MOTIVATION, FREQUENCY OF USAGE AND LEVEL OF CONFIDENCE IN USING PHILIPPINE ENGLISH AMONG FOREIGN STUDENTS

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Abstract

The main objective of this descriptive-correlational study was to determine the respondents' motivation, frequency of usage and level of confidence in using Philippine English among 30 foreign students. The study found out that that the respondents' motivation in using Philippine English is they wish to speak Philippine English perfectly. The respondents often used Philippine English like the terms comfort room, Xerox, aircon, mineral water and rubber shoes. The respondents' had high level of confidence in using Philippine English. The respondents' frequency of usage of Philippine English is not dependent on their motivation in using Philippine English. The respondents' level of confidence in using Philippine English is not dependent on their motivation in using Philippine English. The respondents' level of confidence in using Philippine English is not dependent on their frequency of usage of Philippine English. Determining motivation, confidence in using Philippine English may shed light on situating this local variety of World Englishes which has its distinctive structures that are contextually understood in various social contexts of foreign students in the country which promotes pluralistic society and multilingualism.

Key words: motivation, frequency of usage, level, confidence, Philippine English

Introduction

Philippine English is any variety of English native that is to the Philippines. It includes those used by the media and the majority of accomplished Filipinos. English is one of the two official languages of the country the other one is Filipino (Tagalog).

Filipinism generally pertains toPhilippine English also known as Filipino English, which is the result of the dynamic evolution of the English language when it was adopted by the Filipino people. The adoption process of English would inevitably involve some changes because of the influence of the local culture.

Filipinism refers to the practice of contextualizing thoughts, ideas and life experiences in the Filipino ideal. These are words or phrases that are usually grammatically or are almost always results of transliteration (Suplco 2016).

The term Filipinism by itself is Filipinism. It is uncommon in usage internationally, but somehow it made its way to world dictionaries and may refer to usage resulting from literally translating Tagalog words into English. These are English usage peculiar to and used only by

Filipinos. Turn on/ off the lights is spoken as Open/ Close the lights; CR or Comfort Rooms are used instead of Toilets (The word "Toilet" has sensibility issue and considered unhygienic); Napkins are referred to as Tissue; Canteen is used instead of Cafeteria; Colgate means Toothpaste even though it's a Close-Up; Refrigerator is generally called Frigidaire: Xerox is to photocopy even if the machines in use are UBIX, Brothers, etc(Lupac, 2014).

Motivation as defined by Merriam dictionary is the act or process of giving someone reason for doing something. Motivation is so complicated because it depends on the individual background, for example, life style, social background, and particular aims. For this reason, it is very important to think about these differences when talking about motivation. Japanese have been studying English as a foreign language, however, in some countries, such as Filipinos, their position of English is a common language. There are huge differences of motivation for learning English between them in terms of culture, background of country, life style, situation and position of English. By finding out about how motivation affects language acquisition, teacher will be able to give learners good motivation for learning English. Moreover, learners can find out how they motivate themselves too (Hirai, 2009).

This study is anchored on Gardner's (1985) language learning model as cited by Keblawi(2015) which is known as Socioeducational Model. It states that motivation is a combination of effort plus a desire to achieve the goal of learning the language plus favorable attitude towards learning the language. This also includes integrative and instrumental motivation. The integrative motivation refers to learners' desire to at least communicate or at most integrate with the embers of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination.

In a study conducted by Clément, et al (1994)defining the motivational basis of second and foreign language acquisition has been at the center of much research and controversy for many years. The study applied social psychological constructs to the acquisition of English in the unicultural Hungarian setting. A total of 301 Grade 11 students from the region of Budapest answered a questionnaire assessing their attitude, anxiety, and motivation toward learning English, as well as their perception of classroom atmosphere and cohesion. In addition, their teachers rated each of the students on proficiency and a number of classroom behaviors and evaluated the relative cohesion of each class group. Factor and correlational analyses of the results revealed that xenophilic (M=4.22on a 1–6 scale), sociocultural (M=3.96), instrumental (M=3.78), and media-use reasons (M=3.79) were most strongly endorsed by the students whereas an identification orientation (M=1.8l)was rejected. Factor analysis of the attitude, anxiety, and motivation scales confirmed the existence of attitude-based (integrative motive) and self-confidence motivational subprocesses and revealed the presence of a relatively independent class- room based subprocess, characterized by classroom cohesion and evaluation. Correlational analyses of these clusters further revealed that, while all subprocesses were associated with achievement, self-confidence and anxiety showed no relationship to classroom atmosphere. These findings were discussed in the context of current theories of second and foreign language acquisition and with reference to their applied implications.

It is for this reason that the researcher looked into the motivation in using Philippine English among foreign student. Specifically, this answered the following sub problems: What is

the respondents' motivation in using Philippine English?What is the respondents' frequency of usage of Philippine English?What is the respondents' level of confidence in using Philippine English?Is there a significant relationship between the respondents' motivation and frequency of usage of Philippine English?Is there a significant relationship between the respondents' motivation and level of confidence in using Philippine English?Is there a significant relationship between the respondents' frequency of usage and level of confidence in using Philippine English?

Methods

The study utilized descriptive correlational method to see whether there is a link or association between the variables of interest. The respondents of the study were30 Senior High School and college foreign students studying in the different schools in the City of Binan, Laguna and convenience sampling technique was used. This research used a researcher-made questionnaire for the purpose of collecting the needed primary data. The questionnaire was composed of three parts. Part 1 focused on the motivation of foreign students in using Philippine English while Part II focused the level of usage of Philippine English. Finally, Part III dealt with their level of confidence in using Philippine English. The questionnaire was validated by a panel of experts in research, language education and statistics.After corrections and suggestions were incorporated, floating of questionnaires was personally administered by the researcher.The questionnaires were retrieved, responses were tallied and summarized and were subjected to statistical treatment of data. The researcher explained to the respondents the purpose of the study and its objectives. They were also informed that they would be subjected to certain interviews and the information gathered from them would be treated with utmost confidentiality.

The questionnaire was considered as the most appropriate data-gathering instrument for the descriptive research study. In conducting the survey, first, the researcherprepared a letter to the registrars of the different schools in the City of Binan to determine if there are foreign students enrolled in their school as well as the number of enrolled foreign students. After acquiring the approval, the researcher took chance going to these schools to float the questionnaire since most of the students were on vacation. The directions of answering the questionnaire was clearly and understandably explained to the respondents.

To measure the motivation of foreign students in using Philippine Englishthe evaluation and scoring tools used were the following: 3.51-4.0   Strongly Agree,   2.51-3.5   Agree , 1.51-2.50   Disagree , 1.00-1.50 Strongly Disagree . To measure the frequency of usage of Philippine English, the evaluation and scoring tools used were the following: 3.51-4.0 Always, 2.51-3.5   often , 1.51-2.50 sometimes , 1.00-1.50 never. To measure the level of confidence, the evaluation and scoring tools used were the following: 3.51-4.0   Very High confidence, 2.51-3.5 High confidence , 1.51-2.50 low confidence   , 1.00-1.50 Very Low confidence .

Weighted Mean, was used to determine the respondents' motivation , level of confidence and frequency of usage of Philippine English, meanwhile Pearson r, was used to determine if there is significant relationship between the respondents' motivation and frequency of usage of Philippine English, the relationship between the respondents' motivation and level of confidence,

and the relationship between the respondents' frequency of usage and level of confidence in using Philippine English.

Results and Discussion

Table 1
Motivation in Using Philippine English Among Foreign Students

Indicators	Weighted Mean	Interpretation	Rank
1. I wish to speak Philippine English perfectly.	3.67	Strongly Agree	1
2. My friends/ classmates help me to learn Philippine English.	3.63	Strongly Agree	2
3. I look forward to going to class because my English teacher is so good.	3.60	Strongly Agree	3
4. Since I am studying here in the Philippines, it would be a great loss if I can't speak Philippine English.	3.50	Agree	6
5. I have a strong desire to know all aspects of Philippine English.	3.57	Strongly Agree	4
6. I make a point of trying to understand all Philippine English I see and hear.	3.53	Strongly Agree	5
7. Philippine English is important because I need it for my day to day conversation.	1.93	Disagree	7
Average Weighted Mean	3.35	Agree	

Table1 shows the respondents' motivation in using Philippine English. Indicator 1 which states that " I wish to speak Philippine English perfectly" obtained a weighted mean of 3.67, verbally interpreted as Strongly Agree ranked first. This is followed by indicator no. 2 which states that " My friends/ classmates help me to learn Philippine English" obtained a weighted mean of 3.63 which is verbally interpreted as Strongly Agree ranked 2nd. Third in rank is indicator no. 3 which states that I look forward to going to class because my English teacher is so good" obtained a weighted mean of 3.60 verbally interpreted as Strongly Agree.

The respondents' motivation in using Philippine English obtained an average weighted mean of 3.35 verbally interpreted as agree.   This means that the respondents' top motivation in using Philippine English is that they wish to speak Philippine English perfectly.

In a study conducted by Tamimi (2009) For the students' motivation, the findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. Personal reasons were also regarded as important motives by the students.

Table 2
Frequency of Usage of Philippine English

Indicators	Weighted Mean	Interpretation	Rank
1. Comfort room	3.07	Often	1
2. Taxi	2.03	Sometimes	11
3. Vulcanizing shop	1.97	Sometimes	13
4. Tuck out	1.83	Sometimes	15
5. Xerox (photo copying)	3.00	Often	2
6. Senatoriable	1.93	Sometimes	14
7. Bad shot (frustration expression)	2.07	Sometimes	10
8. Aircon	2.93	Often	3
9. Frigidaire (refrigerator)	2.27	Sometimes	7
10. Rubber shoes	2.53	Often	5
11. Time first (time out)	2.47	Sometimes	6
12. Carnapper (car thief)	2.00	Sometimes	12
13. Chancing (make sexual advances)	2.10	Sometimes	9
14. Pentel pen	2.20	Sometimes	8
15. Mineral water (distilled/ bottled water)	2.60	Often	4
Average Weighted Mean	2.34	Sometimes	

Table 2 presents the respondents' frequency of usage of Philippine English. Indicator 1 which is the term comfort room obtained a weighted mean of 3.07 ranked first and was often used by the respondents. Indicator 2 Xerox, indicator 3aircon, indicator 15 mineral water, indicator 10 which is rubber shoes obtained a weighted mean of 3.00, 2.93, 2.60 , 2.53 respectively. The respondents' frequency of usage of Philippine English obtained an average weighted mean of 2.34 verbally interpreted as sometimes. This means that the respondents sometimes used Philippine English like the terms comfort room, Xerox, aircon, mineral water and rubber shoes.

The findings of the study conducted by THurairaj et al (2015) proved that frequent use of short messages using English languageamong foreign students had not majorly affected the English proficiency of the respondents.

Table 3
Level of Confidence in Using Philippine English Among Foreign Students

Indicators	Weighted Mean	Interpretation	Rank
1. I don't get anxious when I have to answer a question in my English class.	3.07	High	2
2. Using Philippine English allows me to be more at ease in my daily conversation.	2.73	High	6.5
3. I never get nervous if I had to speak English to a fellow foreigner.	3.10	High	1
4. I am confident to speak English as a variety of Philippine English.	2.77	High	5
5. I understand English expressions that are used only in the Philippines.	2.73	High	6.5
6. I can follow instructions and directions in Philippine English with ease.	2.90	High	3
7. I am calm whenever I have to speak in my class with my Filipino classmates.	2.80	High	4
Average Weighted Mean	2.87	High	

Table 3 presents the respondents' level of confidence in using Philippine English. Indicator 3 which states that "I never get nervous if I had to speak English to a fellow foreigner." obtained a weighted mean of 3.10 verbally interpreted as high and ranked first. Indicator 1 which states that "I don't get anxious when I have to answer a question in my English class" obtained a weighted mean of 3.07 ranked 2nd meanwhile indicator 6 which states that "I can follow instructions and directions in Philippine English with ease" ranked third. The respondents' level of confidence in using Philippine English obtained an average weighted mean of 2.87. This means that the respondents' had high level of confidence in using Philippine English.

Table 4
Relationship Between the Respondents' Motivation and
Frequency of Usage of Philippine English

Variables	Pearson r	p value	Interpretation
Motivation and Frequency of Usage of Philippine English	0.082	0.665	Not Significant

0.05 level of significance

As shown in the table, there is no significant relationship between the respondents' motivation (p = 0.665) and their frequency of usage of Philippine English. The respondents' frequency of usage of Philippine English is not dependent on their motivation in using Philippine English.

In a study conducted by Masangya, E.(2009) it investigated the errors committed by sophomore students and its relationship to their English language exposure. It indicated that the students with high exposure have significantly less frequency in their errors in wrong case, fragmentation, parallelism, punctuation, and verb tense.

Table 5
Relationship Between the Respondents' Motivation and
Level of Confidence in Using Philippine English

Variables	Pearson r	p value	Interpretation
Motivation and Level of Confidence in Using Philippine English	0.149	0.431	Not Significant

0.05 level of significance

As shown in the table, there is no significant relationship between the respondents' motivation (p = 0.431) and their level of confidence in using Philippine English. The respondents' level of confidence in using Philippine English is not dependent on their motivation in using Philippine English.

In a study conducted by Binalet (2014), Motivation has been regarded as the driving force to learn a language. The success or failure of language learners to use and further effectively acquire a language is said to be relative to the motivation they put in learning or studying a language. After the gathering of data and the subsequent analyses, it was found that motivation may not be greatly related to language learning success of the respondents.

Table 6
Relationship Between the Respondents' Frequency of Usage and
Level of Confidence in Using Philippine English

Variables	Pearson r	p value	Interpretation
Frequency of Usage and Level of Confidence in Using Philippine English	-0.121	0.524	Not Significant

0.05 level of significance

As shown in the table, there is no significant relationship between the respondents' frequency of usage (p = 0.524) and their level of confidence in using Philippine English. The respondents' level of confidence in using Philippine English is not dependent on their frequency of usage of Philippine English.

A survey on language used conducted by Borlongan (2009) Chinese- Filipino respondents expressed that they would use English and Tagalog as the language of home for them to be able to practice and master the language not only the respondents but also by their family members who are with them at home.

Conclusions

The study found out that that the respondents' motivation in using Philippine English is they wish to speak Philippine English perfectly. The respondents often used Philippine English like the terms comfort room, Xerox, aircon, mineral water and rubber shoes. The respondents' had high level of confidence in using Philippine English. The respondents' frequency of usage of Philippine English is not dependent on their motivation in using Philippine English. The respondents' level of confidence in using Philippine English is not dependent on their motivation in using Philippine English. The respondents' level of confidence in using Philippine English is not dependent on their frequency of usage of Philippine English.

Future Directions

In the light of the above findings and conclusions, since the respondents would like to speak Philippine English perfectly, it is recommended that teachers must maintain their effective teaching strategy and must provide activities to motivate them to use Philippine English.It is also recommended that language program be enhanced by coming up with Structured Learning Program that could help Philippine English be formalized asour country's representative in the world map of Englishes. Future researchers can use other variables not included in the present study.

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