



The Implications of Intrinsic and Extrinsic Motivation in English Language Learning of First Year ABEL Students

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Abstract - This study was entitled “The Implications of Intrinsic and Extrinsic Motivation in English Language Learning of First Year ABEL students of PSU Lingayen S.Y. 2020-2021”. The researchers implied that the levels and kinds of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals are different, their kinds of motivation can also be different. Through this study, the researchers had determined what intrinsic motivation type (knowledge, accomplishment, stimulation) and intrinsic motivation type (external regulation, introjected regulation, identified regulation, integrated regulation) greatly influence students’ interest in learning the English language and if there is a difference between the intrinsic and extrinsic motivational factors of the students. To achieve the objectives of the study, quantitative descriptive research design was used where in a total of 100 respondents were randomly selected within the age of 18-24 years old, both male and female, from the population of the first year ABEL students. Data gathering by means of survey questionnaire was administered online via google forms during the second semester of the academic year. From the result of data analysis, it was found out that there is a significant difference between intrinsic and extrinsic motivation of first year ABEL students in English Language Learning. Moreover, the results revealed that the respondents are more intrinsically motivated in learning the language when they try to excel or reach certain standard in learning the language, acquire satisfaction and pleasure of developing knowledge and new ideas, and experience enjoyment in speaking and learning the English language. Learners and teachers of the English language as well as administrators and parents will be benefited from the said study. Likewise, from the substance of this investigation, future researchers will obtain vision especially if they will conduct a study on the same or similar framework.

Keywords: motivation level, intrinsic types, extrinsic types, mother tongue

INTRODUCTION

English is the *language of power and progress*. Espinosa (1997) believes that in the contemporary world, it is highly valued in economic or social spheres because it is *functional, practical, and an affordable item or skill* that can be used to increase one’s

position, respectability and marketability. According to the British Council, around the world, there is an enormous demand and need for *English as it provides a significant competitive advantage in everything-* from commerce, to the media, to universities and academia, and especially in developing economies. As such, Kong (2009) suggests



that English language skills have been recognized as an essential skill to acquire in order to be successful in a globalized society. Thus, more and more people swarm into the tide of English learning, approximately *1.5 billion English language learners* based on the 2021 British Council statistics.

Kong (2009) believes that language learning, specifically English language learning, is a very complicated process that is influenced by many factors. He argues that besides the intelligent factor, the non-intelligent factors such as *motivation, attitude, interests, age, methods, will and character* are the direct most important variables to English learning. However, among the many studies conducted concerning language learning, many researchers (e.g. Gardner & Lambert, 1959; Lier, 1996; Deci & Ryan, 1985; Vallerand, 1997; Coleman et. al., 2007 etc.) focused on motivation because they believe that the ***other variables are dependent on motivation for their effects to be realized.*** They dealt with defining, analyzing and conceptualizing *motivational factors* and contributed studies that determine the *role of motivation in language learning.*

According to Piatrach & Schunk (1996), ***motivation*** in general, ***influences how and why people learn as well as their performances.*** It provides people with an aim and direction to follow (Alizadeh, 2016); and is responsible for why they decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it (Dornyei & Skehan, 2003). Therefore, as Alizadeh (2016) claims, it is not only a central factor in human life but also a key factor in language learning. Dornyei (2005) also emphasized this importance of motivation by saying that, “motivation is of great importance in language learning; it provides the primary impetus to initiate

language learning and later the driving force to sustain the long and often tedious learning process.” In relation to this, Pawlak (2011) expressed that it is thus not surprising that different theoretical positions have been advanced over the years with a view to elucidating the role of motivation in this domain, and numerous studies have been conducted in order to identify the learner’s reasons for language learning, gauge the intensity of their effort, or identify the most efficacious ways in which the nature and magnitude of their motivation could be boosted.

Motivation in a language learning context, as cited in Oroujlou and Vahedi (2011), was defined by Gardner (1985) as “*referring to the extent to which the individual works or strives to learn the language because of a desire to do so, and the satisfaction experienced in this activity.*” It is generally classified into- intrinsic and extrinsic motivation. As Ryan & Deci (2001) postulate, ***intrinsic motivation*** is *engaging in an activity because it is enjoyable and satisfying to do.* They believe that intrinsic motivation is based on *instinctive needs for competence and self-determination.* ***Extrinsic motivation*** contrasts intrinsic motivation in which it refers to the *performance of an activity to attain some distinguishable outcome.* Moreover, extrinsic motivation refers to *doing actions to achieve some instrumental aim such as earning a reward or avoiding a penalty.*

Through this study, the researchers determined what extrinsic and intrinsic motivational factors influence students’ interest in learning the English language and if there is a difference between the intrinsic and extrinsic motivational factors of the students in English language learning.



METHODOLOGY

The researchers used quantitative descriptive research design. Descriptive research because the study aims to describe the participants' level of English language learning motivation through quantitative information such as their level of intrinsic and extrinsic motivation. It also describes categories of information such as participants' age, gender, and mother tongue. Finally, it describes the factors that influence the students intrinsic and extrinsic motivation and the difference between the level of intrinsic and extrinsic motivation of the students in learning the English language.

In this study, the participants will be the first year ABEL students of Pangasinan State University-Lingayen Campus enrolled in Academic Year 2020-2021. A total of 100 respondents were randomly selected within the age of 18-24 years old, both male and female, from the population of the first year ABEL students.

RESEARCH INSTRUMENT

This study will use a questionnaire as a data-gathering device. It is an indirect method that uses a carefully planned set of questions given to the respondents to elicit answers to the research questions. The researchers will use closed-ended format questions specifically Likert scale questions that ask respondents to rate the extent to which the proposed statement applied to themselves with a five-point scale ranging from strongly agree to strongly disagree. Besides, the questionnaire items are adapted from the research questionnaires of the following studies:

- Niazi & Zahid (2016) *"Intrinsic and Extrinsic Motivation for Learning*

English as a Second Language (ESL) Among Pre-University Students of Pakistan" where items have been adapted from Komiyama (2009) MREQ (Motivation for Reading in English Questionnaire)

- Gonzalez & Lopez (2015) *"Foreign Language Learning Motivation Questionnaire: Further Examination of a Six-Factor Model"*
- Chang (2005) *"The Relationship Between Extrinsic/Intrinsic Motivation and Language Learning Strategies Among College Students of English in Taiwan"* where items have been adapted from Deci et al. (1985) Motivational Scale.
- Noels et al. (2000) *"Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory"* where items have been adapted from Vallerand et al. (1989) Academic Motivation Scale.

The questionnaire items pertain to the motivational factors affecting the respondent's English language learning. The items taken from the adapted questionnaires will be further classified into **Intrinsic Motivation** (knowledge, stimulation, accomplishment) and **Extrinsic Motivation** (integrated, introjected, identified, external). Some items will be modified to suit the research context.

DATA GATHERING PROCEDURE

Data gathering by means of survey questionnaire was administered online via google forms during the second semester of the academic year. The researchers sent the survey link to the first year ABEL students upon prior consent to become respondents of the study. The participants informed the

respondents regarding the purpose of the study to ensure the confidentiality of the data which were collected. Due to present conditions, the researchers gave considerable time for the respondents to accomplish the survey questionnaire which consists of profiling and 21 predetermined motivation statements which are categorized accordingly.

DATA TREATMENT

In determining the implications of intrinsic and extrinsic motivation in English language learning of freshmen ABEL students, the researchers employed the following statistical tool.

1. In Problem Number one, **Percentage and Frequency** were utilized. This statistical tool measures a group of data divided into one hundred parts. This was employed in interpreting the personal circumstances or profile of the respondents.
2. In solving problem numbers two and three, the weighted average mean was used using SPSS database program. The obtained weighted average mean points were interpreted using the following point value, Likert Scale.
3. In problem number 4, the t-test for two independent samples will be used to determine the significant difference between two means gathered through survey. The formula for t-test is as follows:

RESULTS and DISCUSSIONS

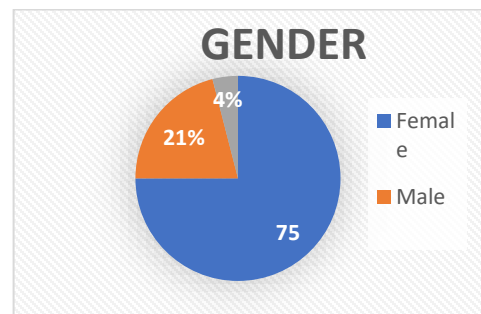
Profile of the Respondents in terms of Gender

Graph 1.a shows the distribution of respondents according to gender. It

demonstrates that the majority of the respondents are female, with a percentage of 75%, 21% are male, and 4% are non-binary.

Graph 1.a

Profile of First Year ABEL Students in terms of Gender

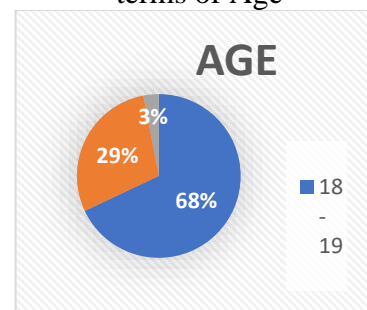


Profile of the Respondents in terms of Age

Graph 1.b shows that out of the 100 respondents, 68% belong to the age bracket of 18-19 years old, 29% belong to the age bracket of 20-21 years old, and 3% are 22 years old.

Graph 1.b

Profile of First Year ABEL Students in terms of Age



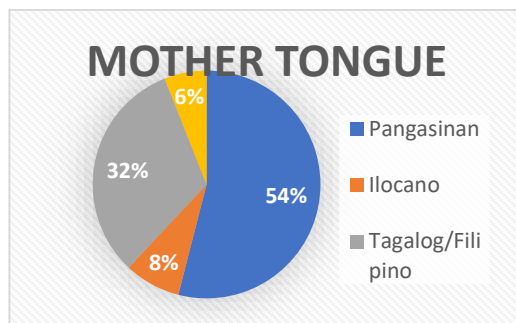
Profile of the Respondents in terms of Mother Tongue

Graph 1.c illustrates that 54% of the respondents identified Pangasinan as their mother tongue, 32% identified Filipino or

Tagalog as their mother tongue, 8% identified Ilocano as their mother tongue, and 6% identified other mother tongues as their first language.

Graph 1.c

Profile of First Year ABEL Students in terms of Mother Tongue



Level of Intrinsic Motivation in English Language Learning in terms of Knowledge

Table 1.a shows the level of intrinsic motivation of first year ABEL students in English language learning in terms of knowledge. Out of 100 respondents, the statement “I learn English for the pleasure I experience when knowing more about the specifics of the language” got a mean of 3.92 which has a descriptive equivalent of “Agree”. The statement “I learn English because I feel satisfied in finding out new information about the English language” got a mean of 4.26 which has a descriptive equivalent of “Strongly Agree”. The statement “I learn English because I enjoy acquiring knowledge about the native speakers and their way of life” got a mean of 4.15 which has a descriptive equivalent of “Agree”. Combining the mean of the three statements gives an average of 4.11 which has a descriptive equivalent of “Agree”.

Thus, in terms of knowledge, the level of intrinsic motivation is high.

Table 1.a

First Year ABEL Students’ Level of Intrinsic Motivation in English Language Learning in terms of Knowledge

Knowledge	Mean	Descriptive Equivalent	Motivation Level
1. I learn English for the pleasure I experience when knowing more about the specifics of the language.	3.92	Agree	High
2. I learn English because I feel satisfied in finding out new information about the English language.	4.26	Strongly Agree	High
3. I learn English because I enjoy acquiring knowledge about the native speakers and their way of life.	4.15	Agree	High
Average	4.11	Agree	High

Level of Intrinsic Motivation in English Language Learning in terms of Accomplishment

Table 1.b shows the level of intrinsic motivation of first year ABEL students in English language learning in terms of accomplishment. Out of 100 respondents, the statement “I enjoy and learn English even if it is difficult” got a mean of 4.26 which has a descriptive equivalent of “Strongly Agree”. The statement “I like it when I grasp a

difficult construct in the English language” got a mean of 3.97 which has a descriptive equivalent of “Agree”. The statement “I am satisfied when I accomplish difficult exercises in English” got a mean of 4.51 which has a descriptive equivalent of “Strongly Agree”. Combining the mean of the three statements gives an average of 4.25 which has a descriptive equivalent of “Strongly Agree”. Thus, in terms of accomplishment, the level of intrinsic motivation is high.

Table 1.b

First Year ABEL Students’ Level of Intrinsic Motivation in English Language Learning in terms of Accomplishment

<i>Accomplishment</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>	<i>Motivation Level</i>
<i>1. I enjoy and learn English even if it is difficult.</i>	4.26	<i>Strongly Agree</i>	<i>High</i>
<i>2. I like it when I grasp a difficult construct in the English language.</i>	3.97	<i>Agree</i>	<i>High</i>
<i>3. I am satisfied when I accomplish difficult exercises in English.</i>	4.51	<i>Strongly Agree</i>	<i>High</i>
<i>Average</i>	<i>4.25</i>	<i>Strongly Agree</i>	<i>High</i>

Level of Intrinsic Motivation in English Language Learning in terms of Stimulation

Table 1.c shows the level of intrinsic motivation of first year ABEL students in English language learning in terms of stimulation. Out of 100 respondents, the

statement “I enjoy learning English because I feel I am good at it” got a mean of 3.78 which has a descriptive equivalent of “Agree”. The statement “I enjoy speaking in the English language” got a mean of 3.99 which has a descriptive equivalent of “Agree”. The statement “I enjoy browsing websites that deal with English language on the internet” got a mean of 4.06 which has a descriptive equivalent of “Agree”. Combining the mean of the three statements gives an average of 3.94 which has a descriptive equivalent of “Agree”. Thus, in terms of stimulation, the level of intrinsic motivation is high.

Table 1.c

First Year ABEL Students’ Level of Intrinsic Motivation in English Language Learning in terms of Stimulation

<i>Stimulation</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>	<i>Motivation Level</i>
<i>1. I enjoy learning English because I feel I am good at it</i>	3.78	<i>Agree</i>	<i>High</i>
<i>2. I enjoy speaking in the English language</i>	3.99	<i>Agree</i>	<i>High</i>
<i>3. I enjoy browsing websites that deal with English language on the internet.</i>	4.06	<i>Agree</i>	<i>High</i>
<i>Average</i>	<i>3.94</i>	<i>Agree</i>	<i>High</i>

Level of Extrinsic Motivation in English Language Learning in terms of External Regulation

Table 2.a shows the level of extrinsic motivation of first year ABEL students in English language learning in terms of external regulation. Out of 100 respondents, the statement “I learn English because it is a global language” got a mean of 4.24 which

has a descriptive equivalent of “Strongly Agree”. The statement “I learn English because it is a worldwide trend” got a mean of 3.20 which has a descriptive equivalent of “Slightly Agree”. The statement “I learn English because it is a skill that everyone should acquire” got a mean of 4.04 which has a descriptive equivalent of “Agree”. Combining the mean of the three statements gives an average of 3.83 which has a descriptive equivalent of “Agree”. Thus, in terms of external regulation, the level of extrinsic motivation is high.

Table 2.a

First Year ABEL Students’ Level of Extrinsic Motivation in English Language Learning in terms of External Regulation

External Regulation	Mean	Descriptive Equivalent	Motivation Level
1. I learn English because it is a global language.	4.24	Strongly Agree	High
2. I learn English because it is a worldwide trend.	3.20	Slightly Agree	
3. I learn English because it is a skill that everyone should acquire.	4.04	Agree	
Average	3.83	Agree	High

Level of Extrinsic Motivation in English Language Learning in terms of Introjected Regulation

Table 2.b shows the level of extrinsic motivation of first year ABEL students in English language learning in terms of introjected regulation. Out of 100 respondents, the statement “Being able to speak English makes me feel a sense of superiority” got a mean of 3.00 which has a descriptive equivalent of “Slightly Agree”. The statement “I feel proud when I speak English well” got a mean of 3.94 which has a descriptive equivalent of “Agree”. The

statement “I want to impress others by being a good English learner” got a mean of 3.22 which has a descriptive equivalent of “Slightly Agree.” Combining the mean of the three statements gives an average of 3.39 which has a descriptive equivalent of “Agree”. Thus, in terms of introjected regulation, the level of extrinsic motivation is moderate.

Table 2.b

First Year ABEL Students’ Level of Extrinsic Motivation in English Language Learning in terms of Introjected Regulation

Introjected Regulation	Mean	Descriptive Equivalent	Motivation Level
1. Being able to speak English makes me feel a sense of superiority.	3.00	Slightly Agree	Moderate
2. I feel proud when I speak English well.	3.94	Agree	
3. I want to impress others by being a good English learner.	3.22	Slightly Agree	
Average	3.39	Agree	Moderate

Level of Extrinsic Motivation in English Language Learning in terms of Identified Regulation

Table 2.c shows the level of extrinsic motivation of first year ABEL students in English language learning in terms of

identified regulation. Out of 100 respondents, the statement “*I learn English because it can help me understand western culture*” got a mean of 3.82 which has a descriptive equivalent of “*Agree*”. The statement “*I learn English because it can help me make friends with foreigners*” got a mean of 3.61 which has a descriptive equivalent of “*Agree*”. The statement “*I learn English because I think it is important for my personal development*” got a mean of 4.19 which has a descriptive equivalent of “*Agree*”. Combining the mean of the three statements gives an average of 3.87 which has a descriptive equivalent of “*Agree*”. Thus, in terms of identified regulation, the level of extrinsic motivation is high.

Average	3.87	Agree	High
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Level of Extrinsic Motivation in English Language Learning in terms of Integrated Regulation

Table 2.d shows the level of extrinsic motivation of first year ABEL students in English language learning in terms of integrated regulation. Out of 100 respondents, the statement “*I learn English to satisfy my parents' expectations*” got a mean of 2.89 which has a descriptive equivalent of “*Slightly Agree*”. The statement “*I learn English because I want to get a more prestigious job later on*” got a mean of 4.25 which has a descriptive equivalent of “*Strongly Agree*”. The statement “*I like my teachers and peers to say that I am good in English*” got a mean of 3.80 which has a descriptive equivalent of “*Agree*”. Combining the mean of the three statements gives an average of 3.65 which has a descriptive equivalent of “*Agree*”. Thus, in terms of integrated regulation, the level of extrinsic motivation is high.

Table 2.c

First Year ABEL Students' Level of Extrinsic Motivation in English Language Learning in terms of Identified Regulation

Identified Regulation	Mean	Descriptive Equivalent	Motivation Level
1. <i>I learn English because it can help me understand western culture.</i>	3.82	Agree	High
2. <i>I learn English because it can help me make friends with foreigners.</i>	3.61	Agree	Moderate
3. <i>I learn English because I think it is important for my personal development.</i>	4.19	Agree	High

Table 2.d

First Year ABEL Students' Level of Extrinsic Motivation in English Language Learning in terms of Integrated Regulation

Integrated Regulation	Mean	Descriptive Equivalent	Motivation Level
1. <i>I learn English to satisfy my parents' expectations.</i>	2.89	Slightly Agree	Moderate
2. <i>I learn English because I want to get a more</i>	4.25	Strongly Agree	High

<i>prestigious job later on.</i>			
<i>3. I like my teachers and peers to say that I am good in English.</i>	3.80	Agree	High
Average	3.65	Agree	High

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**Motivation Level and Mean Relationship
Between Intrinsic and Extrinsic
Motivation**

Table 3 shows that first year ABEL students have both high level of intrinsic motivation and extrinsic motivation. However, their level of intrinsic motivation is higher with an average mean score of 4.10 compared to the 3.68 average mean score in extrinsic motivation.

Table 3
Motivation Level and Mean Relationship
Between the Intrinsic and Extrinsic
Motivation of First Year ABEL Students in
English Language Learning

Motivation	Average Mean	Descriptive Equivalent	Motivation Level
Intrinsic Motivation	4.10	Agree	High
Extrinsic Motivation	3.68	Agree	High

Using the above data, the computed p-value is 0.0001 at 0.05 significance level, with degrees of freedom 99, and t-value of 6.800. **Since the p-value or significant value is lesser than 0.05, it is necessary to reject the null hypothesis.** Thus, there is a significant difference between the intrinsic and extrinsic motivation of in English language learning of first year ABEL students.

CONCLUSIONS

Based on the data gathered, the researchers arrived to the following conclusions:

1. Generally, the profile of the first year ABEL students in terms of gender, age, and mother tongue are as follows:
 - a. Most of the respondents are female.
 - b. The respondents' age ranges from 18 to 22.
 - c. Pangasinan is the mother tongue of the majority of the respondents.
2. In accordance with the computed average mean, the researchers conclude that intrinsically, first year ABEL students are:
 - a. highly motivated in learning the English language when they acquire satisfaction and pleasure of developing knowledge and new ideas.
 - b. highly motivated when they are trying to excel and when they want to reach certain standard in learning the language.



- c. highly motivated by the involvement with learning English language for the experience of fun and excitement.
3. In accordance with the computed average mean, the researchers conclude that extrinsically, first year abel students are
 - a. highly motivated in learning the English language because they see it as a global standard.
 - b. moderately motivated specifically when learning the language as a means to obtain a sense of superiority and to impress other people.
 - c. highly motivated to learn the language because it is relevant or valuable to them, and they personally see the value of learning English.
 - d. highly motivated in learning the language when they envision its good result and when they give satisfaction to other people.
4. There is a significant difference between the intrinsic and extrinsic motivation of in English language learning of first year ABEL students.
5. The first year ABEL students are more intrinsically motivated in their English language learning.

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