.0%)	58 (38.4%)	83 (55.0%)	4.44	Very High Motivation
<b>Overall Language Learning Motivation</b>						<b>3.76</b>	<b>High Motivation</b>

item numbers 20, 11, 9, 10, and 6. Item number 20 (I want to learn English as best as possible to have proficiency and a better understanding of the language.) placed first with a mean of 4.44 and an interpretation of Very High Motivation. Followed by item number 11 (I learn English because it is crucial for traveling overseas.) with 4.38, which also falls under Very High Motivation. Next, item 9 (I learn English because I am interested in using this language to further my education.) with 4.25, like the previous items, is interpreted as Very High Motivation. Item number 10 (I learn English because it allows me to transfer my knowledge to other people. For example: Clearly explaining a particular subject matter.) comes in fourth, acquiring a mean of 4.19, and for the fifth spot, item number 6 has taken place (I learn English because it allows me to discuss exciting topics worldwide.) with a mean of 4.16. Both item numbers 10 and 6 stand with an interpretation of High motivation.

Observing the data of the previously mentioned items with highest means, it was found that 3 of top items, specifically item numbers 20, 10 and 6 were classified as integrative motivation, making integrative motivation the dominating motivational orientation among non-English language major students in English language learning.

Although some previously mentioned studies suggest that instrumental motivation is more likely to be the motivation orientation of students in English language learning, such as in the studies conducted by Muftah and Rafik-Galea [17]; and Safotso and Tompte [18], this study's findings oppose this notion and claim that students are more inclined to integrative motivation when it comes to learning the English language. This only solidifies Gardner and Lambert's [5] initial observation that integrative motivation will more likely cause the students to make a greater effort in learning the language as these learners with this motivational orientation have a positive attitude towards learning the target language. Moreover, the overall level results of the respondents' motivation support the claim of researchers Gardner and MacIntyre [20]; and Delgado-Gonzalez and Herrera-Rivas [25] that having both motivational orientations and positive attitude towards the target language will greatly contribute to the effectiveness of language learning.

Table 3 presents the data that consist of items that are under Instrumental motivation. Though in an overall view, integrative motivation was the motivation orientation that the students were more inclined to, Table 3 reveals that the respondents are also instrumentally motivated in English language learning.

With all the instrumental items having an interpretation of not lower than average Motivation, Table 3 further suggests that the students have the impetus desire to learn the English language for practical and pragmatic purposes such as future travel overseas, landing an excellent job or becoming proficient at the language for academic purposes, as the top 3 items with the highest means were Item number 11 (I learn English because it is crucial for traveling overseas), Item number 9 (I learn English because I am interested in using this language in furthering my education), both with an interpretation of Very High Motivation and Item number 7 (I learn English to pass my exams and to get an excellent job in the future) being interpreted as High motivation.

Moreover, it is also worth mentioning that 2 out of the 5 items with the highest means that fall under Very High Motivation is instrumental statements, which strongly emphasize the notion that non-English language majors also do give importance to the thought of having proficient language skills for practical utility purposes.

**Table 3.** Level of the respondents' instrumental motivation in English language learning

No.	learning				Strongly Agree	Mean	Interp.
	Strongly Disagree	Disagree	Uncertain	Agree			
1	<b>I only use English when doing my assignments and exams.</b>						
	11 (7.3%)	37 (24.5%)	29 (19.2%)	52 (34.4%)	22 (14.6%)	3.25	Average Motivation
3	<b>I often take and copy English lines, phrases or sentences directly from the books/articles I read.</b>						
	9 (6.0%)	18 (11.9%)	41 (27.2%)	53 (35.1%)	30 (19.9%)	3.51	High Motivation
5	<b>I only read English materials related to my assignments.</b>						
	28 (18.5%)	51 (33.8%)	26 (17.2%)	31 (20.5%)	15 (9.9%)	2.70	Average Motivation
7	<b>I learn English to pass my exams and to get an excellent job in the future.</b>						
	3 (2.0%)	8 (5.3%)	14 (9.3%)	67 (44.4%)	59 (39.1%)	4.13	High Motivation
9	<b>I learn English because I am interested in using this language in furthering my education.</b>						
	7 (4.6%)	5 (3.3%)	3 (2.0%)	65 (43.0%)	71 (47.0%)	4.25	Very High Motivation
11	<b>I learn English because it is crucial for traveling overseas.</b>						
	2 (1.3%)	5 (3.3%)	6 (4.0%)	59 (39.1%)	79 (52.3%)	4.38	Very High Motivation
13	<b>I learn English to sound more sophisticated and knowledgeable.</b>						
	23 (15.2%)	32 (21.2%)	36 (23.8%)	40 (26.5%)	20 (13.2%)	3.01	Average Motivation
15	<b>I learn English to have a better career.</b>						
	3 (2.0%)	7 (4.6%)	24 (15.9%)	65 (43.0%)	52 (34.4%)	4.03	High Motivation
17	<b>I learn English because it can lead to more success and opportunities in life.</b>						
	5 (3.3%)	6 (4.0%)	24 (15.9%)	64 (41.1%)	54 (35.8%)	4.02	High Motivation
19	<b>I learn English because being proficient in English makes other people respect me.</b>						
	22 (14.6%)	28 (18.5%)	56 (37.1%)	29 (19.2%)	16 (10.6%)	2.93	Average Motivation
<b>Total Level of Instrumental Motivation in English Language Learning</b>						<b>3.62</b>	<b>High Motivation</b>

Table 3 presents the data that consist of items that are under Instrumental motivation. Observing the top 3 instrumental items as shown in Table 3, it can be easily noticed that the top 3 instrumental statements were all related to future purposes. This only shows that although non-English language major students have the desire to learn the English language for integrative reasons, as tertiary students who are soon about to step into the competitive professional world, these undergraduate students also acknowledge the value of obtaining linguistic proficiency in English, as acquiring it has been proven to be advantageous for any individual working professionally.

The findings in Table 3 corroborate the study by Khalid [16] that suggests ESL/EFL students have the high instrumental motivation and positive attitudes towards language learning as well. This situation usually holds true in non-English countries, such as the Philippines, because being proficient and linguistically competent can lead to greater opportunities for any individual in this modern day. With language skills, one can get

**Table 4.** Level of the respondents’ integrative motivation in English language learning

No.	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean	Interp.
2	<b>I learn English so I could understand English books, movies, pop music, etc.</b>					3.95	High Motivation
	9 (6.0%)	15 (9.9%)	7 (4.6%)	63 (41.7%)	57 (37.7%)		
4	<b>I learn English because I want to know and learn about native English speakers’ way of life</b>					3.62	High Motivation
	9 (6.0%)	12 (7.9%)	41 (27.2%)	54 (35.8%)	35 (23.2%)		
6	<b>I learn English because it allows me to discuss exciting topics worldwide.</b>					4.16	High Motivation
	1 (0.7%)	6 (4.0%)	19 (12.6%)	67 (44.4%)	58 (38.4%)		
8	<b>I learn English because I am very much interested in joining activities organized by local and international institution.</b>					3.46	High Motivation
	7 (4.6%)	17 (11.3%)	49 (32.5%)	55 (36.4%)	23 (15.2%)		
10	<b>I learn English because it allows me to transfer my knowledge to other people. For example: Clearly explaining about a particular subject matter.</b>					4.19	High Motivation
	3 (2.0%)	4 (2.6%)	17 (11.3%)	65 (43.0%)	62 (41.1%)		
12	<b>I learn English because it makes me more open-minded and friendly like English native speakers.</b>					3.86	High Motivation
	4 (2.6%)	9 (6.0%)	31 (20.5%)	67 (44.4%)	40 (26.5%)		
14	<b>I learn English because it allows me to casually behave like native English speakers. For example, acquiring the accent and using English expressions.</b>					3.18	Average Motivation
	13 (8.6%)	31 (20.5%)	44 (29.1%)	42 (27.8%)	21 (13.9%)		
16	<b>I learn English because I am interested in the culture of people around the world.</b>					3.99	High Motivation
	4 (2.6%)	7 (4.6%)	24 (15.9%)	68 (45.0%)	48 (31.8%)		
18	<b>I learn English because I am interested in getting to know other people from other cultures.</b>					4.13	High Motivation
	4 (2.6%)	6 (4.0%)	14 (9.3%)	70 (46.4%)	57 (37.7%)		
20	<b>I want to learn English as best as possible to have proficiency and better understanding of the language.</b>					4.44	Very High Motivation
	3 (2.0%)	1 (0.7%)	6 (4.0%)	58 (38.4%)	83 (55.0%)		
<b>Total Level of Integrative Motivation in English Language Learning</b>						<b>3.90</b>	<b>High Motivation</b>

excellent grades, land a good job, and use linguistic skills as an asset to provide great performance in the professional field, which could lead an individual to a job promotion or salary raise. Hence, students, specifically at the tertiary level, also had high instrumental motivation in English language learning, as presented in Table 3.

The data in Table 4 shows the items that were classified as integrative motivation. The general observation that can be drawn from seeing the means in this table is its consistency in proving that non-English language major students are indeed more inclined to integrative Motivation in English language learning as compared to the means obtained in Table 3, which indicates the participants’ level of instrumental motivation. This is because the means in Table 4 are relatively higher as compared to the means in Table 3, with only one out of ten integrative items falling under Average motivation while the rest mostly obtained High Motivation interpretation. Moreover, when comparing the



**Table 5.** Independent T-test result on gender differences on the levels of English language learning motivation

Variables		Categories	M	SD	Sig. (2-tailed)	Interp.
Dependent	Independent					
Instrumental Motivation	Gender	Male	3.49	.647	.137	Not Significant
		Female	3.67	.661		
Integrative Motivation	Gender	Male	3.74	.619	.080	Not Significant
		Female	3.96	.694		

N – Males (43), Females (108); \*significant at  $\alpha = 0.05$

means of the total level of each motivational orientation, the integrative motivation is relatively higher at 3.90 while instrumental has a mean of 3.62, with both means having an interpretation of High motivation.

Drawing from the top 3 statements of the integrative set of statements, one also can deduce that the non-English language major tertiary students' primary reasons for being proficient in the English language is to express their thoughts freely, as suggested by items number 20 (I want to learn English as best as possible to have proficiency and a better understanding of the language.), Item number 10 (I learn English because it allows me to transfer my knowledge to other people. For example: Clearly explaining a particular subject matter) and Item Number 6 (I learn English because it allows me to discuss exciting topics worldwide).

Going over the data presented in Table 4, some items also imply that non-English language major tertiary students specifically learn the English language to understand the target language's culture, travel overseas, and interact with foreign people. This finding parallels the claim that integrative motivation refers to the desire to acquire a new language that stems from a genuine willingness to appreciate a certain group's culture and communicates with a group of people of different cultures [3, 20].

To answer the fourth research question, Independent T-Test was utilized. Obtaining a result of  $p = 0.137$  for instrumental motivation and  $p = 0.80$  for the integrative Motivation, Table 5 reveals that no significant difference was found between the genders of the respondents in terms of both motivational orientations. This result opposes the findings of the studies by Williams et al. [11]; Genc & Aydin [26]; and Yütük [27] that females have a more positive attitude toward learning English than males. Indicating the disagreement with the notion that women are more flexible and better at language learning.

In contrast, this corroborates with the study of Abu Rabia [28] that there is no significant difference across gender in terms of language motivational levels as well as the studies of Torres and Alieto [1] and Nuñez [23], which proved that Filipino language learners in both genders equally value the importance of English language, since it has been part of the educational curriculum for decades. This implies that there is no need for modifications of language instructional materials based on gender, but it should be

imperatively stressed to keep the language instructional materials gender sensitive with respect to the other existing gender identifications.

## 4 Conclusion

In exploring this study, it was discovered that the non-English language major tertiary students, despite having high integrative and instrumental Motivation towards English language learning, had integrative motivation prevailed between the two motivational orientations. It was also noted that respondents of this study want to be proficient in English for the easier expression of thoughts, communication, and social interaction, not necessarily to the natives of the target language but to its immediate social environment.

The present study's findings imply that both motivational orientations are vital for successful language acquisition, as integrative motivation will keep the learners wilfully interested in learning the language while being instrumentally motivated will remind the learners that language acquisition is a beneficial skill they could have. This way, the language learning process will be even more effective as they will learn to appreciate the language itself and its advantageous utility to an individual. Thus, making them more motivated to improve their proficiency in the target language.

In the educational aspect, pedagogical approaches can be innovated to amplify the students' motivation to improve their English language skills. Institutional instructors and professors should continue practicing the usage of the English language in class sessions except for Filipino language-related courses and encourage students to express their opinion through this medium. This way, students would be fueled to improve their control over the language by practicing and being comfortable with being vocal with their opinions using the English language.

This study also revealed that there is no significant difference in the motivational orientation of the non-English language major tertiary students in terms of gender, which means both genders equally give importance to the value and advantages of English language acquisition. It is then suggested to continue using the English language in classroom settings in different innovative teaching strategies that are favorable to both genders to avoid gender bias and maintain equality in class while aiming for the student's improvement over the language.

Motivational studies are quite dependent on their context [29]. Hence, further studies about motivation and other factors that could affect language motivation are important. This study is limited and can be further developed. A qualitative study about non-English language major students' reasons for their language learning motivation, focusing on other factors such as the relationship of motivation to academic performance, or even considering broadening the scope and context of the study are good ideas to explore that will certainly be able to contribute and further enrich the pool of knowledge about language learning motivation in the field of language research.

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