

Self-Determination in English-Language Learning: A Study of Undergraduate Students at the Department of Foreign Languages, Buriram Rajabhat University

Atikhom Kongdee
huriken77@hotmail.com

Abstract

Motivation is one of the factors significantly correlated with either success or failure in the second language (L2) learning. Highly-motivated L2 learners find their language learning more successful than those with low motivation. Therefore, this study aimed to investigate the degree of self-determination (intrinsic and extrinsic motivation) of undergraduate students in English language learning and to find out the affective factors contributing to the differences of degree in intrinsic and extrinsic motivation. The subjects were 250 undergraduate students at the Department of Foreign Languages, Buriram Rajabhat University. The findings revealed that of the intrinsic factors, the “value-usefulness” was the most motivating factor perceived by undergraduate students in English-language learning. Of the extrinsic factors, the performance goal was perceived as the most influential factor on their motivation in English-language learning. In conclusion, the undergraduate students were more extrinsically than intrinsically motivated to learn English.

1. Introduction

1.1 Background

A simple question on a riveting subject among educational institutions is why some people can become successful learners of a second or foreign language (L2) easily and successfully while others find it hard or almost impossible to acquire it, despite being offered a similar opportunity. The following example may illustrate this issue vividly. As we may acknowledge, many university students find that their level of motivation is not sufficient for them to maintain their academic performance. For instance, a student who is studying to be a doctor because his/her parents would like him/her to be a doctor might lack motivation and persistence in the extent of active involvement in the learning settings.

Many researchers agree that motivation to learn L2 is responsible for either success or failure in L2 learning, apart from intelligence and aptitude (Porkaew, 2003, pp. 69-70). It is one of the main factors that impact the success of L2 learning. Moreover, for several decades researchers in social psychology and education have accepted the importance of motivation for successful learning. Gardner (2000, p. 16) asserted that learners who are truly motivated to learn L2 would find their language learning rewarding.

Gardner (2000, p. 16) added that motivation is viewed as a direct cause of achievement in L2 learning. However, there may also be other factors besides motivation that have a direct impact on success in acquiring L2. For example, Clement (1980) investigated the role of self-confidence in the language in influencing language achievement. Also, Dörnyei (2003) studied the role of instrumental orientation in language learning. Oxford (1990) also identified a variety of learning strategies that help learners facilitate their language learning.

The study of motivation in L2 learning has a history of over four decades. It is one of the most thoroughly investigated fields of second language acquisition (SLA), with a large number of books and studies on the subject. The research of L2 motivation was initially conducted in Canada and emphasized by social psychologists (Dörnyei & Cumming 2003, pp. 1-2). As both anglophone and francophone communities speak two of the world's important languages, this aspect posed a continuous challenge to researchers in the social sciences to understand the uniqueness of Canada. Consequently, in their initial comprehensive study, Gardner and Lambert (1972, pp. 4-5) viewed L2s as "mediating factors between ethnolinguistic communities in multicultural settings." The motivation to learn the languages of other communities is a primary push accounting for either promoting or impeding intercultural communication and affiliation.

Gardner and Lambert (1972, p. 5) initiated a socio-educational model consisting of two kinds of motivational orientations: integrative motivation, which refers to motivation where learners would like to assimilate themselves with the target language community; and instrumental motivation, which refers to motivation where people would like to learn a target language in order to achieve instrumental objectives such as getting a better job or salary, and reading technical manuals. By the 1990s, Gardner's motivation theory dominated L2 motivation research (Dörnyei, 2001, p. 39).

Dörnyei and Cumming (2003, p. 37), on the other hand, contended that the integrative orientation was not the main contributory factor towards the intensity of motivation even if it could lead to the desire for assimilation with L2 local members. The integrative orientation would appear only in specific sociocultural contexts rather than in the language classroom. Hence, it did not include details on cognitive aspects of motivation to learn.

Subsequently, many researchers conducted research studies beyond these two motivational orientations. These new themes were not meant to replace the integrative-instrumental orientations, but Dörnyei and Csízer (2002, p. 7) stated that further research

was needed to find out other new conceptualizations and interpretations in order to extend the definition of the terms without contending with the previous body of the empirical studies collected during the past four decades.

Dörnyei (2001, as cited in Carreira, 2005, p. 40) states that some researchers in SLA started to “incorporate psychological and education-friendly motivation into SLA research”. These studies especially emphasize ‘intrinsic motivation’ and ‘extrinsic motivation’ called ‘self-determination’ as conceptualized by Deci and Ryan (1985, 2002, p. 68). This concept has been used in the L2 field without associating their relationship with the two motivational orientations: integrative and instrumental. These two variables— intrinsic motivation and extrinsic motivation— can greatly influence student motivation in L2 learning, both showing positive correlation with language achievement. After conducting research to assess age differences in intrinsic and extrinsic motivation, Lepper, Corpus and Lyengar (2005, pp. 189-191) concluded that extrinsic motivation can be measured separately without harming reliability and validity.

1.2 Statement of the Problem

This research study aims to answer the following questions:

1. What degree of intrinsic motivation do undergraduate students have in English language learning?
2. What degree of extrinsic motivation do undergraduate students have in English language learning?
3. What affective factors contribute to the differences in the degree of intrinsic and extrinsic motivation of undergraduate students in English language learning?

1.3 Research Objectives

This research study has the following objectives:

1. To examine the degree of extrinsic motivation of undergraduate students in English language learning.
2. To investigate the degree of intrinsic motivation of undergraduate students in English language learning.
3. To find out the affective factors that contribute to the differences in the degree of intrinsic and extrinsic motivation of undergraduate students in English language learning.

1.4 Scope of the Study

The subjects (n=250) of the study were undergraduate students learning English as a foreign language, enrolling in both compulsory and elective courses offered by the Department of Foreign Languages, Faculty of Humanities and Social Sciences, Buriram Rajabhat University. They were in the academic year 2007. In addition, as the samples were drawn from English-majored students, the results from the study cannot be applied to students in other programs, nor can they be generalized to students in subsequent semesters.

1.5 Definitions of Terms

The terms mentioned in this study are operationally defined as follows:

Undergraduate student refers to the bachelor's degree students who have studied English as a foreign language offered by the Department of Foreign Languages, Buriram Rajabhat University. They can be categorized into four majors:

Business English (Bachelor of Arts)
English (Bachelor of Education)
English, with a minor in Japanese (Bachelor of Arts)
English (Bachelor of Arts)

English language refers to both compulsory and elective English courses the undergraduate students are required to take throughout their bachelor's degree, provided by the Department of Foreign Languages, Faculty of Humanities and Social Sciences, Buriram Rajabhat University.

Self-determination refers to the degree of motivation to which the undergraduate students endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice. It can be divided into two types:

1. **Intrinsic motivation** refers to the engagement in learning English because the undergraduate students are intrinsically motivated to learn it. In this study, it can be measured by the following indicators:
 - Interest-enjoyment
 - Perceived competence
 - Value-usefulness
 - Perceived choice
 - Effort-importance
2. **Extrinsic motivation** refers to the engagement in learning English because the undergraduate students are extrinsically motivated to learn it. In this study, it can be measured by the following indicators:

- Teacher
- Performance goal
- Classmate
- Parental involvement
- Learning material

2. Review of Literature

2.1 Definitions of Self-determination

Interestingly, of the researchers' theories in L2 motivation, the theory of "self-determination" by Deci and Ryan (1985, p. 43) has been widely accepted. This term can be defined as follows:

Self-determination is a human motivation associated with the development and performance of personality within social contexts. It focuses on the degree to which human behaviors are self-determined. In other words, it is the degree to which people support their actions at the highest level of reflection and engage in the actions with a full sense of choice (Deci & Ryan, 1985, p. 68).

Dörnyei and Cumming (2003, p. 38) stated that self-determination is generally divided into general types of motivation. The following two types of motivation are certainly not different, but rather lie along a continuum of self-determination as follows:

Intrinsic motivation. This is defined as a stimulus for learning activities that totally arises from internal needs and desires. Deci and Ryan (1985) added that intrinsic motivation is discovered on "innate needs for competence and self-determination" (p. 38). Most researchers would formulate hypotheses that when people freely opt to do any activities, they will look for interesting situations that pose challenges to them. Then they can promote a sense of competence in their capabilities by achieving these challenges.

Extrinsic motivation. This is defined as the context in which motives for performing activities are stimulated by tangible rewards or goals, such as money, high grades, compliments, and examination scores. Language learners with extrinsic motivation perform the activity because they need to obtain some rewards or avoid punishments, for example. Deci and Ryan (1985) maintained that "different types of extrinsic motivation can be classified along a continuum according to the extent to which they are internalized into the self-concept" (p. 39).

2.2 Self-determination and L2 Learning

Noels, Pelletier, Clement, & Vallerand (2000) as cited in Dörnyei & Cumming (2003, pp. 6-7) stated that according to the self-determination theory, a general theory of motivation and personality that developed over the past three decades, there are two general types of motivation: intrinsic motivation and extrinsic motivation. Deci and Ryan (1985, 2002, p. 6) introduced the theory of self-determination. Deci and Ryan's self-determination theory has been one of the most influential approaches in motivational psychology. During the past 4 years, Noels (2003) has gained an overwhelming acceptance when applying this theory to the issues of L2 motivation. Noels and her associates (Pelletier and Vallerand) have thoroughly studied how these concepts could fit into the L2 area and have designed an instrument to assess the various variables of motivation in L2 learning to ensure validity and reliability (Dörnyei, 2003, p. 7).

2.2.1 Intrinsic Motivation

Intrinsic motivation is generally defined as "motivation to engage in an activity because that activity is enjoyable and satisfying to do" (Dörnyei & Cumming, 2003, p. 38). Learners choose to do things and participate in activities because they are intrinsically driven to engage in those things and activities, regardless of other tangible rewards and force. Ryan and Deci (2002, p. 70) confirmed that there is no single factor exhibiting the positive potential of human nature as much as intrinsic motivation. People with intrinsic motivation tend to seek novel and challenging things to exercise their capacities, to explore and to learn. However, the degree of intrinsic motivation can decrease naturally if students become involved with affiliation, mastery, spontaneous interest, and exploration that is crucial to cognitive and social development and that represents a main source of enjoyment and vitality.

Ryan and Deci (1985, p. 70) presented Cognitive Evaluation Theory (CET), a subtheory of Self-determination Theory (SDT), with the objective of identifying factors that explain variability in intrinsic motivation. In their early studies, the findings revealed that positive feedback could enhance intrinsic motivation, whereas negative feedback could diminish it. Moreover, their further studies have showed that a sense of competence will not increase intrinsic motivation unless a sense of autonomy is present. Not only must people have competence, but they must also be self-determined (Ryan & Deci, 2002, p. 70). Consequently, perceived autonomy and competence are motivational constructs responsible for intrinsic motivation.

2.2.2 Extrinsic Motivation

Extrinsic motivation refers to the performance of an activity to attain something in an anticipation of extrinsic rewards such as praise, awards, evaluation, or the like (Ryan & Deci, 2002, p. 71). People with extrinsic motivation seek to perform things and take part in activities because they would like to achieve some instrumental aspects, such as

earning a reward or avoiding a punishment. Connell and Ryan (1987) and Vallerand (1997) stated that the constructs of extrinsic motivation can vary greatly in its relative autonomy.

In order to embrace a variety of educational issues regarding motivation in L2 acquisition, the study of L2 motivation in the 1990s turned more interesting. Gardner and Tremblay (1994) names this concept “motivational renaissance,” expanding beyond the Canadian paradigm. This new theme aimed to investigate the contextual factors or surroundings which were much more influential. It focused on learning contexts such as course-specific motivational components (e.g., enjoyment in the tasks, proper employment of the teacher approach, coherence of the teaching materials), teacher-specific motivational components (e.g., the impact of the teacher’s personality, manner, and teaching style), and group-specific motivational components (e.g., various characteristics of the learning community); that is, influential factors were found in the classroom settings. Dörnyei (2002) also added that his examination on how to enhance learner motivation suggests that social factors (e.g., group dynamics, learning environment and a partner’s motivation) affect a learner’s attitude, classroom behavior, effort and achievement.

2.3 Relevant Research

Wen (1997) examined the motivational factors associated with the learning of Chinese. The participants were from Asian and Asian-American backgrounds. This study aimed (1) to explore why some students were persistent in learning Chinese language while others were not and (2) to investigate possible interactions between learning a ‘truly foreign’ language and motivation.

The findings revealed that the intrinsic interest in Chinese culture and the desire to understand one’s own cultural heritage were the initial motivational factors for students to learn the Chinese language. Expectations of learning tasks and effort helped students continue studying Chinese at the intermediate level. In addition, motivational factors correlated significantly with desired learning outcomes from expectancy theory.

Kang (2000) conducted research that aimed to find out what kinds of orientations could lead to motivation, and how these new cognitive variables are related to English-as-a-foreign-language (EFL) motivation. This study surveyed 192 (90 male students and 102 female students) Korean high school students’ orientations for learning English. The research investigated their motivation by using a questionnaire.

The findings showed that (1) there were more components than traditional integrative orientation, such as intrinsic/extrinsic motivation and instrumental-knowledge motivation; (2) intrinsic motivation was the most salient among them; (3) there existed multiple tracks of orientations vs. motivations vs. achievement; (4) all orientation factors had to be first internally controllable by or for students before leading to motivations or vice versa; (5) intrinsic/extrinsic motivations were mainly related to formal classroom-related factors; and (6) self-confidence construct was associated with either intrinsic or instrumental-knowledge orientation rather than the integrative one.

3. Methodology

3.1 Subjects

Two hundred and fifty undergraduate students (both male and female) in the Department of Foreign Languages, Buriram Rajabhat University, enrolling in both compulsory and elective English courses, participated in the study.

3.2 Materials

3.2.1 Questionnaire

The research instrument in the study was a self-reported questionnaire divided into two parts. The first part aimed to obtain basic demographic information. The second part aimed to examine the degree of self-determination (intrinsic and extrinsic motivation) towards the learning of English language.

3.2.2 Measuring Instruments

To measure intrinsic and extrinsic motivation, the measuring instrument of the present study is designed as follows:

Intrinsic Motivation: To measure intrinsic motivation, the modified 20-item version was employed in this study. The measure “Intrinsic Motivation Inventory (IMI)” was developed by Ryan (1982) and his colleagues. It is a flexible assessment tool on intrinsic motivation.

Extrinsic Motivation: Deci and Ryan’s (1985) original extrinsic motivation research was modified to fit into the current study by incorporating the previously-investigated motivational factors from other researchers (e.g., Gardner & Tremblay, 1994 and Harter, 1985)

The measures for intrinsic and extrinsic motivation were reliable for the present population with an alpha coefficient of .87. Therefore, it could be reliably used to collect information from the studied samples.

3.3 Procedures

The researcher distributed 250 copies of the questionnaire in person to the sampled undergraduate students at the Department of Foreign Languages, Buriram Rajabhat University, during the regular class sessions. During the completion of the questionnaire, the researcher was present to monitor and help the respondents understand some certain parts.

3.4 Data Analysis

The obtained data was processed using the Statistical Package for Social Sciences (SPSS) version 12.0 for data analysis. Descriptive statistics (Percentage, Mean, Frequency, and Standard Deviation) were used to measure and analyze all the indicators of the study.

4. Results

4.1 Demographic Information of Respondents

In this part, the tables record the characteristics of the surveyed undergraduate students, consisting of gender, age, major, level of education and total number of years in English language background.

Table 1 Respondents by Gender

Sex	Frequency	Percentage (%)
Male	33	13.2
Female	217	86.8
Total	250	100.0

Most of the respondents were female undergraduate students. The number of female respondents registered 86.8% while male respondents had a contribution of 13.2%.

Table 2 Respondents by Age

Age	Frequency	Percentage (%)
16-20	159	63.6
21-25	91	36.4
Total	250	100.0

In terms of age, the respondents (n = 250) were divided into two age ranges: 16-20 and 21-25 years old. The majority of them (63.6%) fell into the 16-20 age range, followed by 36.4% in the 21-25 age range.

Table 3 Respondents by Major

Major	Frequency	Percentage (%)
Business English (B.A.)*	61	24.4
English, minor in Japanese (B.A.)	73	29.2
English (B.A.)	62	24.8
English (B.Ed.)*	54	21.6
Total	250	100.0

*B.A. = Bachelor of Arts, *B.Ed. = Bachelor of Education.

In terms of majors, the respondents can be categorized into four majors: Business English (B.A.), English, with a minor in Japanese (B.A.), English (B.A.), and English (B.Ed.). The number of the undergraduate students from English, with a minor in Japanese (B.A.) (29.2%) had the highest contribution, followed by English (B.A.) (24.8%), Business English (B.A.) (24.4%), and English (B.Ed.) (21.6 %) respectively.

Table 4 Respondents by Level of Education

Level of Education	Frequency	Percentage (%)
Freshmen	108	43.2
Sophomore	51	20.4
Junior	91	36.4
Senior	-	-
Total	250	100.0

The number of the first-year students was highest at 43.2%, followed by the third-year students (36.4%), and second-year students (20.4%) respectively, while no fourth-year students participated in the study because they were taking a professional training course at the time.

Table 5 Respondents by English Language Background

No. of Year	Frequency	Percentage (%)
1-5	9	3.6
6-10	142	56.8
11-15	93	37.2
16-20	6	2.4
Total	250	100.0

In Table 5, the respondents are divided into four groups according the length of their English education: 1-5, 6-10, 11-15, and 16-20 years. The majority of the respondents (56%) fell into the 6-10 year group, followed by 37.2% in the 11-15 year group, 3.6% in the 1-5 year group, and 2.4% in the 16-20 year group respectively.

4.2 Self-determination of Respondents in English Language Learning

Table 6 reports means and standard deviations (SD) of the intrinsic motivation of which degree is measured by the interpretation table proposed in the “measuring instrument” section. Each intrinsic dimension is separately analyzed. Each of the dimensions is interpreted with five values (very low, low, neutral, high, and very high), as shown below:

Table 6 Intrinsic Motivation in English Language Learning

Dimension	Mean	SD	Degree of Motivation
Interest-Enjoyment	3.29	.38	Neutral
Value-Usefulness	4.33	.49	Very High
Perceived Competence	2.89	.39	Neutral
Perceived Choice	2.65	.50	Neutral
Effort-Importance	3.62	.45	High
Total	3.36	.26	Neutral

Table 6 presents the results of the analysis conducted on investigation of the degree of all dimensions of the intrinsic motivation in English language learning. The result reveals that the mean for the “value-usefulness” dimension is the highest (M = 4.33, SD = 0.49) while the mean for the “perceived choice” dimension is the lowest (M = 2.65, SD = 0.50). As a result, it can be interpreted that the undergraduate students have a very high motivation in learning English because they perceive that English is useful and valuable. From item # 37 internalized in the “value-usefulness” dimension, the undergraduate students indicate that learning English is useful for their future career (M = 4.59, SD = 0.65), whereas from

item # 20 internalized in the “perceived choice” dimension, the undergraduate students reveal that they are learning English because they have no choice ($M = 2.00$, $SD = 0.85$).

Table 7 reports means and standard deviations (SD) of the extrinsic motivation of which degree is measured by the interpretation table proposed in the “measuring instrument” section. Each extrinsic dimension is separately analyzed. Each of the dimensions is interpreted with five values (very low, low, neutral, high, and very high), as presented on the next page:

Table 7 Extrinsic Motivation in English Language Learning

Dimension	Mean	SD	Degree of Motivation
Teacher	3.53	.55	High
Performance Goal	3.71	.55	High
Classmate	3.31	.66	Neutral
Parental Involvement	3.45	.71	High
Learning Material	3.35	.39	Neutral
Total	3.47	.35	High

Table 7 shows the results of the analysis examining the degree of all dimensions of the extrinsic motivation in English language learning. The findings indicate that the mean for the “performance goal” dimension is the highest ($M = 3.71$, $SD = 0.55$) while the mean for the “classmate” dimension is the lowest ($M = 3.31$, $SD = 0.66$). In this regard, it can be interpreted that the undergraduate students have a high motivation in learning English because they place importance on their learning results. From item # 33 internalized in the “performance goal” dimension, it is shown that by receiving a good grade in English class, the undergraduate students are motivated to learn harder ($M = 4.05$, $SD = 0.71$). In contrast, from item # 14 internalized in the “classmate” dimension, the undergraduate students state that they like to share ideas and volunteer answers during class ($M = 3.07$, $SD = 0.69$).

Table 8 summarizes the overall results of both five intrinsic dimensions and five extrinsic dimensions in order to find out the difference in terms of means and standard deviations. Each dimension is presented in a descending basis in the same table.

Table 8 Factors Contributing to the Degree of Intrinsic and Extrinsic Motivation

Dimension	Self-Determination	Mean	SD	Ranking
Value-Usefulness	Intrinsic	4.33	0.49	1
Performance Goal	Extrinsic	3.71	0.55	2
Effort-Importance	Intrinsic	3.62	0.45	3
Teacher	Extrinsic	3.53	0.55	4
Parental Involvement	Extrinsic	3.45	0.71	5
Learning Material	Extrinsic	3.35	0.39	6
Classmate	Extrinsic	3.31	0.66	7
Interest-Enjoyment	Intrinsic	3.29	0.38	8
Perceived Competence	Intrinsic	2.89	0.39	9
Perceived Choice	Intrinsic	2.65	0.50	10

As reported in table 8, the findings clearly reveal that the mean for the “value-usefulness” dimension is ranked highest ($M = 4.33$, $SD = 0.49$), followed by the “performance goal” dimension ($M = 3.71$, $SD = 0.55$), and the “effort-importance” dimension ($M = 37.5$, $SD = 0.55$) respectively, while the mean of the “perceived choice” dimension is ranked lowest ($M = 2.65$, $SD = 0.50$).

5. Discussion, Conclusions and Recommendations

5.1 Discussion

In this part, the comprehensive discussion of the results in this present study, associated with other previous researchers’ results, are presented as follows:

5.1.1 Intrinsic Motivation in English Language Learning

The “value-usefulness” factor is the most popular among undergraduate students learning English. They have found that learning English as their major field will help benefit their career after graduation and allow them to interact more widely as well as help them understand English-documented literature.

The “interest-enjoyment” factor ranks third of the five factors after the “value-usefulness” and “effort-importance” factors and ranks eighth of the overall studied factors. This outcome agrees with some researchers mentioned in the study. For example, Wen (1997, p. 88) studied motivational factors, and the findings reveal that the intrinsic interest and desire to understand one’s own cultural heritage are the primary motivational factors for them to persist in the language learning. Nevertheless, the “interest-enjoyment” factor should rank among the top three factors.

It is surprising that the “perceived choice” factor has the least contribution among all of the ten factors and the “perceived competence” factor ranks fourth among the five intrinsic factors that undergraduate students perceive. Deci and Ryan (1985, p. 60) asserted that a sense of choice and opportunity for self-direction were found to be able to enhance intrinsic motivation. Therefore, perceived competence and choice are motivational factors attributable to intrinsic motivation.

5.1.2 Extrinsic Motivation in English Language Learning

The undergraduate students perceive that the “performance goal” factor is the most important among the five extrinsic factors in enhancing their motivation to learn. Getting a good grade in English class, they are motivated to learn harder, and learning outcomes can also impact their motivation. This finding supported that of Dörnyei’s study (1990), which investigated the components of motivation in foreign language learning. Like instrumental motives, need for achievement (performance goal) and attributions about past failures could result in a considerable amount of motivation in foreign language learning. Wen (1997) added that motivational factors have a significant correlation with desired learning results.

The “teacher” factor ranks second of the five extrinsic factors that can influence the language learning of undergraduate students. Their English teacher is a great source of inspiration to them to learn English well. Walqui (2000) stated that students need to have a positive and realistic role model who is proficient in several languages as they can read through their teacher’s personal experiences from diverse language and dialect backgrounds. Gardner and Tremblay (1994) proposed teacher-specific motivational components, stating that teachers’ personality and manner as well as teaching styles have an impact on students’ motivation. Consequently, teachers have a substantial role in inspiring them to learn a language well.

The “parental involvement” factor is chosen as the third factor. Parents are as important as teachers in becoming engaged with their children’s language learning. Parents can stress the advantage students will have after graduation from learning English, and help the children with their language learning. Parents’ involvements in attitudes to language learning are two important factors (Gardner, 1985). Support from home is crucial for successful L2 learning. Rodriguez (1982) recommended that parents of English language learners should speak only English in the home. Parents have a role in promoting language learning and valuing both the native and English language.

The “learning material” factor is also highlighted in this study, ranking fourth of the five extrinsic factors. Undergraduate students realize that this factor can lead to motivation in the classroom setting. According to the conceptualization of their new theme called “motivational renaissance,” Gardner and Tremblay (1994) focused their study on the learning context, such as course-specific motivational components. The appropriate employment of teaching methods and coherence of teaching and learning materials can mutually

promote students' motivation. It should be noted that if students find content in the textbooks and other supplementary learning materials coherent and useful to their future occupation, they will put more effort and interest into their study.

Interestingly, undergraduate students' motivation in learning is least influenced by their peer groups or classmates, even if they have much cohesiveness with them during formal learning in the classroom. In this study, the "classmate" factor is regarded as the least influential factor on their motivation. This result contradicts with some researchers. Dörnyei (2002) indicated that social factors, such as group dynamics and spontaneous motivation, can affect learners' attitude, classroom behavior, effort and achievement. In this study, undergraduate students perceived that other studied factors have much more impact on extrinsic motivation than their community learners.

5.2 Conclusions

1. Of the five intrinsic dimensions, the "value-usefulness" dimension had the most contribution to the degree of intrinsic motivation in English language learning. Undergraduate students have learned English because they perceive that English would be of use and value to their potential careers.

2. Of the five extrinsic dimensions, the "performance goal" dimension had the most contribution to the degree of extrinsic motivation in English language learning. Undergraduate students have learned English because obtaining a good learning result can motivate them to persist in learning.

3. Undergraduate students have more extrinsic than intrinsic motivation in learning English. Extrinsic motivational factors play a role, leading to motivation and persistence in their language learning.

5.3 Recommendations for Further Research

Based on the findings and conclusions from this study, the following recommendations are made for further research.

1. As there are a number of motivational factors that are significantly correlated with desired learning outcomes, it is recommended that further studies be conducted constructing sampled students' learning results as a main independent variable in order to investigate the relationship between motivations and learning performance.

2. Motivation is not constant, but changes dynamically over time. It is therefore suggested that other researchers conduct longitudinal studies whilst employing a variety of research methodological tools in lieu of questionnaire per se in order to obtain more comprehensive results.

3. As this study is a quantitative study, it is imperative that further studies be conducted by employing qualitative approaches, such as in-depth interviews or case studies, to complement quantitative research methodologies for the purpose of exploring internal dynamics of student motivation.

References

- Carreira, J. M. (December, 2005). New framework of intrinsic/extrinsic and integrative/instrumental motivation in second language acquisition. *The Keiai Journal of International Studies*, 16, 39-64. Retrieved September 15, 2007, from <http://www.u-keiai.ac.jp/issn/menu/ronbun/no16/039.pdf>
- Clément, R. (1980). Ethnicity, contact and communicative competence in a second language. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), *Language: Social psychological perspectives*. Oxford: Pergamon.
- Connell, J. P., & Ryan, R. M. (1987). *Self-regulatory style questionnaire: A measure of external, introjected, identified, and intrinsic reasons for initiating behavior*. Manual, University of Rochester.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Deci, E. L., & Ryan, R. M. (Eds.), (2002). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 46-78.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. England: Pearson Education Limited.
- Dörnyei, Z. (2002). *The motivational basis of language learning tasks*. Amsterdam: John Benjamins.
- Dörnyei, Z. (Ed.). (2003). *Attitudes, orientations and motivations in language learning*. Oxford: Blackwell.
- Dörnyei, Z., & Cumming, A. (Eds.) (2003). *Language learning: A journal of research in language studies*. Ann Arbor, MI: Research Club in Language Learning.
- Dörnyei, Z., & Csizé, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23, 421-462.
- Gardner, R. C. (1985). *Social psychology and language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (February, 2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41, 10-24. Retrieved September 20, 2007, from http://www.uoguelph.ca/~psystats/readings_3380/gardner%20article.pdf
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical frameworks. *Modern Language Journal*, 78, 359-368.
- Harter, S. (1985). *Competence as a dimension of self-evaluation: Toward a comprehensive model of self-worth*. New York: Academy Press.

- Lepper, M. R., Corpus, J. H. & Lyenga, S. S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. *Journal of Educational Psychology*, 97, 184-196. Retrieved September 20, 2007, from http://www.columbia.edu/~ss957/Lepper_Corpus_Iyengar.pdf
- Noels, K. A. (2003). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. In Z. Dörnyei, (Ed.), *Attitudes, orientations, and motivations in language learning* (pp. 97-136). Oxford : Blackwell.
- Noels, K. A., Pelletier, L., Clement, R., & Vallerand, R. J. (2000). Why are you learning a second language? Orientations and Self-Determination Theory. *Language Learning*, 50, 57-85.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury.
- Porkaew, K. (2003). The roles of attitude and motivation in second and foreign language. *Language Institute Journal*, 2, 69-74.
- Rodriguez, R. (1982). *Hunger of memory: The education of Richard Rodriguez*. Boston: David R. Godine.
- Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, 43, 450-461.
- Ryan, R. M., & Deci, E. L. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Ryan, R. M., & Deci, E. L. (January, 2002). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78. Retrieved September 15, 2007 from http://www.psych.rochester.edu/SDT/documents/2000_RyanDeci_SDT.pdf
- Vallerand, R. J. (1997). *Toward a hierarchical model of intrinsic and extrinsic motivation*. New York: Academic Press.
- Walqui, A. (2000). *Contextual factors in second language acquisition*. Washington, DC: Center for Applied Linguistics.
- Wen, X. (1997). Motivation and language learning with students of Chinese. *Foreign Language Annals*, 30, 235-250.