



A COMPARISON OF EXTRINSIC AND INTRINSIC MOTIVATIONS TO SPEAK ENGLISH OF EFL STUDENTS IN A UNIVERSITY IN THE MEKONG DELTA, VIETNAM

Pham Quoc Thinh¹

¹Tien Giang University

Information:

Received: 25/12/2019

Accepted: 21/08/2020

Published: 04/2021

Keywords:

Motivation, extrinsic motivation, intrinsic motivation, Self-Determination theory, speaking skills

ABSTRACT

It is believed that motivation is an important factor which positively influences teaching and learning process, especially, second language learning (Rehman et al., 2014). In particular, motivation strongly affects EFL students' speaking skills, under the forms of extrinsic and intrinsic motivations. This research aims to compare the level of extrinsic and intrinsic motivations and their regulatory styles in relation to students' speaking skills. To obtain this aim, motivation questionnaires were administered to 120 non-English major students in a university in the Mekong Delta and semi-structured interviews were conducted with 12 students chosen randomly from those who answered the questionnaires. The results showed that students have a higher level of intrinsic motivation than extrinsic motivation in learning speaking skills. Besides, it is also found that identified regulation and satisfaction are respectively the most popular regulatory styles of extrinsic and intrinsic motivations. The findings provide implications for English teachers to adjust their speaking lessons and teaching methods in a way that better enhances EFL students' motivation in learning English speaking skills.

1. INTRODUCTION

English is considered an international language which has been used in all fields, including international relations, science, business, tourism and culture (Majanen, 2008). Therefore, to obtain job opportunities in international settings after graduation from university, it is necessary for students to master all English skills. In particular, for communication purposes, speaking is considered the most important skill among the four English skills, including listening, speaking, reading and writing because it is

believed that knowing a language means that you can speak and communicate with speakers of that language (Ur, 1996). According to Nazara (2011), there is also a tendency to prioritize speaking skills as a tool to evaluate one's mastery of English. As a result, it is vital for students to develop speaking skills in all educational levels in general and university education in particular.

Despite the importance of English speaking mentioned above, from the perspectives of students, many agree that speaking is the skill with a high level of complexity and difficulties

to acquire (Hinkel, 2005). This is because speakers have to master three areas of knowledge at the same time, including mechanical elements of language (pronunciation, grammar, and vocabulary), speaking functions (transaction and interaction) and sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers and relative roles of participants) (Burnkart, 1998). Consequently, most students who learn English as a foreign language (EFL) have difficulties in learning English, especially speaking skills. Besides difficulties in mastering areas of knowledge in speaking, an additional factor that obstructs students' speaking competence is students' lack of motivation. It is possibly hypothesized that second language (L2) speaking skills are influenced by two forms of motivation: extrinsic and intrinsic. According to Self-Determination Theory (SDT, Deci & Ryan, 1985), both forms of motivation are believed to drive human behaviors, because they are related to human psychology and desire to act. L2 speaking development may be linked to self-determination (types of motivation).

The current study focuses on describing and comparing the level of extrinsic and intrinsic motivations and their regulatory styles in relation to students' speaking skills. Specifically, it aims to find out which type of motivation, extrinsic or intrinsic, has a higher level than the other in the process of learning speaking skills. In addition, regulatory styles of each type of motivation will be also compared to determine which regulatory style shows the highest level in relation to students' speaking skills. The results of this research will provide an insightful understanding into how motivation affects EFL students in their development of speaking skills and suggest pedagogical recommendations for L2 teachers. Specifically, focusing on the more popular type of

motivation according to students' perspectives may give teachers insights into the restructure of their speaking lesson plans in a way that is more aligned with students' motivations. Hence, the quality of L2 teaching and learning could be improved.

2. LITERATURE REVIEW AND RESEARCH METHOD

2.1 Literature review

2.1.1 Theoretical basis

It is undeniable that motivation, a kind of internal tendency which urges someone to accomplish something (Harmer, 2001), is a critical factor which determines students' success or failure in certain fields in general and in learning a foreign language in particular. Different findings are found by different scholars and the settings where English is studied as a foreign language (EFL). Motivation is a theoretical construct which seems very important in developing EFL students' speaking performance (Nurjannah, Sukirlan & Suka, 2013). In the historical evolution of language learning motivation, a wide range of theories and perspectives (for reviews, see Dörnyei, 2001) have been adopted by various studies such as Achievement motivation theory (Atkinson & Raynor, 1974), Self-efficacy theory (Bandura, 1997), Attribution theory (Weiner, 1992), Goal orientation theory (Ames, 1992), and Self-worth theory (Covington, 1998). However, with its concentration on the types of motivation rather than the amount of motivation, SDT (Deci & Ryan, 1985) has gained popularity in the field of language education. This theory is a metatheory of human motivation and personality development. Based on the fundamental humanistic assumption, SDT asserts that individuals naturally and actively orient themselves toward growth and self-organization. That means people strive to develop and get more understandings of

themselves by integrating new experiences, cultivating their needs, desires, and interests and connecting with other people and the world. Exploring further how an individual can drive successful learning outcomes to occur, SDT considers people's tendencies for growth to be inherent and linked to their innate psychological needs including autonomy (the need to feel free and self-directed), competence (the need to feel effective), and relatedness (the need to connect closely with others). When these needs are satisfied, people become controlled, fragmented, and alienated and especially are motivated to make efforts in accomplishing leaning goals positively (Ryan & Deci, 2000). With this learning framework, SDT has been applied widely in EFL and L2 learning as a guideline to explain learners' motivational behaviors for better teaching and learning results. According to this theory, motivation is divided into two sub-categories: extrinsic motivation and intrinsic motivation. Extrinsic motivation is related to activities done to achieve specific purposes (Ryan & Deci, 2000). It consists of four regulatory styles including external regulation (related to rewards and punishments), introjected regulation (related to the performance of particular activities for avoiding shame or guilt and/or self-esteem attainment), identified regulation (related to the expression of important self-identifications) and integrated regulation (related to the congruence of external motivations and other personal beliefs and values). Intrinsic motivation is defined as someone's real desire to do something for their enjoyment or satisfaction (Ryan & Deci, 2000). It consists of three regulatory styles: interest, enjoyment, and inherent satisfaction.

2.1.2 Effects of motivation on speaking skills

Regarding the role of speaking skills, speaking is considered one of the most important components of communication. Hedge (2000)

defines speaking as an important factor for impressing upon an interlocutor, face-to-face, for the first time. When students' main goals include communication in real life and for further study, the most important goal of English teaching and learning is to prepare students with speaking skills to communicate (Oradee, 2012). However, speaking is considered a difficult skill which requires practice and experience to master (Widdowson, 1990). Moreover, the development of speaking skills takes years to achieve (Luama, 2004). It stands to reason that motivation is coupled to language learning (Dörnyei, 1994). For studies that have emerged, the results are promising with a strong connection between motivation and speaking performance. Specifically, Jin, Dai, Liu and Zhao (2003) found that motivation and speaking achievement are associated with each other, of which extrinsic motivation is found in students with low speaking competence while students who are intrinsically motivated may have better oral skills. Additionally, a study conducted by Dincer, Yeşilyurt and Takkaç (2012) analyzed the correlation between students' perceptions about their speaking course and their speaking competence. The results show that teachers' support has a significant and positive correlation with students' speaking skills. It can be understood that when students are motivated, their speaking performance in the course will be better.

2.1.3 Either intrinsic or extrinsic motivations

In different contexts, it is hypothesized that students are guided by different levels of intrinsic and extrinsic motivation. In a few cases, extrinsic motivation can outweigh intrinsic motivation in students' speaking, and vice versa.

A number of studies suggest that intrinsic motivation may play a larger role in promoting L2 speaking success for learners. For example,

Dincer and Yesilyurt (2017) conducted a study about students' motivation to speak English as a foreign language. The results show that scores reflecting intrinsic motivation (including personal happiness and satisfaction) gained the most, in comparison with extrinsic motivation and other elements. Similarly, in a research investigating the correlation between intrinsic motivation and speaking proficiency, Wilona, Ngadiman and Palupi (2010) found that most participants were intrinsically motivated to learn English. Furthermore, Villaverde and Lucas (2016) also found that students had more intrinsic motivation in learning reading and speaking skills through various Internet-mediated tasks.

On the other hand, prior studies suggest a more significant impact of extrinsic motivation on students' L2 learning. For example, in their research on effects of intrinsic and extrinsic motivation on students' success in learning English, Oletić and Ilić (2014) found that students have more extrinsic motivation (for traveling abroad and future careers purposes) than intrinsic motivation (for their interest and enjoyment) in learning English. Similarly, Wang (2008) explored the connection between extrinsic and intrinsic motivation and achievements of English language learning in a Chinese context. The results indicate that both extrinsic and intrinsic motivation have a correlation with students' English achievement, while extrinsic motivation had a larger effect, defined by external utility regulation and internal fulfillment regulation.

As presented above, in different contexts, the results about the type of motivation which dominates the other one will be different. Knowing the dominance of each type of motivation will help teachers motivate their students in their teaching and learning context. This is also very meaningful to find out the type of motivation which outweighs the other one in

the context of the Mekong Delta so that the quality of teaching and learning process of speaking skills will be enhanced for the benefits of both teachers and students.

2.2 Research methodology

2.2.1 Research methods and tools

The current study follows a descriptive mixed research design which concentrates on collecting and analyzing quantitative and qualitative data which would determine the type of motivation and the regulatory style of each type of motivation which are dominating students in learning speaking skills and find out why students are interested in learning speaking skills. The quantitative measures of the study involve a questionnaire with a combination of different scales (five-point Likert scales ranging from 1-Strongly Disagree to 5-Strongly Agree) about students' motivation to learn speaking skills. The questionnaires are adapted from Noels' (2001) with the framework of the SDT by Ryan and Deci (2000). The questionnaires are used in this study because they can test many students quickly at the same time. Besides, it is easy to generate quantitative data and analyze the data with the questionnaires. The questionnaires were first designed in English and then translated into Vietnamese versions to be suitable for the participants with different levels of English.

The questionnaires consist of two sections:

Section 1 includes questions about students' background information and their process of learning English, especially speaking skills. This section gives an overview of students' identity, how they were learning English at the university and their point of view about English as well as speaking skills. Detailed information for this section includes students' gender, age, faculty, major, number of years learning English, number of periods of English a week, love for English, favorite skills, the situation of

learning and using speaking skills at the university and outside the class and so on. The background information of students is used to explain some research findings emerged from this study.

Section 2 consists of 30 items in reference to students' reasons to learn speaking skills. This section includes two clusters for extrinsic and intrinsic motivations, of which there are four sub-clusters for extrinsic motivation (external regulation, introjected regulation, identified regulation and integrated regulation) and three

sub-clusters for intrinsic motivation (enjoyment, satisfaction and interest). Those sub-clusters consist of statements to determine the most significant regulatory style of each type of motivation. All items are not presented under the heading of clusters or sub-clusters, but organized in a random order so that the participants will not recognize the items in the same clusters or sub-clusters which will affect their answers. The summary of all clusters and sub-clusters is presented in the following table.

Table 2.1 The summary of clusters and sub-clusters of the Motivation Questionnaire for students

Items no.	Sub-clusters	Clusters
1,8,15,22,29	External regulation	Extrinsic motivation
2,9,16,23	Introjected regulation	
3,10,17,24	Identified regulation	
4,11,18,25	Integrated regulation	
5,12,19,26,30	Enjoyment	Intrinsic motivation
6,13,20,27	Satisfaction	
7,14,21,28	Interest	

The qualitative measures of the study involve semi-structured interviews which focus on finding why students are interested in learning speaking skills. The data from the interviews would be useful for explaining the results obtained from the quantitative measures.

2.2.2 Methods of collecting and analyzing data

2.2.2.1. Data collection procedures

For the questionnaires, after being designed in English and Vietnamese, the Vietnamese version questionnaires were delivered to 20 non-English major students for pilot testing. After that, the final version of questionnaires was administered to 120 non-English major students from all faculties of the university (20 students/faculty) which can probably ensure the

generalization and reliability for the scope of all non-English major students in the university. All of the students were over 20 years old and attending the course of General English 3 in the semester which included speaking assessment. Before the delivery of the questionnaires, the purpose of the study and the outline of the questionnaires were introduced to all participants. While working on the questionnaires, students could ask for clarification from the researcher. On average, it took students about from 10 to 15 minutes to complete the questionnaires.

For the interviews, semi-structured interviews were conducted with 12 students chosen randomly from those who answered the questionnaires. Semi-structured interviews were

conducted in this study in order to obtain detailed responses from the participants on why they were interested in learning speaking skills. The researcher first made appointments with the students and conducted interviews individually for more detailed exchanges between the researcher and the interviewees. All interviews were conducted in Vietnamese. Each interview lasted from 05-10 minutes and was audio recorded and then transcribed for analysis.

2.2.2.2. Data analysis

The data collected from the questionnaire were subjected to SPSS version 20. The respondents' answers were examined for abnormalities and missing data. The results showed that all 120 collected questionnaires met the requirements with sufficient information and complete answers.

To start analyzing the data from the questionnaires, a Reliability Analysis Test was first run to check whether the questionnaire was reliable. The results showed that the questionnaire was reliable with the Cronbach's Alpha of .83. Then, a Descriptive Statistics Test was conducted to calculate the mean score of the questionnaire together with other values including maximum mean score, minimum means core and standard deviation. A One-Sample T Test was then applied to compare whether the mean score of the questionnaire is the same or different from the closet test value

in the questionnaire. After that, a Frequencies Test was run to find out the mean scores of extrinsic motivation and its regulatory styles (including external regulation, introjected regulation, identified regulation and integrated regulation) and intrinsic motivation and its regulatory styles (including enjoyment, satisfaction and interest). This test was necessary to compare the mean scores to determine the type of motivation and the regulatory styles of each type of motivation with more significant effects on students' speaking ability in the scope of the whole participant of the study.

For the interviews, after being transcribed, the data were first read and re-read so that the researcher could be familiar with the entire body of the transcripts. Next, the data were grouped into themes following the reasons why students were interested in learning speaking skills. The themes then were reviewed, modified and developed to make sure that they made sense, were supported by the data or whether they worked in the context of the entire data set.

3. FINDINGS AND DISCUSSION

To begin, a Descriptive Statistics Test was conducted to calculate the overall mean score of the questionnaires together with other values including maximum mean score, minimum means core and standard deviation. The results are presented in the following table:

Table 3.1 Overall descriptive statistics

	N of Items	Mean	Maximum	Minimum	Std. Deviation
Items means	30	3.69	4.33	2.73	0.40

From table 3.1, it is seen that the mean score of the data is 3.69 which is lower than the scale 4 in the five-degree scale. A One-Sample T Test was then applied to check whether the mean score (M=3.69) was different from the test

value 4.0, equivalent to the degree of "agree" in the five-scale degree. The results indicate a significant difference between the mean (M=3.69) and the test value 4.0 is observed (t=-8.64, df=119, sig (2 tailed) =.00). It means that

the level of participants' agreement on the items in the questionnaires is lower than 4.0, signifying a quite high degree.

To find out the type of motivation and the regulatory style of each type of motivation related to the process of learning speaking

skills, a Frequencies Test was run to compare the mean score of each type of motivation and its regulatory styles. The results from the test run on two clusters and seven sub-clusters are showed in the following tables:

Table 3.2 The mean scores of extrinsic motivation and its regulatory styles

Extrinsic motivation and its regulatory styles	N	Mean	SD
Extrinsic motivation	120	3.60	.42
External regulation	120	3.31	.51
Introjected regulation	120	3.14	.74
Identified regulation	120	4.08	.51
Integrated regulation	120	3.87	.48

Table 3.3 The mean scores of intrinsic motivation and its regulatory styles

Intrinsic motivation and its regulatory styles	N	Mean	SD
Intrinsic motivation	120	3.81	.54
Enjoyment	120	3.95	.75
Satisfaction	120	3.96	.53
Interest	120	3.53	.62

The results from tables 3.2 and 3.3 present that the mean score of intrinsic motivation (M=3.81) is much higher than the mean score of extrinsic motivation (M=3.60). This means that intrinsic motivation is more popular than extrinsic motivation in dominating students' process of learning speaking skills. Besides, among four sub-clusters of extrinsic motivation, the mean score of identified regulation (M=4.08) is the highest in comparison with the others arranged in the descending order including integrated regulation (M= 3.87), external regulation (M=3.31) and introjected regulation (M=3.14) respectively. This means that among 4 regulatory styles of extrinsic motivation, identified regulation is the most

popular regulatory style for students to speak English. Similarly, among three sub-clusters of intrinsic motivation, the mean score of satisfaction (M=3.96) is the highest compared to enjoyment (M=3.95) and interest (M=3.53). This illustrates that the most popular regulatory style for students to speak English of intrinsic motivation is satisfaction.

In summary, for the scope of 120 non-English major students participating in the study, the results show that intrinsic motivation outweighs extrinsic motivation in the process students learn speaking skills. This means that they learn speaking skills because of their real desires including their interest, enjoyment and satisfaction. Among those three regulatory

styles of intrinsic motivation, satisfaction is the most popular regulatory style found in students' process of learning speaking skills. It explains that students try to learn speaking skills because of the satisfied feeling when they find out new things, are in the process of accomplishing difficult speaking tasks in English, are able to speak English with other people and foreigners and can communicate in English without translation. For extrinsic motivation, it is outweighed by intrinsic motivation, but still popular in the process of learning speaking skills of students. Among four regulatory styles of extrinsic motivation, identified regulation plays the most important role in dominating how students learn speaking skills extrinsically. Being extrinsically motivated by identified regulation, students try to learn speaking skills because they think it is important for their personal development, they want to be the kind of person who can speak more than one language, they choose to be the kind of person who can speak English and it's their strategy to develop their English proficiency.

As mentioned in the literature review, in different contexts, extrinsic and intrinsic motivations would show different significant effects on speaking skills, and in the context of the current study, it is found that intrinsic motivation outweighs extrinsic motivation in students' process of learning speaking skills. The findings are in line with Dincer and Yesilyurt's (2017), Wilona, Ngadiman and Palupi's (2010) and Villaverde and Lucas' (2016) in stating that students have more intrinsic motivation than extrinsic motivation in learning speaking skills. In those studies, different reasons are found to explain why students are intrinsically motivated in learning speaking skills. For example, Dincer and Yesilyurt (2017) report that regulation, teacher autonomy support and classroom engagement are the factors enhancing student's intrinsic

motivation in learning speaking skills. Besides, Villaverde and Lucas (2016) find that students are intrinsically motivated in learning speaking through various Internet-mediated tasks. In the context of the current study, students have a higher level of intrinsic motivation than extrinsic because of the effects of learning environment and speaking activities organized by teachers which was proved by the results obtained from the semi-structure interviews.

First, students could be involved in the supportive learning environment with helpful teachers. In English classes in general and speaking classes in particular, teachers always try their best to scaffold their students as much as they can. During the teaching process, teachers encounter a number of difficulties, for example, oversized classrooms which prevent teachers from monitoring all of students at the same time to have timely intervention or support or students' passive learning styles in which students will not ask anything if they do not know how to speak. However, they still provide students with scaffolding whenever they can because as English teachers, they want their students to be good at English skills. As a result, students can feel how much their teachers care about them and become interested in learning the skills. Thus, it can be inferred that, in the current context, teachers' scaffolding can promote students' interests in learning speaking skills; as a result, teachers can help to increase students' intrinsic motivation in learning this skill.

Second, speaking activities organized in the class also contribute to increase students' intrinsic motivation in learning speaking skills. In speaking classes, teachers organize various activities such as questions and answers, pair work, group work, presentation, role play, games, etc. Those activities attract students' attention to the lessons as well as encourage them to participate in the lessons. In that way,

students can both study and have fun simultaneously; as a result, students can acquire the knowledge effectively and release stress of their study. This may partly explain why students have more intrinsic motivation in learning speaking skills.

Limitations of the study

Due to time limit, the study has a few limitations that need to take into consideration. The first weakness relates to the quantity of the participants. In the study, only 120 non-English major students take part in the data collection procedures. This might affect the generalization of the collected data to other similar contexts. The study is also descriptive in nature, investigating levels of motivation of students and does not attempt to measure the effects of motivational strategies on students' speaking skill performance.

4. CONCLUSIONS

AND

RECOMMENDATIONS

Based on SDT, this study compares and finds out the more popular type of motivation in relation to non-English major students' speaking skills in a university in the Mekong Delta. It is concluded from this study that students have a higher level of intrinsic motivation than extrinsic motivation in learning speaking skills. As discusses above, students' intrinsic motivation could be derived from teachers who create helpful learning environment and interesting speaking activities. Therefore, it is hoped that English teachers in the context of the current study and other contexts will consider the results of the study to adjust and improve their speaking lesson plans in the direction of emphasizing intrinsic motivation in teaching speaking skills. As intrinsic motivation is enhanced, the process of teaching and learning speaking skills would achieve better results.

The current study contributes to the current literature on speaking skills and motivation, especially extrinsic and intrinsic motivation, but it is still descriptive in nature. Currently, experimental studies on this field are still limited, especially those comparing the degree to which extrinsic and intrinsic motivations might affect students' speaking performance. Besides, regulatory styles of each type of motivation should be also researched for more details in the way they affect students' speaking ability. Therefore, for further research, it is suggested that more experimental studies should be conducted to compare the effects of extrinsic and intrinsic motivations and their regulatory styles on students' speaking performance. Besides, further research could also be conducted to improve the major limitation of the current study by recruiting more participants in order to generalize the research results. In addition, research on the relation of extrinsic and intrinsic motivations and speaking skills is also suggested to be implemented in other contexts with more various research methods such as interviews, observation, self-reports, tests, etc.

REFERENCES

- Burnkart, G. S. (1998). Spoken language: What it is and how to teach it. Retrieved on November 16, 2017 from <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>.
- Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum Press.
- Dincer, A., Yeşilyurt, S., & Takkaç, M. (2012). The effects of autonomy-supportive climates on EFL learners' engagement, achievement in English-speaking classrooms. *Procedia - Social and Behavioral Sciences*, 46, 3890-3894.

- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern language journal*, 78, 273-284.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: CUP.
- Harmer, J. (2001). *The practice of English language teaching*. (3rd ed.). Harlow: Longman
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hinkel, E. (Ed.). 2005. *Handbook of research in second language teaching and learning*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Jin, Q. Y., Dai, S. X., Liu, C. J., & Zhao, F. C. (2003). An analysis of CET-4 passers 'speaking proficiency and relevant factors. In R. Q Liu, & M. C. Dai (Eds.), *The research on the present situation and developing strategies of reform in foreign education in China's high schools*. Beijing: Foreign language teaching and research press.
- Luama, S. (2004). *Assessing speaking*. Cambridge: Cambridge University press.
- Majanen, S. (2008). English as a lingua franca: Teachers' discourses on accent and identity. *Unpublished MA Thesis, University of Helsinki*. Matsuda, A. (2003). *Incorporating World Englishes in teaching English as an international language*. *TESOL Quarterly* 37(4).
- Nazara, S. (2011). Students' perception on EFL speaking skill development. *Journal of English teaching*, 1(1), 29-43.
- Noels, K. A. (2001). *New orientations in language learning motivation: Towards a model of intrinsic, extrinsic and integrative orientations*, In Z. Dörnyei, & R. Schmidt (Eds.), *Motivation and Second Language Acquisition*. Honolulu: University of Hawai'i.
- Nurjannah, A., Sukirlan, M. & Suka, R. G. (2013). The effect of motivation on students' speaking ability. *U-JET*, 2(9), 1-10.
- Oletić, A. & Ilić, N. (2014). Intrinsic and extrinsic motivation for learning English as a foreign language. *ELTA Journal*, 2(2), 23-38.
- Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International journal of social science and humanity*, 2(6), 533-535.
- Rehman, A., Bilal, H.A., Sheikh, A., Bibi, N. and Nawaz, A. (2014). The role of motivation in learning English language for Pakistani learners. *International journal of humanities and social science*, 4(1), 254-258.
- Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25, 54-67.
- Ryan, R. M. & Deci, E. L. (2000). Self-Determination theory and the facilitation of intrinsic
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Villaverde, A. R. S. & Lucas, R. I. G. (2016). Second language learning and intrinsic motivation of multilingual Chinese learners in the Philippines. *International journal of language and linguistics*, 4(3), 114-121.
- Wang, F. (2008). Motivation and English achievement: An exploratory and confirmatory factor analysis of a new measurement for Chinese students of

English learning. *North American journal of psychology*, 10(3), 633-646.

Widdowson, H.G. (1990). *Aspects of language teaching*. Oxford: O.U. P.

Wilona, A., Ngadiman, A. & Palupi, M. G. R. (2010). The correlation between intrinsic motivation and speaking proficiency of the English department students, *Magister scientiae*, 27, 45-56.

APPENDIX

MOTIVATION TO SPEAK ENGLISH QUESTIONNAIRE

(Adapted from Noels', 2001)

Section I. Background information

1. What's your gender?
 - Male
 - Female
2. How old are you?
3. Which faculty do you belong to?
4. What's your major?
5. When did you start learning English?
 - Kindergarten
 - Elementary school
 - Secondary school
 - High school
 - University
6. How long have you been learning English?years
7. How many periods per week are you currently learning English?periods per week
8. What is your score for your previous English course?
9. What is your favorite English skill? (please number from 1 to 5 with 1=the most favorite and 5=the least favorite)
 - Reading
 - Listening
 - Speaking
 - Writing
 - Grammar
10. Do you like learning English speaking skills? Why?
 - Yes, because.....
 - No, because.....
11. How do you evaluate your speaking ability?

- Very good
- Good
- Fairly Good
- Average
- Poor

12. How many periods per week are you currently learning speaking skills?periods per week

13. How often do you use English outside the class?

- Always
- Usually
- Often
- Sometimes
- Hardly ever
- Never

14. Which English skill do you use the most outside the class? (please number from 1 to 5 with 1=the skill you use the most and 5=the skill you use the least)

- Reading
- Listening
- Speaking
- Writing
- Grammar

15. How often do you use speaking skills outside the class?

- Always
- Usually
- Often
- Sometimes
- Hardly ever
- Never

16. In what contexts do you speak English outside the class?

- Practice speaking English with your teachers and friends
- Participate in English speaking clubs
- Complete speaking assignments
- Communicate with foreigners
- Attend job interviews
- Do part-time jobs

Other (Please specify)

Section II. Reasons to learn speaking

Please put a tick (✓) in one choice that best suits you in each row.

Reasons	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. I try to learn speaking to receive rewards, praises and prizes from my teacher.					
2. I try to learn speaking to prove to myself that I am good at speaking English.					
3. I try to learn speaking because I think it is important for my personal development.					
4. I try to learn speaking because it's my duty as a student.					
5. I try to learn speaking because I enjoy the feeling of acquiring knowledge about the language and culture of English speaking countries.					
6. I try to learn speaking because I am satisfied to find out new things.					
7. I try to learn speaking because it's my hobby to hear English spoken.					
8. I try to learn speaking to avoid being punished for not completing the tasks from my teacher.					
9. I try to learn speaking to avoid the guilt that I don't know to speak English.					
10. I try to learn speaking because I want to be the kind of person who can speak more than 1 language.					

Reasons	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
11. I try to learn speaking to integrate into the Western societies.					
12. I try to learn speaking because I enjoy speaking English with my classmates and foreigners.					
13. I try to learn speaking because of the satisfied feeling when I am in the process of accomplishing difficult speaking tasks in English.					
14. I try to learn speaking because I am interested in facing challenges of learning speaking.					
15. I try to learn speaking to have better job opportunities and higher social status in the future.					
16. I try to learn speaking because I would feel ashamed if I couldn't speak English in speaking classes or with foreigners.					
17. I try to learn speaking because I choose to be the kind of person who can speak English.					
18. I try to learn speaking to promote my academic success.					
19. I try to learn speaking because I enjoy the experience when grasping a difficult construct in speaking English.					
20. I try to learn speaking because of the satisfaction when I am able to speak English with other people and foreigners.					
21. I try to learn speaking because I like to speak English					

Reasons	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
with my classmates and foreigners.					
22. I try to learn speaking to get good grades and certificates.					
23. I try to learn speaking to maintain my honor in speaking classes.					
24. I try to learn speaking because it's my strategy to develop my English proficiency.					
25. I try to learn speaking to promote my personal development.					
26. I try to learn speaking because I enjoy the experience when surpassing myself in my English studies.					
27. I try to learn speaking because I feel satisfied when I can communicate in English without translation.					
28. I try to learn speaking because it's my interest to be a part of English speaking community.					
29. I try to learn speaking to participate in speaking contests and win scholarships.					
30. I try to learn speaking because I enjoy learning in a supportive learning environment with creative and enthusiastic teachers.					

THANK YOU!