

Demystifying the Indigenous College Students' Learning of English as Determined by Their Language Learning Motivation: A Convergent Parallel Approach

Jayson F. Permangil

 <https://orcid.org/0009-0003-7518-334X>

Kapalong College of Agriculture, Sciences and Technology, Philippines

*e-mail: jazexcute99@gmail.com

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ABSTRACT

The study aimed to assess the motivation and proficiency of English language learning among indigenous college students at Kapalong College of Agriculture, Sciences, and Technology in the Municipality of Kapalong, Davao del Norte. It employed a mixed-method approach using a convergent parallel design. The quantitative phase involved 202 students selected through complete enumeration, while the qualitative phase included 17 participants. Standardized questionnaires were used for the quantitative phase, and researcher-made questionnaires were utilized for the qualitative phase. The findings revealed a high level of motivation for language learning and proficiency in English among the respondents. Furthermore, the study found that language learning motivation significantly influences the English proficiency of indigenous college students. The qualitative analysis identified six themes related to the respondents' experiences in learning English, including enhancing communicative competence, various strategies, challenges encountered, intrinsic and extrinsic motivation, and barriers to learning English. Additionally, five themes emerged from participants' insights on the impact of English language learning motivation on their English proficiency, including external factors, benefits of motivation, aspirations, obstacles to growth and development, and facilitation of growth and development. Integrating quantitative and qualitative data resulted in a convergence of variables and phenomena describing students' English language learning experiences.

INTRODUCTION

A recent study on motivation cited by the National Research Council found that more than 40% of high school students consistently lack involvement or interest in school (Jones, 2020). Similarly, a survey conducted among 467 dropout students in Alaska found that 69% attributed their decision to drop out to a lack of motivation (Henry, 2019). Such findings reveal how student motivation becomes a pressing problem as it directs effective learning (Alizadeh, 2016; Lamb & Arisandy, 2020), especially in acquiring and learning English, where motivation plays a pivotal role in the pedagogical process (Filgona et al., 2020). However, when students lose interest, negative outcomes arise from adverse experiences like poor test results and public humiliation (Trong Tuan, 2012; Camacho, 2021). This disengagement

leads to decreased participation and weaker connections with teachers and peers, ultimately impacting learning outcomes.

In Japan, an examination of scores on the Test of English for International Communication (TOEIC) and the Test of English as a Foreign Language Institutional Testing Program (TOEFL-ITP) indicated a decline in university students' scores following their first year of study, attributed to diminished motivation. Meanwhile, the survey by [Ahmed et al. \(2015\)](#) and [Rasool & Winke \(2019\)](#) in Pakistan revealed that a lack of motivation and interest strongly affects students' L2 learning. The teachers were burdened as they found it difficult to motivate their students.

An English teacher at Samar State University (SSU) noted low student motivation ([Lopez & Elmer, 2017](#); [Magnaye, 2022](#)), leading to difficulties for L2 learners in acquiring English due to their negative attitudes toward learning the language. This decline in interest has increased the likelihood of poor academic performance, particularly in English classes. Consequently, English teachers at SSU face a significant academic challenge, as many college students still struggle to attain sufficient proficiency in the English language. Widespread complaints from English teachers highlight the inability of most first-year college students to reach the desired level of English proficiency.

Numerous studies worldwide have investigated motivation to learn English. For instance, [Clement \(1994\)](#) and [Schiller & Dorner \(2022\)](#) examined Hungarian students' motivation, while [Boosakorn \(1985\)](#) and [Halif et al. \(2020\)](#) surveyed Malaysian students' motivation. Both studies observed that students demonstrated a high level of eagerness to learn English when there was motivation in the classroom. Typically, motivation studies employ quantitative or qualitative methods. However, this research distinguishes itself by utilizing a mixed-method approach, striving for more comprehensive and dependable outcomes by amalgamating both methodologies to evaluate students' motivation in learning English. The results of this study not only set a precedent for forthcoming research but also contribute to the formulation of tangible dissemination strategies.

This study primarily adopts the perspective of [Deci & Ryan's Self-determination Theory \(2008\)](#). According to this theory, self-determination entails experiencing a sense of autonomy in initiating and regulating one's actions. The theory delineates two types of motivation: intrinsic and extrinsic. Intrinsic motivation pertains to an individual's drive to engage in an activity for internal rewards such as enjoyment, pleasure, and curiosity fulfilment. Conversely, extrinsic motivation involves seeking external rewards such as high grades or approval from others. The self-determination theory provides a compelling framework for understanding motivation, shifting the focus for language teachers from motivating students to creating conditions in which individuals can motivate themselves.

[Edwin Locke's Goal Theory \(2006\)](#) is also integral to this study, as goals play a central role in motivation. Locke's theory, specifically the goal-setting theory, underscores the necessity of individuals having objectives to prompt action, as both internal and external goals influence human behaviour. Research-based on this theory highlights specific relations among goal characteristics that enhance motivation in language learning, such as the significance of complicated and particular goals, commitment to attainable goals, and the importance of goal importance and responsibility. Inspired by this theory, linguists like [Dornyei \(2021\)](#) affirm its value due to its measurable parameters and potential for student autonomy in L2 classrooms.

The main objective of this research is to enhance our comprehension of the motivation levels among indigenous college students in English language learning, considering the cultural obstacles they encounter. The research objectives are as follows: (1) assess the motivation levels and English language learning status of indigenous college students; (2) determine which aspects of English language learning motivation significantly impact English proficiency; (3) explore the experiences of indigenous college students regarding their English learning journey; and (4) examine the corroboration between quantitative and qualitative data. Additionally, this study aims to inform future language planning, policies, and programs within CHED and the Department of Education. It addresses the research gap by highlighting the complexity of motivation types and challenges within social contexts. The results will be shared with students, teachers, school administrators, and parents to enable informed decision-making based on the study's outcomes. Additionally, the finalized manuscript will be presented at academic conferences and subjected to peer review for publication to reach a wider audience.

METHODS

Research Design

This study utilized a mixed-method design, specifically adopting a convergent parallel mixed-method approach ([Dunning et al., 2008](#)), to comprehensively understand the motivation levels of indigenous college students in learning English, considering the cultural barriers they face. Mixed-method research integrates quantitative and qualitative assumptions to broaden and fortify study findings. The convergent design employed concurrently implemented quantitative and qualitative strands, aiming to triangulate methods for corroboration and validation. Qualitative data were gathered through classroom observation, interviews, audio and video recordings, and transcriptions, analyzed using thematic analysis to identify emerging themes. Quantitative data obtained through survey questionnaires was analyzed to assess differences in students' English language learning experiences and the extent of corroborative evidence between qualitative and quantitative data.

Research Participants

For the quantitative research methodology, the researcher employed universal sampling, the complete enumeration technique, to ensure thorough coverage of the population of interest. This approach allows for insights into the existing phenomenon without the risk of overlooking potential insights from excluded members. While total population sampling is a purposive technique, limiting statistical generalizations about the sample, universal sampling enables analytical generalizations about the studied population. Given that 1% of the total population of KCAST comprises indigenous individuals, the researcher opted for this sampling method.

Following [Onwuegbuzie and Collins' \(2007\)](#) recommendation, ten informants/participants were included in the qualitative phase of the research. They underwent in-depth interviews and focus group discussions. It was determined that at least six participants were needed for adequate qualitative data collection to reach saturation, where themes emerge. Inclusion criteria stipulated that participants must be full-blooded indigenous individuals, residents of Gupitan, Kapalong, or the Municipality of Talaingod, enrolled college students at KCAST, and aged between 17 and 30. Non-compliance with any of these criteria led to exclusion from the study.

Data Collection

The data collection procedure started by preparing and validating a survey and interview questionnaires. Permission to conduct the study was obtained from the institution's Dean, School Administrator, and Officer-in-Charge (OIC) College President through an approval letter. Afterwards, the researcher sought the consent of the participants. After receiving information about the study and providing their consent to participate, the researchers proceeded to distribute the survey questionnaire. Subsequently, in-depth interviews and focus group discussions were conducted for the qualitative inquiry. Participants' consent was obtained before recording the interviews. Following these activities, the researchers expressed gratitude to the participants by providing tokens of appreciation. The participants were also asked to help check the correctness of the transcribed data.

Data Analysis

Various statistical techniques such as weighted mean, standard deviation, and regression were employed to analyze the quantitative data, while thematic analysis was utilized for interpreting the interview results in the qualitative phase. Thematic analysis was conducted in alignment with the study's predefined objectives. Subsequently, a mixing procedure was conducted, linking the quantitative and qualitative data using the convergent parallel approach. This integration facilitated a comprehensive exploration of the research questions, with interpretation-level integration ensuring a cohesive understanding by connecting qualitative insights with quantitative findings. The connected data were interpreted within the study's context, aiming to elucidate the experiences of indigenous students in Kapalong regarding their English language learning journey.

RESULTS AND DISCUSSION***The Condition of English Language Learning Motivation and Proficiency Among Indigenous College Students***

Table 1 displays indigenous college students' English language learning motivation and proficiency levels. The findings indicate a widespread motivation for learning English among students, as evidenced by an overall mean of 3.87 and a standard deviation of 0.85, reflecting a high level according to descriptive analysis. This high overall mean is anchored on the computed category mean of instrumental motivation, 3.78, and integrative motivations, 3.96, as English language learning motivation domains. [Lockhart \(2017\)](#) contends that instrumental motivation drives individuals to pursue their goals, which aligns with the study's findings that students learn English because they believe it ensures future success. He also concurred with the study's results and stated that integrative motivation arises when individuals desire to be part of a group and prioritize maintaining order and stability within society. Indeed, [Saville-Troike \(2018\)](#) suggests that learners driven by instrumental motivation prioritize learning English for practical purposes like career advancement, accessing information, or meeting academic requirements. Additionally, those motivated integratively seek to connect with and integrate into communities where the language is spoken, aiming for socialization and belonging.

Table 1. Status of Students' English Language Learning Motivation

Item	Means	Standard Deviation	Descriptive Rating
Instrumental Motivation			
Concentrating on utilizing English for academic assignments and examinations.	3.8	0.7	High
Heavily relies on textbook citations and lacks personal communication in class discussions or written assignments.	3.3	0.7	Moderate
They focus only on academic English textbooks and ignore newspapers or magazines.	3.18	0.92	Moderate
Prioritizing degree attainment and job security over mastering the English language itself.	3.74	0.9	High
Prioritizing higher education advancement over mastering the English language.	3.71	0.93	High
Believing proficiency in English is crucial for international travel.	4.34	0.78	Very High
Believing English language skills are crucial for becoming knowledgeable and competent.	4.2	0.82	Very High
Believing English proficiency is essential for becoming educated.	4.03	0.9	High
Believing proficiency in English leads to more tremendous success and accomplishments in life.	3.98	0.88	High
Believing proficiency in English commands respect from others.	3.45	1.1	High
Category Mean	3.78	0.87	High
Integrative Motivation			

Item	Means	Standard Deviation	Descriptive Rating
Believing studying English facilitates understanding literature, movies, music, and media.	4.16	0.79	High
Believing studying English enhances understanding and appreciation of native English speakers' lifestyles.	4.05	0.78	High
Believing studying English enables communication with foreign acquaintances.	3.9	0.86	High
Believing studying English enables engaging in discussions on various topics with people from different nationalities in English.	4.03	0.81	High
Studying English enables sharing knowledge, like giving tourists directions.	3.94	0.82	High
Studying English facilitates active academic, social, and professional engagement across diverse cultures.	4.0	0.78	High
Studying English allows emulation of native speakers' behaviour, including accent adoption and use of expressions.	3.61	0.85	High
Studying English fosters an appreciation for English arts and literature.	3.94	0.80	High
Studying English facilitates the development of an open-minded and sociable personality akin to English speakers.	3.95	0.92	High
Believing in determined English study leads to achieving peak proficiency.	3.98	0.87	High
Category Mean	3.96	0.83	High
Overall Mean	3.87	0.85	High

Table 2 displays the current state of English language learning among indigenous students. As revealed, the indigenous college students manifest extensive learning of English as it yielded an overall mean of 3.78 and a standard deviation of 0.85 with a high descriptive rating. Statistical analysis discloses a variation in students' responses, but they are still considered close to each other. All indicators indicate an extensive manifestation as all means resulted to be high. The overall proficiency level in English achieved a mean score of 3.98 with a standard deviation of 0.8. Specifically, vocabulary learning in English obtained a mean score of 3.60 with a standard deviation of 0.91, while studying grammar received a mean score of 3.70 with a standard deviation of 0.84. Reading skills attained a mean score of 3.78 with a standard deviation of 0.8, writing skills garnered a mean score of 3.87 with a standard deviation of 0.84, and speaking skills resulted in a mean score of 3.81 with a standard deviation of 0.85.

These findings revealed evident efforts and skills of students in learning English, which are supported by the studies of various authors. [Bornstein et al. \(2014\)](#) and [Ricketts et al. \(2020\)](#) stated that fundamental language abilities such as vocabulary, grammar, expression, and comprehension are crucial for academic achievement, facilitating effective communication among learners. [Beitchman et al. \(2001\)](#) stressed the importance of these skills for communication, advocating early intervention to prevent adverse outcomes for second-language learners and recommending strategies such as storybook reading and direct vocabulary instruction. On the other hand, [Kamil and Heibert \(2005\)](#) suggested that extensive reading aids in vocabulary building by providing repeated exposure to words in rich contexts. It aligns with the investigation's observation of students demonstrating multiple exposures to new English vocabulary.

Meanwhile, [Aguion et al. \(2021\)](#) emphasize grammar's essential role as the backbone of language, providing structure and consistency. Communication lacks clarity and coherence, akin to a train without railways. According to [Madani \(2018\)](#), readers utilize reading strategies to extract information from the text and leverage their prior knowledge to fulfil their reading objectives. In the context of writing in English, [Alqahtani \(2015\)](#) emphasizes the importance of expanding vocabulary for clear written expression. It's not just about recognizing words but using them correctly. Learning new words with example sentences is effective, and this is evident in students' tendency to use familiar words and structures. Finally, [Eccles et al. \(2019\)](#) confirm the findings, stating that communication issues arise when listeners ignore speakers. Hence, listening plays a pivotal role in language acquisition, enabling learners to assimilate crucial components necessary for developing speaking proficiency. By listening attentively to fluent English speakers, individuals can learn techniques and strategies to enhance their speaking skills.

Table 2. Status of Students' Learning of English

Item	Means	Standard Deviation	Descriptive Rating
General English			
Attempting to comprehend English songs.	4.28	0.76	Very High
Reviewing class materials or self-testing their knowledge independently.	4.00	0.78	High
Being attentive to unfamiliar words or structures while reading or listening to English.	4.19	0.71	High
Seeking correction from someone who possesses more excellent knowledge.	4.24	0.69	Very High
Trying to figure out what they mean when they see short texts in English	3.94	0.76	High
Actively seeking opportunities to use English outside of class independently (engaging in conversations, utilizing the internet, writing letters to foreign friends, and others.).	3.56	0.98	High
Making an effort to collaborate with someone while doing homework or studying English.	3.65	0.91	High
Using words and structures that they have recently learned when they write or speak in English	3.66	0.87	High
Reading aloud to improve their pronunciation.	3.86	0.87	High
Making an effort to actively participate to the fullest extent possible during speaking activities in English class.	3.91	0.79	High
Making an effort to see what they can understand when they hear someone speak in English,	4.07	0.70	High
Taking the initiative to consult dictionaries and textbooks to learn new words and sentences independently.	3.99	0.82	High
Being mindful of the mistakes made when writing or speaking in English.	4.00	0.82	High
Completing exercises, constructing sentences, or performing dictations for individual practice.	3.82	0.89	High

Item	Means	Standard Deviation	Descriptive Rating
Engaging in alternative and creative methods to practice English.	3.89	0.83	High
Making an effort to memorize words, expressions, and sentences encountered in songs, movies, readings, and others.	4.10	0.80	High
Category Mean	3.95	0.815	High
Vocabulary Learning			
Making lists of words and studying them at home	3.60	0.89	High
Take notes on the pronunciation of a word or use annotations to aid in remembering its pronunciation.	3.64	0.83	High
Independently writing down translations next to words one wishes to learn.	3.77	0.86	High
Associating the English word with others that share similar spelling or sound.	3.78	0.84	High
Jotting down the word alongside an example sentence.	3.78	0.84	High
Creating their dictionary.	3.23	1.07	Moderate
Connecting the English word with an image, drawing, or diagram.	3.31	0.99	Moderate
Verbally repeating the words multiple times.	3.70	0.95	High
Category Mean	3.60	0.91	High
Studying Grammar			
Creating summaries or outlines of the structures being learned.	3.66	0.90	High
Reviewing the structures mentally or out loud.	3.69	0.81	High
Translating them to learn when the structures are similar to their dialect.	3.66	0.81	High
Recording the structures one wishes to learn in writing.	3.73	0.85	High
Committing example sentences to memory as a method to recall specific grammar points.	3.77	0.86	High
Category Mean	3.70	0.84	High
Reading in English			
Looking at what the text is about before they start reading,	4.09	0.86	High
Translating while they read a text mentally.	3.89	0.95	High
Making a concerted effort to comprehend the text word for word.	3.91	0.88	High
Relating what they know about the topic with what the text is about.	3.96	0.80	High
Attempting to make educated guesses by drawing connections with their native language or other English words.	3.31	1.06	High

Item	Means	Standard Deviation	Descriptive Rating
Referring to the dictionary for the meanings of nearly all new words encountered.	3.62	0.92	High
Being attentive to the words adjacent to those understood in a text.	3.74	0.78	High
Make an effort to comprehend the sentence structure.	3.89	0.81	High
Ignoring it and continue reading.	3.39	0.98	High
Asking someone the meaning of what they do not understand.	3.90	0.83	High
Please focus on the keywords or those already familiar to them.	3.94	0.83	High
Using their intuition.	3.71	0.83	High
Analyzing unfamiliar terms' word segments (prefixes and suffixes) to deduce their meanings (e.g., policeman).	3.86	0.83	High
Category Mean	3.78	0.87	High
Writing in English			
Thinking about what they want to say before they start writing	4.09	0.81	High
Please write the text in Bisaya, and then they translate it.	3.71	0.99	High
Paying attention to the grammar when they write.	4.02	0.84	High
Creating new sentences using memorized structures or fixed phrases.	3.88	0.85	High
Consult the textbook and employ sentences that resemble those found within it.	3.79	0.82	High
Employing solely simple words and structures that one is confident are correct.	4.01	0.81	High
Reviewing previously written content before proceeding with further writing.	3.99	0.79	High
Thoroughly reviewing what has been written.	4.04	0.82	High
Using their intuition.	3.69	0.83	High
Creating a word that appears to be English.	3.62	0.81	High
Inquiring from someone about the English equivalent of what one does not know.	3.92	0.88	High
Applying some rules that they knew.	3.78	0.82	High
Using some book or the class notebook.	3.79	0.86	High
Category Mean	3.87	0.84	High
Speaking in English			
Formulating thoughts in one's native language and then translating them before speaking.	3.89	0.80	High
Contemplating what to say in English before speaking.	3.97	0.81	High

Item	Means	Standard Deviation	Descriptive Rating
Listening with attention.	4.10	0.79	High
Paying attention to intonation	3.93	0.81	High
Trying to translate what is being said to them at the very moment	3.94	0.77	High
Incorporating English words heard in songs or during class when speaking.	3.89	0.78	High
Speaking slowly to be better understood.	3.99	0.76	High
Paying attention to the grammar they use before they speak.	3.96	0.71	High
Being more attentive to the gestures employed by the speaker.	3.98	0.84	High
Attempting to infer the meaning from the context.	3.92	0.71	High
Requesting the speaker to repeat or clarify what has been said.	3.85	0.84	High
Faking understanding.	3.45	1.05	High
Requesting the other person to speak at a slower pace.	3.63	0.94	High
Attempting to infer the intended message based on keywords.	3.73	0.82	High
Saying the sentence in another way if they got stuck	3.68	0.91	High
Saying it in Tagalog	3.16	1.16	Moderate
Making it up.	3.73	0.94	High
Category Mean	3.81	0.85	High
Overall Mean	3.78	0.85	High

Importance of the Impact of Different Aspects of English Language Learning Motivation on Students' English Proficiency

Table 3 demonstrates the notable impact of English language learning motivation on indigenous college students' English proficiency. The correlation between the two variables yields a p-value of 0.000, which is below the 0.05 level of significance. It confirms a 0% risk of concluding that influence between two variables does not exist. Hence, the implied hypothesis postulating that the domain of the English language learning motivation does not significantly influence the students' learning of English is rejected. The result of the overall correlation is based on the computed p-value of the two domains of English language learning motivation. Instrumental motivation got a 0.001 p-value and a .250 beta value, while integrative motivation obtained a 0.000 p-value and a .336 beta value. The positive beta values of the two domains indicate that regression favors English language learning motivation in students' English proficiency. These domains indeed show a likelihood of influence, as evidenced by a .250 increase in language learning performance for every unit increase in instrumental motivation and a .336 increase for every unit increase in integrative motivation. With a computed t-value of 4.68 for integrative motivation and 3.48 for instrumental motivation, there is substantial evidence of the significant influence of these motivational domains on the English learning of indigenous students. Moreover, computed R square .265 signifies that the combined influence of the two domains is 25.6%.

Table 3. Importance of the Impact of Different Aspects of English Language Learning Motivation on Students' English Proficiency

Predictors		Beta coefficient	t-value	p-value	Remarks
English Language Learning Motivation	Instrumental Motivation	.250	3.48	..001	S
	Integrative Motivation	.336	4.68	.000	S

R=.515, R Square= .265, F=35.824, p value=.000 s.

Experiences of Indigenous College Students in Learning English as a Second Language

Table 4 presents a thematic analysis derived from the verbatim responses of participants in the In-Depth Interview and Focus Group Discussion. Responses were extracted from discussions surrounding six key issues to uncover the lived experiences of indigenous college students in learning English as a second language. The results revealed that the participants took enhancement of communicative competence as a significant impact on second language learning. They see English as important in communicating with others, job application interviews, and multicultural communication. Further, *varied utilization of English language learning* is also apparent as they deemed it as a tool for studying and an instrument for communication. *Challenges in the learning of English* are common among IP students, particularly in expressing themselves both in spoken and written formats. To cope with these difficulties, they integrate *varied strategies in language learning*, such as reading English materials, translating words, listening to English lessons, seeking help from peers or experts, and watching English clips. Aside from that, these students have *extrinsic and intrinsic motivation* by drawing motivation from others and one's aspirations. Finally, they also shared that *barriers to learning English*, like discrimination and lack of support from others, demotivate them from learning the language.

Table 4. Experiences of Indigenous College Students in Learning English as a Second Language

Issues Probed	Core Ideas	Code/ Categories	Essential Theme	Theoretical Support
Effect of second language learning	Speaking English during the time of the English subject	Exposure to language practice	Enhancement of communicative competence	Theory of Communicative Competence
	Being persuaded to join English events			
	I have been using English in college since my first year Using English as the medium in reporting Utilizing English to communicate with others and respond when asked questions			
	Learning English for job applications and interviews	Learning English for practical use		
	Deeming English as necessary for future work in companies			
	Recognizing English as important in the workplace and in socializing with others			

Issues Probed	Core Ideas	Code/ Categories	Essential Theme	Theoretical Support
	<p>Talking with foreigners, such as Americans who visit the community</p> <p>Becoming a translator between the conversing resident natives and the visiting foreigners</p> <p>Recognizing the ability to communicate with foreigners once one learns English and flies abroad</p> <p>Treating English as a means of communicating with others, especially foreigners</p>	<p>Communication between different cultures</p>		
<p>Perception toward English and its importance to one's academic journey</p>	<p>Using English in communicating with peers and instructors in college</p> <p>Using English in formulating narrative reports in the field of criminal studies</p> <p>Utilizing English in conducting academic research in the institution</p> <p>Comparing English to a cellphone, which can be used for communication</p> <p>Recognizing English as an excellent way to establish good relations with others through communication</p> <p>Considering English as a universal language in which people express themselves</p>	<p>English as a tool for studying</p> <p>English as an instrument for communication</p>	<p>Varied utilization of English language learning</p>	<p>Theory of Communicative Competence</p>
<p>Experiences in Learning English</p>	<p>Experiencing difficulty in reading aloud</p> <p>Being corrected and underestimated by others in terms of their use of proper grammar</p> <p>Encountering challenging words in terms of pronunciation and its use</p> <p>Experiencing challenges in pronouncing some words</p> <p>Experiencing difficulty in writing in terms of vocabulary and sentence construction</p>	<p>Difficulties in English speaking</p> <p>Difficulties in English writing</p>	<p>Challenges in the learning of English</p>	<p>Interlanguage Theory</p>

Issues Probed	Core Ideas	Code/ Categories	Essential Theme	Theoretical Support
	Perceiving the difficulty of considering the grammar, context, and spelling in writing Having difficulty in writing English poems Being confused as to how to deal with writing essays and correcting flaws in grammar Encountering challenges in crafting sentences and following the prescribed grammar			
Strategies for learning English	Reading books like dictionaries in English-Filipino Constant reading to learn relevant materials Reading texts with understanding Using books as references Reading books to know how words are appropriately used Reading books like dictionaries to understand how to use different words Finding equivalent English words of some vernacular vocabulary Searching for the meaning of unfamiliar words Listening carefully to the teachers and giving undivided attention to teachers when they teach English Asking for assistance from peers or classmates who are more knowledgeable and expert in English Watching English shows to know the proper pronunciation, enunciation, and writing of different words. Browsing YouTube for English tutorials to develop grammar and fluency	Reading English materials Translating words Listening to English lessons Seeking help from peers or expert Watching English clips	Varied strategies in language learning	Theory of Communicative Competence

Issues Probed	Core Ideas	Code/ Categories	Essential Theme	Theoretical Support
Ways of motivating oneself in learning English	Being complimented by the teacher for good pronunciation	Drawing motivation from others	Extrinsic and Intrinsic	Theory of motivation in second language acquisition
	Idolizing an instructor who is good at English			
	Thinking that English is vital for landing a dream job someday	Drawing motivation from one's aspirations		
Factors that demotivate learners from learning English	Learning English in preparation for the future			
	Being insulted when committing errors in grammar	Discrimination	Barriers to learning English	Affective filter hypothesis
	Being laughed at when committing errors in pronunciation			
	Being regarded as overbearing because of using English			
	Receiving discouragement from others	Lack of support from others		
Being deemed by the family as useless				
	Being labelled as an idiot			

Perspectives of Indigenous College Students on the Role of English Language Learning Motivation in Second Language Acquisition

Table 5 illustrates the examined and consolidated perspectives on indigenous college students' insights regarding the influence of language learning motivation on second language acquisition. The findings delve into five crucial themes extracted from comprehensive analysis and exploration of qualitative data. These themes encompass external factors, benefits of language learning motivation, aspirations, personal growth and development hindrances, and facilitation of growth and development. The significant results yielded eleven codes, with two codes each attributed to issues one, two, three, and five, and three codes assigned to issue four. Finally, the essential themes can be supported by four theoretical perspectives: the theory of motivation in second language acquisition, field theory, and lifespan development theory.

Table 5. Perspectives of Indigenous College Students on the Role of English Language Learning Motivation in Second Language Acquisition

Issues Probed	Core Ideas	Code/Categories	Essential Theme	Theoretical Support
Factors that motivate and demotivate learners in learning English	Comparing one's English against that of the good English users	Ideal models of language use	External factors	Theory of motivation in second language acquisition
	Looking up to professionals who exhibit good English skills			
	Being criticized for having a faulty poem	Criticisms		
	Being ridiculed for committing errors in spelling and grammar			

Issues Probed	Core Ideas	Code/Categories	Essential Theme	Theoretical Support
	Being laughed at because of practising English			
Importance of motivation in learning L2	Realizing that without motivation, one cannot learn the language Being more invested in learning English Building confidence as one learns how to speak the language Being confident in using English because of self-motivation Being confident and never discouraged in the face of language tasks and competitions	Enhanced learning Self-confidence	Benefits of language learning motivation	Theory of motivation in second language acquisition
Reasons to be motivated to learn L2	Learning English to become a model for my fellow IPs Mastering English for the sake of my tribesmen Sustaining attention in classes that induce drowsiness Being motivated to attend courses despite the challenges in understanding English	Model Attention	Aspirations	Field theory
Consequences of demotivation to learn and use L2	Having limited skill in English which hinders one from accessing opportunities Perceiving oneself as illiterate Feeling embarrassed and lonely in front of my classmates due to my limited skills in English Lacking improvement and being treated as low-class Being looked down upon Being underestimated and subordinated by other people Diminishing attention to classes because of a lack of motivation Stopping the learning of language	Learning stagnation Underestimation by others Losing interest	Hindrances to one's growth and development	Lifespan Development Theory

Issues Probed	Core Ideas	Code/Categories	Essential Theme	Theoretical Support
One's edge in using L2	Recognizing English as beneficial for IPs Gaining substantial knowledge through English Stating that English can be used in daily life and at work Recognizing that learning English uplifts one's status in society Being advanced compared to others Gaining the ability to socialize and communicate with others	Learning English is beneficial Social development	Facilitates growth and development	Lifespan Development Theory

Integration of Key Quantitative and Qualitative Results

Table 6 presents a combined presentation of notable qualitative and quantitative findings. The outcome indicates that regarding IP college students' language learning motivation, enhancing the overall level of English, vocabulary acquisition, reading comprehension, seeking immediate assistance from peers and experts, and the significance of listening to speakers, the integration process converges quantitative findings with their qualitative counterparts.

Quantitative and qualitative results revealed that Indigenous College students engaged in conversational discourse to develop communicative competence for cross-cultural communication, especially when travelling abroad. They accounted that English proficiency is a key for future investments such as job opportunities and careers. English, for them, is perceived as a tool for professional growth and development. Further, the study revealed that students gained substantial knowledge and skills through learning English. They deemed it as the means of participation in activities and events in which English language proficiency and communicative competence is the primary tool. As part of their learning strategy, the participants enriched their vocabulary easily through listening and reading and understanding what was being read, most likely to the lyrics of the songs and music. They also looked up to dictionaries to learn new words and sentences. The students also learned and retained new English terms and phrases when relationships and similarities between two languages were found and established. Moreover, they referred all new vocabulary words to the dictionary to know their meanings during the reading process. Students also sought immediate help and assistance from somebody they deemed knowledgeable and expert in English. And finally, the results revealed that the language is learned quickly when undivided attention is paid to the speakers, especially the teachers in English courses.

Table 6. Presentation of Key Qualitative and Quantitative Results

Aspect or focal point	Quantitative findings	Qualitative findings	Nature of data integration	Axiological implications
The significance of motivation in the process of	Table 1, item 6, regarding the significance of learning English for traveling abroad, indicates a mean score of 4.34 with a	Code on learning English for communication between cultures Table no. 3	Merging-Converging	Students engaged themselves in conversational discourse to develop communicative competence for cross-

Aspect or focal point	Quantitative findings	Qualitative findings	Nature of data integration	Axiological implications
language acquisition.	standard deviation of 0.78.			cultural communication, especially when traveling abroad.
	In Table 1, item number 9, concerning the belief that proficiency in English can result in tremendous success and achievements in life, shows a mean score of 3.98 with a standard deviation of 0.88.	Code on learning English for practical use from Table 3. The code for drawing motivation from others is from Table 3.	Merging-Converging	Participants accounted for English proficiency as a key for future investments such as job opportunities and careers. They also perceived it as a tool for professional growth and development.
	Table 1, item 7, regarding the belief that learning English is essential for becoming knowledgeable and skillful, it is crucial to recognize that proficiency in any language can contribute significantly to one's overall abilities and understanding, indicating a mean score of 4.2 with a standard deviation of 0.82.	Code on learning English as beneficial from Table 4	Merging-Converging	Students gained substantial knowledge and skills through learning English.
	Concerning the belief that studying English allows participation in academic, social, and professional activities among diverse cultural groups, Table 2 presents item 6, showing a mean score of 4.0 with a standard deviation of 0.78.	Code on exposure to language practice from Table No. 3	Merging-Converging	Students deemed English as the means of participation in activities and events in which English language proficiency and communicative competence are the basic and a primary tool.

Aspect or focal point	Quantitative findings	Qualitative findings	Nature of data integration	Axiological implications
Improving the General level of English	In the table regarding students' language learning, item No. 1, which pertains to attempting to understand English songs, shows a mean score of 4.28 with a standard deviation of 0.76. Item No. 12, concerning independently looking up dictionaries and textbooks to learn new words and sentences, indicates a mean score of 3.99 with a standard deviation of 0.82.	Code on Reading in English materials from Table 3. Code on translating words from Table 3.	Merging-Converging	The participants enriched their vocabulary easily through listening and reading and understanding what was being read, most likely the lyrics of the songs and music. They also looked up to dictionaries to learn new words and sentences.
Learning English in terms of vocabulary learning	In the table regarding students' English language learning, item No. 4, which involves connecting English words with others with similar spelling or sound, shows a mean score of 4.03 with a standard deviation of 3.63.	Code on translating words from Table 3	Merging-Converging	Students learn and retain new English terms and words when relationships and similarities between two languages are found and established.
Learning English through reading	In the table concerning second language learning in terms of reading, item No. 6, which involves consulting the dictionary for the meanings of nearly all new words encountered, shows a mean score of 3.62 with a standard deviation of 0.92.	Code on Reading English materials from Table 3	Merging-Converging	Participants referred all new vocabulary words to the dictionary to know their meaning during the reading process.
Immediate consultation and seeking help from peers and experts	In the table regarding second language learning in terms of writing, item No. 11, which involves seeking assistance from someone to translate	Code on seeking help from peers of experts from Table 3	Merging-Converging	Students sought immediate help and assistance from somebody they deemed knowledgeable and expert in English.

Aspect or focal point	Quantitative findings	Qualitative findings	Nature of data integration	Axiological implications
	unknown phrases into English, shows a mean score of 3.92 with a standard deviation of 0.88.			
The value of listening to speakers	The table on second language learning in terms of speaking item no. 3 I listen with attention. (M=4.10, SD=0.79)	Code on listening to English lessons from Table 3	Merging-Converging	The participants learned the language when undivided attention was paid to the speakers, especially to their teachers in English courses.

Conclusion

The study on English language learning motivation and proficiency among indigenous college students at SMK Negeri 10 Luwu unveils a significant correlation between students' motivation and their proficiency in English. High levels of both instrumental and integrative motivations among students indicate a robust desire to learn English, driven by both practical goals like career advancement and academic success, and a deeper wish to integrate with English-speaking communities. This blend of motivations reflects a comprehensive engagement with the language, supported by the positive impacts on students' English proficiency across various domains such as vocabulary, grammar, reading, writing, and speaking skills. The data suggest that motivation plays a crucial role in enhancing students' ability to learn and use English effectively, with instrumental motivation slightly lagging behind integrative motivation in its impact on proficiency.

Furthermore, the experiences of indigenous college students in learning English reveal a multifaceted journey, encompassing challenges, strategies, motivations, and barriers. Students actively seek to improve their communicative competence for broader social and professional interactions, employing strategies like engaging with English media, using dictionaries, and seeking peer support. Despite facing hurdles such as discrimination and lack of support, intrinsic and extrinsic motivations drive their learning process, highlighting the significance of English in achieving personal aspirations and navigating multicultural environments. These findings underscore the essential role of motivation in second language acquisition and the need for supportive learning environments that foster students' linguistic and cultural integration.

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