



The Relationship of Language Learning Motivation, Learning Strategy, and English Class Performance

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Abstract

Limited opportunities for future language use pose a challenge to English language learners especially in the rural areas. This hitch is amplified by the gradual shift to face-to-face learning, which exacted the learning gains during the pandemic. Paucity of practice and inferior perception of one's ability to use the language could affect one's motivation for language learning, and one's level of motivation to learn a language affects the choice of language learning strategy. Data were gathered using the Perceptions of Student Motivation (PSM) questionnaire, the Strategy Inventory of Language Learning questionnaire, and an analysis of the respondents' English grades to determine (1) their language learning motivation level, (2) the language learning strategy of high-motivated and low-motivated learners, and (3) the relationship of these strategies to their English grades. Result of Pearson product-moment correlation-coefficient revealed that there is a significant correlation between the respondents' language learning motivation level and their choice of language learning strategies, which is then reflected in their English grades. For instance, the English grades of high-motivated learners increase as they use specific language learning strategies. On the other hand, the English grades of low-level motivated students decrease despite their use of language learning strategies. The results of this study aim to propose considerations both in linguistic pedagogy and the unpacking of the post pandemic language curriculum.

Keywords: language learning motivation, language learning strategy, academic performance

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1. Introduction

Second language learning in the Philippines continually poses a challenge especially in the rural areas (Bustillo, 2023). Like other Asian developing countries, language practice and use in the Philippine countryside could be scarce and opportunities for future use could not be easily foreseen (Hossain, 2016; Omidire, 2019). It can be accounted to the fact that these places have lesser job opportunities and future possible interlocutors as compared to the metropolis, where careers that require the use of English to communicate abound.

The coronavirus 19 (COVID-19) pandemic amplified the aforementioned and other concerns that were previously concealed by the brick-and-mortar setup – “online connectivity issues, lack of learning resources, vague module contents, overloaded remote learning tasks, poor learning environment, and mental health problems” (Bustillo, 2023). These compounding concerns affect language learning motivation (Abikar, 2022 in Bastida, Saysi, and Batuctoc, 2022). Hastuti, Nurdin, and Afifah (2023) determined learners’ motivation crucial in learning the English language. However, intrinsic and extrinsic English language motivations were altered by several years of autonomous learning and participation (Saidah, 2024).

Since a certain degree of competence in the use of English language is a requirement to graduate from secondary schools in the Philippines, students do not have much option but to pass the subject regardless of the geographic area classification. Years of experiences and exposure to different study skills in learning have equipped them with an arsenal of strategies for second language acquisition (SLA). Despite this, the question remains as to the potency of these strategies in ensuring language achievement; or if their language achievement could be accounted to the strategies they employ.

Although there have been various efforts in learning the effects of language learning motivation (Al-Qahtani, 2013; Khoo, 2016; Sultan & Hussain, 2010; Widodo, Ariyani, & Setiyadi, 2018;) and learning strategy (Faris, 2023; Mutar, 2018), an insufficient number of published researches tackle the effects of both variables and their relationship to the language achievement of secondary students who are in the Philippine rural areas. To address this gap, this study aims to examine how English language learners in the rural areas vary in their levels of motivation in language learning and how it affects their choice of learning strategies post pandemic. Furthermore, this study aimed to know if those aforementioned factors translate to language achievement.

This study tries to respond to the following research questions:

1. What are the English language learning strategies of the high-motivated and low-motivated learners from the rural area?
2. Is there a significant difference between the language strategies used by the high-motivated students from that of the low-motivated students?
3. Is there a significant relationship between students’ language learning motivation level and their language learning strategy to their performance in their English class?

To answer these questions, the following section presents the data gathering method. Results from the data gathered are presented afterwards. Finally, a discussion of the results together with several limitations and future lines of research are described.

2. Method

2.1. Participants

This study involved 230 Grade 10 students from a rural secondary school in a Southern Tagalog province in the Philippines. Cluster sampling was used to identify the participants. After computing for the sample population from the total population, the researcher randomly picked which Grade 10 sections will answer the instrument. Five out of ten sections were chosen, and all the students present in the day of the administration of the instrument served as the respondents.

Table 1 presents the frequency of the respondents in terms of age and gender. Regarding the gender of the sample population, more than half of them (60.9%) are female. Similarly, more than half of the respondents are in their late teenage years (16-19: 57.8%). Both gender and age were not controlled due to the random sampling employed in coming up with the sample population.

Table 1. Characteristics of the sample

| Variables | Frequency | Percentage |
|-------------------------|-----------|------------|
| Sex | | |
| Male | 90 | 39.1 |
| Female | 140 | 60.9 |
| Age | | |
| Early teenagers (14-15) | 93 | 40.4 |
| Late teenagers (16-19) | 133 | 57.8 |
| Early 20s (20-25) | 4 | 1.7 |

2.2. Instruments

To gather data for the students' learning strategy, a modified version of the Strategy Inventory of Language Learning (SILL) (Oxford, 1989 in Wu, 2010) was used (Appendix A). From the 50-item self-report questionnaire, only 18 items were included in this study in reference to the result of Wu's research, where the identified 18 language learning strategies are commonly used by second language learners. It is also important to note that these 18 strategies were the most familiar to the current respondents. In addition to

the changes employed, Wu's 5-point Likert Scale was changed into a 4-point Likert Scale from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree) to ensure intentionality of agreement and disagreement. The scores obtained in each statement indicate the students' favorable use of the strategy.

Another instrument used in this study is an adapted version of the Perceptions of Student Motivation (PSM) questionnaire from Dja'far, Cahyono, and Bashtomi (2016) (Appendix B). Originally, the PSM is a 4-point Likert scale used to generate teachers' perception of students' motivation. It consists of Motivation Scales (item nos. 1-7) and Causes Scale (item nos. 8-20). In the present study, the instrument was used to measure the students' motivation. Furthermore, English statements included a Filipino translation to ensure complete understanding and capture the students' perception of their motivation level.

Lastly, since the research was conducted in the middle of the school year, the students' second quarter English grades served as the dependent variable, or the factor which will be evaluated in response to the students' levels of motivation in English language learning and English language learning strategy.

2.3. Procedure

To ensure the reliability of the instruments, they were tested to 30 randomly selected Grade 10 students two weeks prior to its administration to the identified sample population. Furthermore, Cronbach Alpha coefficients of internal consistency were computed for the scales (Table 2). The modified Strategy Inventory of Language Learning (SILL) (18 items; Cronbach's $\alpha = .75$) and the modified Perception of Student Motivation (PSM) (20 items; Cronbach's $\alpha = .79$) are generally regarded to have high internal consistency and that the questionnaires are acceptable for the analysis to explore the correlation between levels of language motivation and language learning strategy.

Once the result of the pilot study was analyzed, the questionnaires were administered to the target sample population of 230 Grade 10 students. All the students in the selected sections answered the questionnaire following the principle of cluster sampling. Once the questionnaires were retrieved, the data went through another round of Cronbach Alpha analysis. The result showed that the data gathered yielded a highly acceptable reliability score: SILL (18 items; Cronbach's $\alpha = .83$) and PSM (20 items; Cronbach's $\alpha = .74$)

Table 2. Reliability of the measures

| Scales | Number of items | Cronbach's alpha |
|---|-----------------|------------------|
| Pilot Testing | | n= 30 |
| Strategy Inventory of Language Learning | 18 | .75 |
| Perception of Student Motivation | 20 | .79 |
| Final Testing | | n= 230 |

| | | |
|---|----|-----|
| Strategy Inventory of Language Learning | 18 | .83 |
| Perception of Student Motivation | 20 | .74 |

3. Results

3.1. Levels of Language Motivation

An independent-samples t-test was conducted to compare the level of language learning motivation of the students by their gender (Table 3) to survey the variability of the learners' linguistic predisposition (Khalefa & Ridha, 2023). There was no significant difference in scores for male ($M=3.02$; $SD=.58$) and female respondents [$M=3.14$; $SD=.569$; $t(228)=-1.47$, $p=.139$] with high motivation, and male ($M=1.31$; $SD=.576$) and female respondents [$M=1.24$; $SD=.444$; $t(228)=153.45$, $p=.28$] with low motivation. It is noteworthy, however, that despite the lack of significant difference between genders, data still showed that female students were more highly motivated than the male students when it comes to language learning. Among the respondents of this study, more students were highly motivated in language learning.

Table 3. Results of the independent samples t-test and descriptive statistics for the levels of Language Learning Motivation index by gender

| Variable | Descriptive Statistics | | | t-test Results | | | | | |
|----------------------------|------------------------|------|-----|----------------|-----|------|---------------------|--|-----------|
| | Mean | SD | n | t | df | p | Mean an Diff. | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lo wer | Upp er |
| HIGH MOTIVATION | | | | | | | | | |
| Gender | | | | | | | | | |
| Male | 3.02 | .58 | 90 | -1.47 | 226 | .139 | -.115 | -.269 | .038 |
| Female | 3.14 | .569 | 138 | | | | | | |
| LOW MOTIVATION | | | | | | | | | |
| Gender | | | | | | | | | |
| Male | 1.31 | .576 | 89 | 1.08 | 153 | .283 | .077 | -.064 | .219 |
| Female | 1.24 | .444 | 139 | | | | | | |

The mean scores from the modified PSM were consolidated to better understand how the students' motivation was expressed in the classroom (Table 4). The order in which the students identified how their motivation is manifested in their English language learning

is through their (1) effort to learn English ($M=3.56$; $SD=.506$), (2) engagement in class activities ($M=3.44$; $SD=.514$), (3) willingness to do the task ($M=3.19$; $SD=.657$), (4) genuine interest to learn ($M=3.09$; $SD=.575$), (5) full attention to their English teacher during instruction ($M=3.07$; $SD=.553$), (6) focus on doing their English tasks ($M=2.12$; $SD=.862$), and (7) effort to learn the content ($M=1.71$; $SD=.679$).

Table 4. *Mean scores of the motivation scale*

| | Mean | SD |
|-------------------------------------|------|------|
| A1. Effort to learn English | 3.56 | .506 |
| A2. Engagement in English class | 3.44 | .514 |
| A3. Paying attention to the teacher | 3.07 | .553 |
| A4. Willingness to do assignments | 3.19 | .657 |
| A5. Effort to learn the content | 1.71 | .679 |
| A6. Time on task | 2.12 | .862 |
| A7. Genuine interest to learn | 3.09 | .575 |

Items composing the Cause Scale (8-20) from the PSM were also analyzed to capture the source of the students' motivation (Table 5). The five highest causes of the students level of language learning motivation were the socioeconomic status of their family ($M=2.39$; $SD=1.04$), the function of the lesson in one's life ($M=1.79$; $SD=.774$), the relevance of the lesson ($M=1.77$; $SD=.656$), negative peer pressure ($M=1.73$; $SD=.818$), and support system at home ($M=1.65$; $SD=.724$).

Table 5. *Mean scores of the cause scale*

| | Mean | SD |
|---|------|-------|
| A8. Parental value to education | 1.51 | .673 |
| A9. Negative attitude towards the subject | 1.59 | .674 |
| A10. No relevance to future career | 1.43 | .592 |
| A11. Support system at home***** | 1.65 | .724 |
| A12. Function of the lesson in one's life** | 1.79 | .774 |
| A13. Socioeconomic status of the family* | 2.39 | 1.039 |
| A14. Relevance of the lesson*** | 1.77 | .656 |
| A15. Not working in the future | 1.43 | .656 |
| A16. Peer pressure to devalue the subject | 1.55 | .624 |
| A17. Information has no use | 1.57 | .629 |
| A18. Negative peer pressure**** | 1.73 | .818 |
| A19. Laziness | 1.51 | .633 |
| A20. Apathy about the learning period | 1.27 | .500 |

Language learning strategies of all the respondents were also analyzed (Table 6). Data gathered showed that the most used strategies were conscious learning of new vocabulary words ($M=3.31$; $SD=.549$), thinking in English ($M=3.25$; $SD=.590$), learning from teachers ($M=3.25$; $SD=.659$), learning from mistakes ($M=3.11$; $SD=.608$), setting personal goals and plans ($M=3.10$; $SD=.638$), and using new words learned in sentences ($M=3.00$; $SD=.660$).

Table 6. Mean scores of Language Learning Strategies

| | Mean | SD |
|---|------|------|
| B1. Reading aloud | 2.62 | .701 |
| B2. Conscious learning of new vocabulary words* | 3.31 | .549 |
| B3. Incorporating new words to sentences***** | 3.00 | .660 |
| B4. Using of English-Tagalog dictionary | 2.98 | .780 |
| B5. Thinking in English** | 3.25 | .590 |
| B6. Skimming an article and re-reading | 2.93 | .713 |
| B7. Making predictions | 2.51 | .705 |
| B8. Learning from mistakes**** | 3.11 | .608 |
| B9. Using synonyms and antonyms | 2.84 | .620 |
| B10. Setting personal goals and plans***** | 3.10 | .638 |
| B11. Learning from teachers*** | 3.25 | .659 |
| B12. Reading English newspapers | 2.38 | .751 |
| B13. Watching English TV shows | 2.94 | .765 |
| B14. Reading English magazines | 2.42 | .731 |
| B15. Listening to English radio programs | 2.29 | .736 |
| B16. Discussing topics with classmates in English | 2.31 | .750 |
| B17. Making friends with native speakers | 2.09 | .773 |
| B18. Self-evaluating learning process | 3.04 | .750 |

A cross tabulation was generated to see the preferred learning strategies of both high-motivated and low-motivated learners (Table 7). Data revealed that low-motivated learners prefer more intrinsic, self-contained strategies that require fewer interaction, like using English-Tagalog dictionary, watching English TV shows, and learning from teachers. On the other hand, high-motivated learners preferred more difficult activities like conscious learning of new vocabulary, thinking in English, learning from teachers, learning from mistakes, and setting personal goals and plans. It should be emphasized that both extreme levels of motivation saw the importance of the role that teachers play in language learning.

Table 7. Cross tabulation of preferred learning strategies of high and low motivated learners

| Preferred Learning Strategies | No. of Responses |
|---|------------------|
| HIGH MOTIVATED LEARNERS | |
| Conscious learning of new vocabulary words | 198 |
| Thinking in English | 197 |
| Learning from teachers | 186 |
| Learning from mistakes | 182 |
| Setting personal goals and plans | 181 |
| Self-evaluating learning process | 172 |
| Incorporating new words into sentences | 171 |
| Skimming an article and re-reading | 162 |
| Using synonyms and antonyms | 161 |
| Using of English-Tagalog dictionary | 161 |
| Watching English TV shows | 160 |
| Reading aloud | 130 |
| Making predictions | 106 |
| Reading English magazines | 93 |
| Reading English newspapers | 87 |
| English discussion with classmates | 78 |
| Listening to English radio programs | 72 |
| Making friends with English native speakers | 55 |
| LOW MOTIVATED LEARNERS | |
| Using English-Tagalog dictionary | 6 |
| Learning from teachers | 6 |
| Watching English TV shows | 6 |

Using independent-samples t-test, language learning strategies used by high-motivated learners were compared with the language learning strategies used by low-motivated learners (Table 8). The result showed that there is a significant difference in their language learning strategies, specifically in strategies like reading aloud [$t(230)212$, $p=.014$], thinking in English [$t(230)212$, $p=.022$], using synonyms and antonyms [$t(230)212$, $p=.015$], reading English newspapers [$t(230)212$, $p=.012$], and watching English TV shows [$t(230)212$, $p=.005$]. These identified strategies were used more by the high-motivated students given that they require more effort and are the strategies that provide the most opportunity for language reception that will eventually support language production.

Table 8. Results of the independent samples t-test and descriptive statistics for Levels of Language Learning Motivation index and Language Learning Strategies used

| Variable | Descriptive Statistics | | | t-test Results | | | | | |
|-------------------------------|------------------------|------|-----|----------------|--------|------|------------|--------------------------------|-------------------|
| | Mean | SD | n | t | df | p | Mean Diff. | 95% Interval of the Difference | Confidence of the |
| | | | | | | | | Lower | Upper |
| Read Aloud | | | | | | | | | |
| High | 2.65 | .710 | 196 | -2.480 | 212 | .014 | -.431 | -.773 | -.088 |
| Low | 2.22 | .647 | 18 | | | | | | |
| Think in English | | | | | | | | | |
| High | 3.28 | .589 | 196 | -2.302 | 212 | .022 | -.336 | -.624 | -.048 |
| Low | 2.94 | .639 | 18 | | | | | | |
| Synonyms/ Antonyms | | | | | | | | | |
| High | 2.87 | .607 | 196 | -2.457 | 212 | .015 | -.372 | -.671 | -.074 |
| Low | 2.50 | .707 | 18 | | | | | | |
| Newspapers | | | | | | | | | |
| High | 2.40 | .727 | 196 | -2.538 | 212 | .012 | -.459 | -.815 | -.102 |
| Low | 1.94 | .802 | 18 | | | | | | |
| TV Shows | | | | | | | | | |
| High | 2.98 | .744 | 196 | -2.860 | 19.089 | .027 | -.535 | -1.003 | -.067 |
| Low | 2.44 | .922 | 18 | | | | | | |

The relationship between each selected ratio-level variables (namely, levels of language learning motivation, and language learning strategies) and the students' grades was investigated using Pearson product-moment correlation-coefficient (Table 9). The result showed that there is a significant and weak positive correlation between high levels of motivation and English grades ($r=.141$, $n=228$, $p<.05$). This suggests that it is generalizable that as English language learning motivation increased, their English grades also increased. Furthermore, the strategies used by highly motivated students significantly correlated with their English grades, and the relationship is weak positive. This could be interpreted that as highly motivated students used specific language learning strategies, their grades increased. It is important to note, however, that since the relationship of the strategy and the academic performance is weak, it is worth exploring other factors that might have affected their English grades aside from motivation and language strategies used.

All the English language learning strategies that high-motivated students employed have weak positive correlation with their grades except for the strategy of *setting personal*

goals and plans, which has a medium positive correlation between grades and high level of motivation. This could be interpreted that as a student who is highly motivated sets personal goals and plans to succeed in English, his or her English grade increases.

On the other hand, there is a significant and weak negative correlation between low-motivated students and their English grades ($r = -.138$, $n = 228$, $p < .05$). This could signify that as the low motivation of the students increased, their English grades decreased. Most of the learning strategies of low-motivated students have low negative correlation with their grades. This suggests that the grades of low-motivated students decrease despite their use of these specific strategies.

Table 9. *Results of Pearson Product-Moment Correlation between each ratio-level variable (i.e., Language Learning Motivation level and Language Learning Style) and Students' Academic Performance Index measured by their English subject grade*

| Ratio-Level Variables | Correlation of the Variables to the English Subject Grade |
|--------------------------------------|---|
| High Level Motivation | .141* |
| Reading aloud | .196** |
| Conscious learning of new vocab | .192** |
| Incorporating new words to sentences | .198** |
| Using English-Tagalog dictionary | .279** |
| Thinking in English | .246** |
| Skimming an article and re-reading | .251** |
| Making predictions | .155* |
| Learning from mistakes | .285** |
| Using synonyms and antonyms | .241** |
| Setting personal goals and plans | .314** |
| Learning from teachers | .241** |
| Reading English newspapers | .176** |
| Watching English TV shows | .203** |
| Reading English magazines | .200** |
| Listening to English radio programs | .136* |
| English discussion with classmates | .229** |
| Making friends with native speakers | .183** |
| Self-evaluating learning process | .299** |
| Low Level Motivation | -.138* |
| Reading aloud | -.150* |
| Conscious learning of new vocab | -.220** |

| | |
|----------------------------------|---------|
| Thinking in English | -.211** |
| Learning from mistakes | -.137* |
| Setting personal goals and plans | -.235** |
| Learning from teachers | -.147* |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

4. Discussion

After Each research question will be answered by analyzing and interpreting the data gathered.

RQ 1. What are the English language learning strategies of the high-motivated and low-motivated learners from the rural area?

The data gathered showed that language learning motivation is manifested by the students' effort to learn English, involvement in English activities, willingness to do the task, genuine interest to learn the language, effort to have undivided attention during English instruction and accomplishments of English tasks, and effort to learn the content. This motivation is rooted from factors such as socioeconomic status of the family, the relevance that learning the lesson promises or its function in one's life, peer pressure, and support system at home. It is noteworthy how the family, among other external factors, play a pivotal support in encouraging language learning.

While most study on second language learning and motivation are conducted in the tertiary level (Darvin & Norton, 2021; Iwaniec, 2018; Papi & Hiver, 2020; Suna, Tanberkan, Gur, Perc, & Ozer, 2020), this study shared the same findings that high-motivated second language learners in the high school level perform better than their less-motivated peers. The finding is unique, however, in that it contradicted with parental education, family's socioeconomic status, or school locality (Iwaniec, 2020; Suna, et al., 2020) to be the sole sources of demotivation in language learning. This could be accounted to the idea Darvin and Norton (2021) forwarded about *motivation versus investment* stating that it is possible to have the right reasons to learn a language without being actively present in the process. Ascertaining these concepts in the rural demography could be an enriching addition to second language learning and motivation research.

In terms of the English language's promised relevance or functions in one's life as a learning motivation, this study supports Seven (2020) and Azar (2020) findings that the more the students see the lesson's present and future life application, the more interested they will become. Optimistically in favor of this study, the recent modification of the Philippine basic education curriculum underscores the importance of "Recognizing the particular context and educational concerns of diverse learners, the MATATAG Curriculum shall be contextualized..." (Sec II. Scope, No. 8e) "adapting their [the teachers'] pedagogical methods and strategies to keep learners effectively engaged..." (Sec. V, No. 21, DM 10, s. 2024). Professional development cascading practice and grassroots application of these principles could be determined.

Noticeably, two social constructs ranked least among the source of language learning motivation – negative peer pressure and support system at home. Unlike Getie and Popescu's (2020) findings where positive peer pressure affected the motivation of English as a Foreign Language (EFL) learners, negative peer pressure could have stemmed from antithetical factors to peers' (1) consistent and constant communicative use of the language, (2) positive acceptance of one's language use, and (3) collaborative peer English language learning.

In terms of familial support and its effect on language learning motivation, this study agrees with the findings of Papi and Hiver (2020), which states that while the drive to learn a language comes from the most important and influential people in a person's life, "family influence, parental encouragement, and extrinsic reasons for language learning (Noels, 2003), which are usually shown to be weaker types of motives mostly among adult L2 learners (see Al-Hoorie, 2018; cf. Papi et al., 2019)."

RQ 2. Is there a significant difference between the language strategies used by the high-motivated students from that of the low-motivated students?

There was a significant difference in the language learning strategies used by high-motivated learners from low-motivated learners. To ascertain that there is significant difference between the strategies of both levels of motivation, overall data on preferred language strategies were analyzed. Data showed that 196 out of the 230 respondents prefer reading aloud, thinking in English, using synonyms and antonyms, reading English newspapers, and watching English TV shows. From the identified learning strategy preferences, an independent samples t-test revealed that there is significant difference in the use of high-motivated language learners of these language learning strategies in comparison with how low-motivated learners use them.

To make a clearer delineation about the preferred language learning strategies of high-motivated students from those who are low-motivated, a cross tabulation of the data was conducted. The identified language learning strategies used by high-motivated learners are conscious learning of new vocabulary, thinking in English, learning from teachers, learning from mistakes, and setting personal goals and plans. This reveals that the high-motivated students tend to use more purposeful and intentional strategies that require more effort and provide the most opportunity for language reception that will eventually support language production.

On the other hand, language learning strategies preferred by low-motivated learners include using English-Tagalog dictionary, learning from teachers, and watching English TV shows. This data reveal that low-motivated learners tend to practice more dependent types of strategies that require minimal effort.

It is noteworthy that all the respondents, regardless of their levels of motivation, acknowledged the importance of language teachers as highly contributory factors in language learning. This supports findings on the pivotal role language teachers play in language learning regardless of the modality in terms of the support, rapport, and engagement they provide (Shakki, 2022), and the general teaching-learning environment they create (Papi & Hiver, 2020). Thus, with a plethora of intervention studies in language education, intentional and deliberate decision-making on pedagogical practices that are needs-based and evidence-driven should be considered.

RQ 3. Is there a significant relationship between students' language learning motivation level and their language learning strategy to their performance in their English class?

There is a significant relationship among levels of language learning motivation, language learning strategies, and the academic performance of the students in their English subject. Regarding the level of language learning motivation and the English academic performance of the students, data revealed that there is weak positive correlation – that is, the higher the motivation of the students to learn the language, the higher the grades they achieve. On the other hand, there is a weak negative correlation between low-motivated learners and their English academic performance – that is, the lower the motivation of the students to learn the language, the lower the grades they achieve. Despite the connection of the two variables being weak, data analysis results are significant, so both are acceptable and generalizable.

Considering the language learning strategies and levels of motivation, and their relationship to the English academic performance of the students, data show that there is a weak positive correlation among the variables, except for one strategy – setting personal goals and plans – which has medium positive correlation. This means that high motivation in choosing more intentional strategies leads to English language learning success. To elaborate, students with high level of motivation have higher tendencies of setting personal goals and plans that are translated to their successful English language learning. Among the other strategies that high-motivated students prefer are self-evaluating learning process, learning from mistakes, using English-Tagalog dictionary, among others. These strategies are among the ones that are more intentional and purposeful, and having chosen them results in better academic performance in English.

In contrast, low-motivated students have lower tendencies of using intentional language learning strategies that affect their low academic performance in English. For instance, the lowest data in language learning strategy for low-motivated learners is setting personal goals and plans. Noticeably, it is the direct opposite of the strategy preferred by high-motivated learners. This means that low-motivated learners tend to deflect strategies that require deliberate effort and active performance, and this is translated to their poor academic performance in English.

5. Limitations, implications, and future research

The study presents relevant contributions to the field of language education because it addresses multiple variables, namely, language learning motivation levels and strategies, and how these contribute to the academic performance in English. Nevertheless, this research presents some limitations. Firstly, given the size and composition of the sample, the result should not be treated as generalizable to all contexts. The sample is limited only to secondary high school students in a rural high school in a Southern Tagalog province in the Philippines. Therefore, there should be caution in considering the data gathered in this research. Secondly, this study is the lack of qualitative data that could have deepened the interpretation of the statistics presented. Exploring its descriptive implications could enrich themes relative to its presented variables. Thirdly, this study focused only on language learning motivation levels and strategy. With a plethora of literature suggesting that motivation and attitude go hand-in-hand, future researchers may add language learning as a possible third variable. Fourthly, since the sample size focused only on Grade 10 students, future research should take into consideration a comparative approach among Grade 10 and other grade levels to make the study more representative of secondary students. Performance in other subjects should also be taken into consideration. Finally, the same study should also be conducted to elementary students to show comparison between grade levels. This way, researchers will be able to

think of ingenious ways in approaching possible root causes of low motivation at an early age so preventive measures can be given when the students reach higher grade levels.

In terms of its implication, this study directly responds and supports the newly released Department of Education MATATAG Curriculum and provides points for consideration in the unpacking of the curriculum, priority strands for professional development, and overall pedagogical practice. It also provides implication in the areas of the use of new technologies and emerging teaching innovations.

6. Conclusion

How language strategies were chosen depending on one's level of motivation and how both factors affect English subject performance were considered in the conduct of this study. The results of the data gathered that there is no significant difference between the language motivation of the male and female respondents, though the female respondents yielded higher means in the questionnaire. It was also proven that English subject performance is correlated to the strategies students employ, which is also attributed to their levels of motivation. This means that high-motivated students have greater tendencies of choosing more effective and intentional strategies, which then translate to their positive academic performance in English.

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