

A QUANTITATIVE STUDY ON ENGLISH LEARNING MOTIVATION AND SELF-EFFICACY AMONG PROSPECTIVE EMI CONTENT TEACHERS

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ABSTRACT. *As education continues to grow and develop over time, English remains the language that is widely used in academic settings. The world recognizes English as a medium of instruction (EMI) at different educational levels (Hua, 2019). For learners to understand and use the language correctly, one must learn the basics in learning English; however, individual differences have been repeatedly demonstrated to significantly influence language learning success (Torres & Alieto, 2019). Therefore, it is necessary to determine the motivation and self-efficacy of these EMI content prospective teachers, as it could impact their language learning success. The present investigation sought to determine whether learners' motivation and self-efficacy affect and impact their language learning success. Using a motivation instrument ($\alpha = .966$) and a self-efficacy instrument ($\alpha = .971$) adapted from Torres and Alieto (2019), 88 prospective non-language teachers who use EMI (science and mathematics majors) were questioned. Differences in motivation and self-efficacy levels were scrutinized when participants were grouped according to their gender and course major. Moreover, the relationship between the two constructs was investigated. It is important to note that there is a difference in the levels of English motivation when participants are grouped according to gender and course majors based on the results presented. However, regardless of their gender and course majors, their self-efficacy levels were much the same. Furthermore, the results showed that there is a significant relationship between the two constructs. The findings of the present investigation are further discussed in the paper.*

Keywords: English learning motivation, self-efficacy, English as a medium of instruction, gender, course major

I. INTRODUCTION

The Philippines gradually changed over time from being a nation without a primary language to one that speaks more than 120 languages. One of the most common languages in the Philippines is English [1]. English is used by Filipinos in the media, business, and politics and is now one of the main languages used in education.

The English language is the key to all other subjects; however, one must develop at least a basic knowledge of the English language for a student to comprehend his or her teacher who uses English as a medium of instruction (EMI) [2]. From elementary school to various university levels, for many years, the main language of instruction in the Philippine educational system has been English. It is concluded that English is a language that students are expected to learn and use, as well as a language that is utilized by teachers to instruct their students.

However, individual differences have been repeatedly demonstrated to significantly influence language learning success. Despite being in the same learning environment, some students are disengaged and prone to losing interest, while others are more immersed and eager to learn English [3]. The way a person behaves about anything directly connected to the environment in which they are learning a language is referred to as their approach toward a certain setting. It can be averred that several factors affect how effectively a person learns English. In the academic environment, motivation and self-efficacy concepts have been consistently stressed [4]. Both constructs affect and impact the learning success of students in learning a language.

Researchers [5] have attested that one of the key factors in the success of learning a second language is motivation. The

motivation of action, which is "responsible for why people decide to do" something, primarily concentrates on the manner and level of conduct, which, according to Dörnyei (2001) [6], makes students decide "how long are they prepared to maintain the action, how fervently they intend to pursue that activity". Proportionately, a student's motivational orientation is one of the elements that contribute to their capacity to master a language efficiently and successfully.

Moreover, Bandura (1986) [5] referred to self-efficacy as a notion that encompasses "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances". Correspondingly, other factors that have an impact on student's academic achievement are mostly determined by what students genuinely believe they are capable of. This explains why children with equal abilities may have significantly different academic outcomes. According to researchers [3], those who believe they are competent enough to do a task will likely engage in it more than those who do not. That being the case, higher self-efficacy among learners increases their propensity to persevere in the face of difficulties.

Several studies have been conducted to determine how English learning motivation and self-efficacy are applied to Filipino ESL learners; however, most of the studies are carried out at the secondary level. Even so, studies investigating the two constructs' prevalence at the tertiary level are few and far between. Therefore, this study set sights on investigating the prospective teachers' levels of self-efficacy and motivation for learning English. Therefore, determining the levels of the two constructs may help teachers create educational activities and better understand the motivation and self-efficacy of their students.

Research questions

1. What are the participants' levels of English motivation and English self-efficacy?
2. Is there a significant difference in the levels of English motivation and English self-efficacy when participants are grouped according to their:
 - 2.1 Gender (Male and Female)
 - 2.2 Course Major (Science and Mathematics)
3. Is there a significant relationship between English motivation and English self-efficacy?

II. METHODOLOGY

Research design

The current study seeks to ascertain the participants' levels of self-efficacy and motivation for learning English. The study will make use of a quantitative descriptive research design to accomplish the goal by gathering quantitative data on factors such as motivation and self-efficacy levels. As a result, it provides details about information categories such as the participant's gender and course specializations such as science and mathematics. Finally, the relationship between self-efficacy and English motivation is described.

Respondents of the study

As the study is directed at a defined population, specifications were provided to identify individuals to participate in the study: (1) must be enrolled in the College of Teacher Education, BSED Major in Science and Math, and (2) must use English as a medium of instruction.

There is a total of 88 prospective teachers enrolled in school years 2022-2023 at Western Mindanao State University participated in the study. There are equal numbers of males (44, Science Major = 22, Math Major = 22) and females (44, Science Major = 22, Math Major = 22) taken as respondents of the study.

Instrument

The study of Torres and Alieto [4], which was also patterned after studies about motivation and self-efficacy [7, 8, 9], provided the basis for the research instrument for English motivation and self-efficacy.

The instrument was divided into three (3) parts, where the participants' demographic information was gathered in Part I, such as their (1) gender and (2) course major. A five-point Likert scale is used to construct both the motivation and self-efficacy scales. Part II of the instrument was used to glean data about the participants' levels of motivation. Instrumental motivation is covered by items one, two, three, five, eight, ten, eleven, thirteen, fourteen, fifteen, sixteen, eighteen, and twenty, whereas integrative motivation is covered by items four, six, seven, eight, nine, twelve, seventeen and nineteen. The items were rated using the following responses: 5= Strongly Agree, 4= Agree, 3= Moderately Agree, 2= Disagree, and 1= Strongly Disagree.

The items for collecting information about the participants' levels of self-efficacy are contained in Part III of the instrument. Items are divided into different skills. Items one to five focus on listening skills, items six to eight on speaking skills, items nine to thirteen on reading skills, items fourteen to sixteen on writing skills, and items seventeen to twenty on participants' overall communication skills. The self-efficacy scale is also a five-point interval scale using the following

responses: 5= Highly Confident, 4= Confident, 3=Moderately Confident, 2= Not Confident, and 1= Strongly Not Confident.

Reliability and validity of the scales

As modifications were made in the scale and items of the questionnaire [4], the questionnaire used in the current study was confined to reliability testing. The two scales were pilot tested on 60 prospective teachers who were not included in the sampling frame to assess the instrument's reliability. Cronbach's alpha was used to analyze the responses, yielding results of $\alpha = .966$ for the English learning motivation scale and $\alpha = .971$ for the Self-Efficacy scale, both of which are considered high. As a result, all items were included in the instrument's final administration.

Data gathering procedure

The research instrument was finalized and encoded in a digital form – Google Form to conduct pilot testing. As we are still observing the protocols for the physical gathering of the data due to the menaces of COVID-19, the researcher utilized this system to enable the successful online gathering of data. The current research participants were identified and approached using social media platforms, and a link to the form was provided to them. In total, 100 students were contacted to participate in the investigation; however, only 88 students responded and participated in data collection.

Data analysis technique

The data collected were examined using SPSS to statistically respond to the statements made in the current study. Frequency, mean, and standard deviation calculations were performed to assess the respondents' levels of motivation for learning English and to determine their levels of self-efficacy. Furthermore, an independent sample T-Test was utilized to determine if there were any differences in the participants' motivation for learning English and levels of self-efficacy when they were grouped together based on gender. On the other hand, One-Way ANOVA was employed to ascertain whether there was a difference in the students' self-efficacy and motivation when they were categorized by course major. Furthermore, the correlation between English learning motivation and English self-efficacy was revealed using the Pearson correlation coefficient.

The responses to the motivation scale were tallied and classified into the following categories to determine the participants' levels of motivation: 5 = Strongly Agree; 4 = Agree; 3 = Moderately Agree; 2 = Disagree; 1 = Strongly Disagree. The calculated means were construed in the following manner: Strongly Disagree (SD) for 1.00-1.79, Disagree (D) for 1.80-2.59, Moderately Agree (MA) for 2.60-3.39, Agree (A) for 3.40-4.19, and Strongly Agree (SA) for 4.20-5.0.

Additionally, the self-efficacy scale's results were tallied and accorded the following labels: 5 = Highly Confident; 4= Confident; 3= Moderately Confident; 2= Not Confident; 1=Strongly Not Confident. The computed means were construed in the following manner: Strongly Not Confident (SNC) for 1.00-1.79, Not Confident (NC) for 1.80-2.59, Moderately Confident (MC) for 2.60-3.39, Confident (C) for 3.40-4.19, and Highly Confident (HC) for 4.20-5.0.

III. RESULTS AND DISCUSSION

Participants' level of English motivation and English self-efficacy

To determine the participants' levels of motivation for learning English, the responses were treated in a descriptive manner using frequency, percentages, and mean. The mean scores were interpreted using a scale that was calculated using the same intervals. The analysis is shown in the tables below:

Table 1.1

Participants' Levels of English Learning Motivation

Item	Statements	M	Interpretation
1	"English will be helpful for my future career."	4.68	Strongly Agree
2	"English helps me gain high grades."	4.05	Agree
3	"I want to understand English films/videos, pop music or books/magazines."	4.48	Strongly Agree
4	"English helps me to understand English-speaking people and their way of life."	4.50	Strongly Agree
5	"Knowledge of English will be helpful when I take examinations."	4.59	Strongly Agree
6	"I am interested in English culture, history, and literature."	3.81	Agree
7	"I feel English is an important language in the world."	4.59	Strongly Agree
8	"Knowledge of English helps me to perform well in other subjects."	4.28	Strongly Agree
9	"I feel English is mentally challenging."	4.15	Agree
10	"I can get pleasure from learning English."	3.92	Agree
11	"I gain recognition when I have a good command of English."	3.84	Agree
12	"I am interested in increasing my English vocabulary."	4.76	Strongly Agree
13	"Knowledge of English helps me to become a better person."	3.60	Agree
14	"Skills in the use of English help me to improve my life in the future."	4.09	Agree
15	"It pays to learn and master English because of the many benefits that come along with learning it."	4.20	Strongly Agree
16	"English helps me to accomplish school requirements."	4.28	Strongly Agree
17	"I gain confidence when I know I use the English language	4.58	Strongly Agree

18	<i>well."</i> "I need English to get the best job."	4.09	Agree
19	"Learning and mastering the English language is very fulfilling."	4.47	Strongly Agree
20	"English will be useful when I transact business in government, economics, and school."	4.53	Strongly Agree

Legend: 1.00-1.79 (Strongly Disagree), 1.80-2.59 (Disagree), 2.60-3.39 (Moderately Agree), 3.40-4.19 (Agree), and 4.20-5.0 (Strongly Agree)

As displayed in Table 1.1, which asked about the motivation levels for learning English of the respondents, most of the participants agreed that they have high levels of motivation for learning English. Meanwhile, out of the thirteen items for instrumental motivation only seven items – item one, item three, item five, item eight, item fifteen, item sixteen, and item twenty – obtained a general 'strongly agree' response, and the rest of the items attained general 'agree' responses. This demonstrates unequivocally that prospective science and mathematics educators are motivated to learn the English language, because of the external goal and rewards, and advantages that they can obtain and achieve when they study and master the English language.

On the other hand, five out of seven items – item four, item seven, item twelve, item seventeen, and item nineteen – of integrative motivation generally obtained 'strongly agree' responses from the respondents, while the remaining achieved general 'agree' responses. This shows that prospective science and mathematics educators also consider their "inner" or "own" willingness and desire to increase their vocabulary to learn English and to be able to use it to communicate and have conversations using language.

On top of that, instrumental motivation holds a larger account of the interests and reasons of the respondents why they are motivated to learn the language. However, both instrumental motivation and integrative motivation drive and push students to study and master the English language, and both motivations are still important to consider.

Table 1.2

Participants' Levels of English Self-Efficacy

Item	Statements	Mean	Interpretation
1	"Listen to and understand the main ideas of a televised public service announcement in English."	3.99	Confident
2	"Listen to and understand the details of short conversations in English."	4.22	Highly Confident
3	"Listen to and understand the main ideas of a short televised	4.11	Confident

	<i>news report in English.</i>		
4	<i>"Listen to and comprehend the details of conversations in English documentaries, films, songs, and television programs."</i>	4.08	Confident
5	<i>"Listen to and comprehend the idea given in a lecture delivered by an English speaker."</i>	4.15	Confident
6	<i>"Recite in English class fluently."</i>	3.38	Moderately Confident
7	<i>"Deliver report using English as the medium."</i>	3.60	Confident
8	<i>"Deliver solo performances like oration, and declamation and some modes of public speaking."</i>	3.25	Moderately Confident
9	<i>"Read and understand the main ideas of print ads in English."</i>	4.09	Confident
10	<i>"Read and understand the main ideas of a short English article."</i>	4.16	Confident
11	<i>"Read and understand the news articles and features in an English newspaper."</i>	4.13	Confident
12	<i>"Read and understand instructions in manuals of gadgets or appliances."</i>	4.18	Confident
13	<i>"Read and understand the details of a poem, essay, short story and novel in English."</i>	3.89	Confident
14	<i>"Write a business letter in English."</i>	3.61	Confident
15	<i>"Write a short narrative with correct English."</i>	3.57	Confident
16	<i>"Write a long narrative with correct English."</i>	3.33	Moderately Confident
17	<i>"Engage in an informal conversation using English."</i>	3.80	Confident
18	<i>"Communicate ideas in English clearly and cor-</i>	3.48	Confident

	<i>rectly."</i>		
19	<i>"Engage in academic discussion using the English language."</i>	3.51	Confident
20	<i>"Communicate ideas effectively and efficiently in English written discourse."</i>	3.58	Confident

Legend: 1.00-1.79 (Strongly Not Confident), 1.80-2.59 (Not Confident), 2.60-3.39 (Moderately Confident), 3.40-4.19 (Confident), and 4.20-5.0 (Highly Confident)

The self-efficacy levels convey how confident the respondents are toward using the English language in different macro skills – listening skills (items one to five), speaking skills (items six to eight), reading skills (items nine to thirteen), and writing skills (items fourteen to sixteen), and adding four-item questions for communication skills (items seventeen to twenty). Table 1.2 summarizes the participants' self-reported evaluations of their English language self-efficacy. Interestingly, among the items, the second item of listening skills received the highest mean of 4.22 with the interpretation of 'Highly Confident'. This indicates that the respondents have the highest level of confidence in their capacity to "listen to and understand the details of short conversations in English."

Following this, 16 items acquired means varying from 3.40 to 4.19 with the interpretation of 'Confident'. Meanwhile, two items under speaking skills were rated 3.25 (item 8) and 3.38 (item 6), and one item under writing skills was rated 3.33 (item 16), in which the respondents rated their level of confidence as 'moderately confident'. This reveals that speaking and writing skills which are considered *output processes* [4], have the lowest mean. However, "writing is arguably the most cognitively taxing of language production tasks, requiring the integration of multiple process demands across lower order and higher order skills", it is not surprising that students' confidence in these skills is only moderate [10]. [4] Since they do not have enough time to cover all oral and written subskills and not every student can be given the chance to speak in front of the class because doing so would take up much of the time given for classroom teaching, Filipino English teachers encounter difficulties in giving students activities to practice speaking and writing skills.

However, listening and reading skills are considered *input processes* [4], and communication skills gained means ranging from 3.40 to 4.19. This means that prospective science and mathematics educators are confident regarding listening, reading, and understanding texts in English. It shows that the respondents must practice more to reach the level of being confident and highly confident with different skills.

Differences in the levels of English motivation and self-efficacy across gender

To determine whether respondents' levels of motivation and self-efficacy for English vary when gender is considered, the data were statistically analyzed using an independent sample t-test, and the findings are presented in the tables below.

Table 2.1

Independent Sample T-Test for Gender Difference in Levels of English Learning Motivation

	Gender	M	SD	Sig. (2-tailed)
Motivation	Male	4.11	.47	.001
	Female	4.43	.38	.001

p-value significant at 0.05

The results are shown in Table 2.1, and the difference between male and female levels of motivation for learning English is statistically significant (p-value =.001). Gender is a key factor in second language motivation [4] [11]. The study found that females had higher levels of motivation for language learning than males did.

Withal, the result reveals that gender is still important in regard to having the motivation to learn a current language. It is still evident that females acquire language more quickly than males do. Thus, prospective teachers of Science and Mathematics consider that learning English will help them succeed both academically and professionally.

Table 2.2

Independent Sample T-Test for Gender Difference on Levels of English Learning Self-Efficacy

	Gender	M	SD	Sig. (2-tailed)
Self-Efficacy	Male	3.82	.52	.001
	Female	3.79	.42	.001

p-value significant at 0.05

Males' and females' self-efficacy levels do not statistically differ significantly, as shown by the obtained p-value (0.771) in Table 2.2. This merely suggests that males and females in the study possessed similar preferences for their ability to perform and carry out a broad spectrum of duties incorporating the application of the English language, along with speaking, listening, reading, writing, and communicating. The outcome demonstrates that males and females perceive their levels of English language proficiency at the same level, regardless of their gender.

Differences in the levels of English motivation and self-efficacy across course majors

To determine whether respondents' levels of motivation and self-efficacy for English vary when course major is considered, One-Way ANOVA was used to statistically analyze the data, and the results are shown in the tables below.

Table 3.1

One-Way ANOVA for Course Major Differences in Levels of English Learning Motivation

	Sum of Squares	df	M	f	Sig.
Between Groups	2.164	1	2.164	11.779	.001
Within Groups	15.801	86	.184		
Total	17.965	87			

The investigation also looked at whether students' levels of motivation to learn English varied in nonlanguage BSED majors such as science and mathematics. The results are shown in Table 3.1, and the difference between science majors and math majors in terms of motivation to learn English is statistically significant (p-value =.001). This suggests that learners who pursue various majors or disciplines have varying motivations for learning English.

It reveals that students value learning, comprehending, and mastering English because it is the most widely spoken language in the world. The findings of this study will be used as the foundation for sorting out what fields of study or methods each major course used to achieve such a high level of motivation in learning English.

Table 3.2

One-Way ANOVA for Course Major Difference on Levels of English Learning Self-Efficacy

	Sum of Squares	df	M	f	Sig.
Between Groups	.019	1	.019	.085	.771
Within Groups	19.349	86	.225		
Total	19.368	87			

Differing in the result of English learning motivation, Table 3.2 shows the result of One-Way ANOVA (p-value = .771), which reveals that when students are grouped based on their course major, there is no significant difference in their levels of English self-efficacy. This indicates that prospective educators majoring in science and mathematics share the same level of self-efficacy despite having different course majors. It demonstrates that both majors truly value having a strong command of the English language in their speaking, listening, reading, and writing.

Relationship between English Learning Motivation and English Learning Self-efficacy

Table 4

Correlation between English learning motivation and English learning self-efficacy

Variables		p-value	r-value	Interpretation
English Learning Motivation	English Learning Self-Efficacy	0.000	0.459	Significant

The data in Table 4 reveal that there is a significant relationship between the motivation and self-efficacy of the respondents toward learning English (p-value 0.000 < 0.001). The correlation between the results is both strong and positive (r-value = 0.459). The findings imply that the respondents' levels of self-efficacy regarding learning English are influenced by the levels of English learning motivation of prospective science and mathematics educators.

Furthermore, this discovery is like the results from the study of [4]. Self-efficacy and motivation have a strong and positive relationship; the more motivated someone is, the more confident they might feel. A person needs to increase motivation to perform well if they want to become more confident speaking and writing in English. Additionally, those who are extremely confident in their abilities put forth more effort to succeed in every proceeding.

IV. CONCLUSION

Prospective language educators may view the role of English language learning motivation as an advantage, but prospective nonlanguage educators who use English as a medium of instruction may find it challenging to embrace. Like other

language educators from around the globe, Filipino nonlanguage educators are driven to learn English and apply it to their teaching methods. However, to emphasize that both instrumental motivation and integrative motivation are critical for learning the English language, it is necessary for prospective nonlanguage educators to develop and enhance both motivations.

College language instructors may find the results of the self-efficacy study eye-opening as they relate to the amount of instruction necessary to ensure that aspiring nonlanguage educators have mastered communication and macro skills. Putting emphasis on the speaking and writing skills of the respondents, it is important to note that education must prioritize and put importance on teaching these skills, especially because these skills are considered an output process.

It serves as a wake-up call for language teachers to always consider the differences of the students regarding encouraging the learners in a language class because the result reveals that when participants are divided into groups based on their course major and gender, there is a noticeable difference in their levels of English motivation. Additionally, the results suggest that it is best to look for various positive disciplines and techniques that a teacher may use when teaching English. Moreover, there is a significant relationship between the two constructs – English learning motivation and self-efficacy. This will be a guiding force for the respondents to reflect on their own capabilities. The stronger and higher their motivation to learn English, the more faith and confidence they are in performing and communicating using the English language.

A good language teacher must modify his teaching methods to consider the differences among students to meet the learning needs of modern students. The teacher must be prepared with a variety of approaches to inspire his or her students to enjoy learning the English language. To demonstrate whether there is actually a difference in English learning motivation and self-efficacy compared to nonlanguage educators, more research should be conducted with larger samples from different perspectives of educators.

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