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| **RESEARCH ARTICLE**

Motivation Level of Filipino Young Learners in L2 Learning on Online Distance Learning: *Language Acquisition: Level of Motivation, Online Distance Learning, Second Language, Research*

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| **ABSTRACT**

This journal article is a conflation of qualitative, quantitative exploration, papers and review papers published over the last decade. A brief overview of the level of motivation is provided, supported by the literature review. Hence, accumulated stylish practices in motivating learners in learning a second language will be presented. These exploration findings are anticipated to contribute to the sweats in the teaching and literacy area, particularly in acknowledging the level of motivation of the young Filipino learners in learning the second language. This journal used a grounded theory design to synthesize the motivation level of Filipino young learners in L2 Learning on Online Distance Learning. The journal article intends to offer styles to be suitable to enhance tutoring learning English as a second language to encourage pupils in their literacy manner and maintain their motivation consistently.

1. Introduction

In learning the second language (L2), motivation is the main building block that facilitates pupils to embrace different literacy strategies. It has an expansive function within the manner of language mastering. It's essential to fete its theoretical elaboration in this field to recollect its applicability within the literacy and coaching of a foreign language. Educators are expected to struggle with unmotivated pupils, which may manifest through their undesirable actions like restlessness, lack of focus and feedback, and, indeed, awkward classroom activity. As a result, educators ply numerous whiles to spark a literacy stimulus, including its sustainability to overcome negative feedbacks within the furtherance of literacy.

2. Literature review

According to Song and Kim (2017), motivation is an essential factor for the Second language (L2) literacy since it has an effect to a large extent on learners "trouble, their use of learning strategies, learners "commerce with native speakers, use of language outside of the classroom, the quantum of entered input, and the time which they devote to pass syllabus- grounded achievement tests. Millions of exploration studies prove the versatile nature of the conception of motivation. As Dörnyei (as cited in Dörnyei & Ushioda, 2011), there are three different stages in the history of motivation in foreign language tutoring and literacy. These phases are (1) The social-cerebral period, (2) the cognitive-situated period, and (3) the process-acquainted period. Fishbein and Ajzen (as cited in O'Rourke, 2011) define stations as an individual's positive or negative response regarding a specific object. The authors mention that the "object" is the target language in terms of language literacy. The reason for tutoring English is to give scholars the coffers to understand and communicate ideas in another language. Thus, motivation has a central part in language literacy. Motivation plays a big part in the literacy of a foreign language, making it necessary to expose learners to different conditioning.

As stated in *Students' Attitudes and Motivation for Learning English* at Dokuz Eylul University School of Foreign Languages investigated the relation between university preparatory students' attitudes toward learning English and their language motivation. The results in the study show that there are significant positive relations between learning English and their language learning motivation; it has been found that both their attitudes and language learning motivation vary significantly related in terms of some factors like age, sex, and language level. Correspondingly, a study conducted by Kormos and Csizer (2008) titled "*Age-related Differences in the motivation of learning English as a Foreign Language: Attitudes, Selves, and Motivated Learning Behavior*" signifying age groups such as secondary school pupils, university students, and adult language learners had varying motivation behaviour as secondary was interested in cultural products while both university and adult learners were into international posture hence, as stated by the study of Dy and Muñoz (2017) about "Motivation and Beliefs of Learners of Chinese as Foreign Language" pointed out that the participants' learning is integrative because of their interest in Chinese culture, in travelling, and in building friendship.

Regardless of the colorful study results, arguments, and perspectives on the character, places, and influences, numerous studies have continued to spot the relationship between language and motivation. They viewed the alternate language as a gruelling language to find out, but still utmost of them believed that constant reiteration and practice would enable them to speak the language well. Therefore, these variables served as the source of developing language motivation.

2.1 The Role of Motivation in Second Language Learning
Presently, English is extensively used as the language of wisdom, technology, and global requests (Castro, 2018). Anyhow, of the developing practice of English as the lingua franca in distinctive areas of the world, numerous beginners in schools, universities, and language centers are dropping their motivation to learn English, and demotivation has to turn out to be frequent within the English language surrounds. One of the factors which preceptors need to recollect indeed as handling beginners within the language training association is motivation. Numerous experimenters and preceptors were current that motivation is a crucial conception in beginners "success in the language learning process.

2.2 Level of Motivation
Motivation is the main ingredient that facilitates students to adopt different learning strategies according to high, moderate, and low motivation levels. Conventionally, motivation has been perceived as dichotomous: intrinsic versus extrinsic and instrumental versus integrative. Over the years, claims have been made that one or different of these motivational kinds is the foremost vital for successful learning. Still, motivation is complex, and each of those motivational kinds may also have an area to play in consequence of learning endeavors. Not solely that, however, motivation is dynamic; that's, it can change, so just because a learner is or isn't any more encouraged at one point in time (Jamilah Mohammed Sadiq, 2017), this the motivational level can fluctuate according to other individual factors, variants within the background of the learner's lifestyles (e.g., job, family, health), ecological changes, changes in goal-orientation, or interplay with different individuals. All of these variables may affect a learner's willingness to require an edge time and energy within the training endeavor. If the will to proceed to invest starts evolving to fade within the face of difficulties, learners also can need to engage their motivational self-system or utilize volitional strategies, which are undertaken to assist the learner in persevering within the face of difficulties to hold motivation (Adnan Oflaz, 2019). Of course, a variety of those personal variations could even be regarded to be essentially specific from others. Age, sex, and race, as an example, are biological, whilst others are socio-cultural and/or ecological (especially nationality and culture), while others (perhaps the majority) are psychological.

Primarily, motivation generally measures the successful attempt in learning a new language as it activates and sustains the target goals (Pintrich & Schunk, 2002, cited in Lian Wong, 2012). Because of motivation, the quality to face and overcome challenges confidently employs the acquired language skills in the authentic learning space outside the classroom (Nunan, 2011). Interestingly, motivation, mirroring the socio-psychological standpoints, can even heighten the level of power in the furtherance of second language learning (Horwitz, Horwitz& Cope, 1986; McIntyre & Gardner, 1994; Belmechri & Hummel, cited in Tahernezhad, Tahernezhad, Behjat & Kargar, 2014) because of its promises that move any individual to positive engagement in the learning tasks until the goals are achieved successfully (Chastain, 1988, cited in Tahernezhad, Tahernezhad, Behjat & Kargar, 2014).

Motivation exists in three situations. As stated by Michael Mamas, the Three Levels of Motivation reiterate, (1) Motivation of Communion is the source of being motivated involving the relationships with other people are quite laudable that is grounded upon that place inside that's formerly fine, that's pure. (2) Subconscious motivation is loving, compassionate, pure intent. Children identify with whatever behavioral modality seems to get them what they long for fellowship and love. (3) Conscious Motivation is that motivation that we are clear about and comfortable with within our conscious awareness. There are two forms of motivation: extrinsic and intrinsic motivation. Extrinsic motivation is carrot and sticks carrot being done this and give you a reward. Stick means don't do it, will threaten you with the punishment; they did research in early childhood development centers where they had groups of kids, and they had an art class, and they found three basic types of children. There were kids that loved painting and drawing. There were the kids that would do it if they had to, but they wouldn't. They weren't really too fast about it, but if you asked me to do it, they do it, and then the kids are just didn't want to do it. Cause I had no interest in arts and crafts. Then they

introduced the. It is a patient award, and they went alright. Kids, boys and girls, for all of you who participates in the arts and crafts, you're going to get a certificate with a big Gold Star on it. A large percentage of those kids stopped being motivated to do the art, and they were more hesitant and more resistant to doing the art. The second group of kids who would do it were also more resistant to just naturally wanting to do it before. When you asked to do it, they would do it. Now when you have to do it, they actually didn't want to do it anymore, and the third group of kids were actually really trying to motivate.

In addition, the research study titled *Relationship between Anxiety in Second Language Learning and Motivation Orientation: The Case of Young Filipino Learners* presented the types of motivations such as the following: (1) Intrinsic interest. It is a form of appreciation or fondness of the target language, e.g. "I like to learn English." (2) Immediate Achievement. It is the desire to learn the target language in order to achieve acceptable results in exams, e.g. "I want to learn English because I want to pass the exam." (3) Learning situation. It is a motivation of the learner to learn English because of the pressure or influence by the learning environment like their peers, e.g. "I learn English because my classmates are better than me." (4) Social responsibility. It is another form of language motivation where learners express the desire of learning the target language to combine harmonizing the family and putting the country in order, and emphasizing individual's responsibility to fulfil social expectations, e.g. "My parents will be proud of me if I do speak well in English." (5) Individual development. It is the learning of English in order to increase one's own ability and social status in future development; it is a "sense of achievement," e.g. "A learned person should learn English." (6) Information medium to attain other academic subjects, e.g. "For me, learning English would be of help to widen my knowledge not just in English but also in other subjects."

Necessary motivation entails "language literacy for further immediate or practical pretensions" (p. 26). According to Yihong, Yuan, Ying and Yan (2007), as cited Jul and Dayo Salayo, A. M. (2020), the types similar as immediate achievement, individual development and information medium are classified under necessary exposure since they're good to the description of Gardner and Lambert (1972 as cited by Tsai & Chang, 2013). On the other hand, integrative motivation is frequently associated with a natural interest and relates to learning the language holistically. It occurs when the learner does a commodity to witness innately satisfying results (Snowman & Biehler, 2003), like language achievement.

2.3 Online distance learning in L2 learning

Online distance learning modality is one of the implemented approaches by the Department of Education to maintain the quality education of Filipino learners. In this approach, the responses are real-time. Enticing learners' active participation using numerous technologies accessed through the internet whilst they are geographically far-flung from each different all through guidance. It requires participants to have an excellent and stable internet connection. It is miles greater interactive than the alternative sorts of distance learning. Teachers should constantly interact with their students effectively, be alert to their remarks, and constantly improve their strategies of teaching a second language through staying connected with all the improvements inside the subject and taking into consideration all the components of the coaching method that may decrease students' motivation in second language mastering instructions. According to Schechter, Kazakoff, Bundschuh, Prescott, & Macaruso (2017) shows that the perpetration of Blended Learning (BL) is more successful with educator motivation in the classroom, but unfortunately, there's a lack of acceptable exploration on educator motivation about integrating educational technology in the classroom. Online educational technologies are getting more popular encyclopedically, the educator's opinions and beliefs regarding online literacy tend to be generally negative (Patchan, Schunn, Sieg, & McLaughlin, 2016). Also, despite faculty's significant part in the success of a university's online distance learning action sweats, "little has been published regarding faculty operation of cold-blooded tutoring" (Porter, Graham, Bodily, & Sandberg, 2016. To realize the eventuality of online distance learning, there's a need for further examinations on academic development to more understand the preceptors' enterprises regarding BL practices Torrisi-Steele and Drew (2013). To grease online distance learning in academic institutions, there's an absolute need for the academy to have a clear and probative institutional policy, leadership, and practice related to their subject. Dörnyei (2002) defines an educational task as a "discreet unit of positioned literacy actions", it was an important interest in probing task- grounded instruction in the L2 field. Natural influences have their catalyst as the individual cognition of the educator. An excellent illustration of similar is the faculty member's educational gospel which is most conspicuous in numerous studies. Also, the educational model used by the preceptors is the internal model (Hora, 2012). Furthermore, Stenquist (2019) upheld that there are five levels needed for online pupil success. First is having commitment by solely putting time away for education. Second, excellent planning capability. It can be done by exercising planning tools like calendars and smartphone cautions to track assignments. The third bone is communication skills to constantly engage with their professors and fellow scholars. Next is the focus. It means that pupils use available tools and make conscious trouble to avoid distractions in order to stay on task. The last bone has determination. It's the degree to which one takes himself seriously as a pupil. Online literacy could be a great challenge at first. But once a pupil is suitable to acclimatize with it, there are numerous benefits to be realized. It can help a pupil for career advancement and demonstrate crucial chops to implicit employers similar as added inflexibility and tone-paced literacy; better time operation; demonstrated tone- provocation; bettered virtual communication and collaboration; a broader, global perspective; refined critical thinking skills; and new specialized skills.
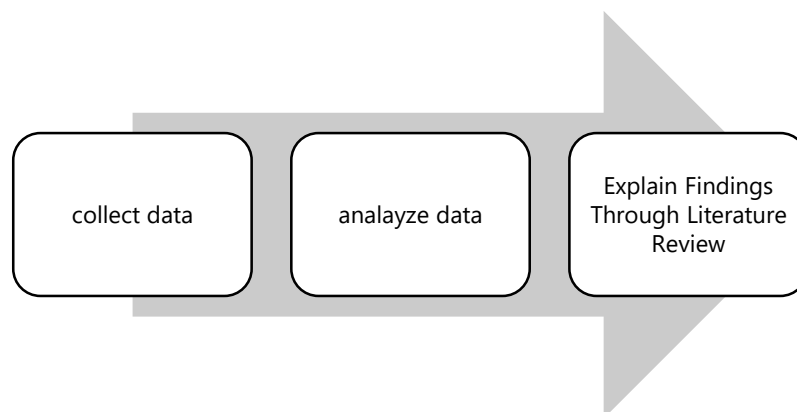
As the results in Effect of Gamification on students' motivation and learning achievement in Second Language Acquisition within higher education: a literature review 2011-2019 suggested a lack of solid correlations between Gamification, motivation, and cognitive processes as cited by Bustillo et al. (2017), incorporated Duolingo in an A1 course of English and confirmed, on the one hand, a significant improvement in students' listening skills and, on the other hand, a positive attitude towards using the app as learning support. Castañeda and Cho (2016) found that a gamified conjugation app (Conjugation Nation) increased students' confidence while improving their accuracy in conjugating verbs in Spanish as an L2. Their experiment showed a positive attitude of their students towards Gamification, also evidenced in a study conducted by Hung (2017), in which a clicker app (Kahoot) also proved to be beneficial in terms of learning perception. Similarly, Berns et al. (2016) showed positive effects of a gamified tool (VocabTrainerA1) on students' attitudes towards the app. The participants also expressed high perceived learning by using the gamified learning tool, which was in line with positive academic results, specifically in grammar and vocabulary.

2.4 Teacher Interactions Using Online Distance Learning to Student
Interactions with the student through online distance learning teachers must know all of the elements that can have interacted with each other in complex methods to affect classroom dynamics, and for this reason, they have to be included when considering the function of individual differences in language development. These behaviours appear to be very challenging for the teachers because these involve affective factors that influence learning (Liu & Cheng, 2014; Tahernezhad, Behjat. & Kargar, 2014). Apparently, parent and guardian involvement as the first teacher of the learners could contribute a high level of motivation to the learner in L2 learning. As cited in the article by Sunarjo (2020), it emphasized that parents could support kiddies during virtual literacy by creating a routine and following it together, furnishing kiddies with the necessary literacy tools, and promoting a growth mindset. However, the parent and the child need to work together to change their mindset, If the child still feels unmotivated and apathetic towards virtual literacy. This can be done by tutoring the child how to see challenges as openings and allowing them to see them as salutary. Utmost of all, the parent must illustrate continuity and positivity to their child because the child absorbs the parent "s energy like a sponge. Thus, parents need to inspire them with a positive station.

3. Method
This journal article relies on a qualitative grounded theory design. This method focuses on collecting and analyzing data to develop a substantive theory/data and reading the literature review from the exploration covered within the analysis that had been deduced from Google Scholar, Academia, and Research Gate to elucidate the findings. With recent popularity, national research has devoted sessions and papers thereto, and academic journals have published articles reported by teachers, students, researchers, and other educators. This research design which may be a sort of non-experimental study, tries to work out if the gathered data in synthesizing the motivation level of Filipino Young learners in Learning the second language (L2) on online Distance learning.

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collect data  →  analayze data  →  Explain Findings
                                    Through Literature
                                    Review
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4. Results and Discussion
The reviews presented difficulties in the position of motivation, especially in pupils' confidence, problem managing in a mainstream English classroom, lack of schoolteacher engagement, and motivation level. Incorporating real-life situation conditioning and different online games will prop the pupils in growing their confidence to use the language in their diurnal lives.

5. Conclusion
Motivation is an expression; extensive motivation will help students express themselves clearly and communicate well with clarity. To widen one's motivation, it is highly advisable to read a lot of books, play word games, or even set goals to use as a motivator to learn the language.

As facilitators of learning, teachers can apply the strategies mentioned in this journal article. For instance, using online games to connect to the interest will help students activate their high level of motivation in learning the L2.

Furthermore, teachers can adapt the use of multimedia such as online games, real-life situation conditioning, and other online applications. It'll make the tutoring-literacy process an intriguing and engaging experience and boost their motivation level in L2 learning on Online distance learning.

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