EXTRINSIC AND INTRINSIC MOTIVATIONS FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE (EFL) OF STUDENTS OF PUBLIC UNIVERSITIES IN HO CHI MINH CITY

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Abstract: The article examines the reasons the students of public universities in Ho Chi Minh City have for studying English. It also looks at the relationship between the students' extrinsic and intrinsic motivation factors in studying English. The article adapted the motivation section measuring the value component of motivation; the expectancy component of motivation including Control of learning beliefs and Self-efficacy for learning and performance; and the affective component of motivation as Test anxiety. The results of the study show that all five value components of motivation namely Goal orientation, Task value; Control of learning beliefs, Self-efficacy for learning and performance; and Test anxiety are significantly related to the extrinsic motivation while only Goal orientation and Task value are significantly related to the intrinsic motivation.

Key words: extrinsic motivation, intrinsic motivation, learning English, public university

1. Introduction

Literature Review

Distinction between intrinsic and extrinsic motivation and self-determination theory

Deci & Ryan stated that motivation is a multi-dimensional construct. Even a brief reflection suggests that motivation is hardly a unitary phenomenon (Deci & Ryan, 2000). People have not only different amounts, but also different kinds of motivation. That is, they vary not only in level of motivation. A student could be motivated to learn a new set of skills because he or she understands their potential utility or value or because learning the skills will yield a good grade and the privileges a good grade affords. Therefore, as confirmed by Deci & Ryan (2000), the amount of motivation does not necessarily vary, but the nature and focus of the motivation being evidenced certainly does.

English as a Second Language (ESL/ESOL) and English as a Foreign Language (EFL)

English as a Second Language (ESL) is also known as English for speakers of other languages (ESOL), English as an additional language (EAL) and as English as a foreign language (EFL). The precise usage, including different uses of the terms ESL and ESOL in different countries, is described below. These terms are most commonly used in relation to teaching and learning English as a second language, but they may also be used in relation to demographic information.

EFL, on the other hand, is taught in countries where the native language is not English (Lake, 2013). When English is being learnt in a country where the local language in not English;

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therefore, the students are learning English as a Foreign Language. In most cases, students in an EFL class share the same First Language. A student studying EFL may not be concerned about learning English as quickly as possible because he or she is probably living in a country where he or she speaks the First Language of the country and is able to take care of the necessities of daily life

English at tertiary level in Vietnam

In his recent research, Hoang (2008) found that among the five foreign languages recognized nationally at tertiary level in Vietnam (e.g. English, Russian, Chinese, French, and German), around 94% of undergraduates and 92% of graduates are studying English as a compulsory subject. Unlike primary or secondary levels of the Vietnamese educational system, tertiary students are better motivated to learn English because their colleges and universities are mostly based in major cities where they can have better access to more resources and selections to the target language, and, more importantly, they can find a good job with their high competence of English.

However, according to Van et al. (2006), the quality of teaching and learning English languages at both general and tertiary levels in Vietnam is still very low, which is far from meeting the demand of socio-economic development of the country and the promising career of the students themselves at the moment.

The motivated strategies for learning questionnaire

The Motivated Strategies for Learning Questionnaire (MSLQ, Pintrich, Smith, Garcia and McKeachie, 1991) is a self-report questionnaire designed to assess motivation of university students and different learning strategies that they use in a particular academic course. The instrument is usually given in class and takes approximately 20-30 minutes to complete. There are no norms developed for the instrument, although local norms can be generated for individual classes, instructors, or institutions if desired for comparative purposes (Duncan & McKeachie, 2005). Having no population-wide norms is in keeping with the MSLQ's theoretical framework. Namely, the social-cognitive model on which the MSLQ is based "assumes that students' responses to the questions might vary as a function of different courses, so that the same individual might report different levels of motivation or strategy use depending on the course" (Duncan & McKeachie, 2005, p. 119).

Research hypotheses

To examine the potential of utilizing the Motivated Strategies for Learning Questionnaire (MSLQ) as instruments examining students' motivation to learn English speaking at universities, the following research hypotheses were created:

H1: Goal orientation is a significant factor that has impact on extrinsic motivation.

H2: Task value is a significant factor that has impact on extrinsic motivation.

H3: Control of learning beliefs is a significant factor that has impact on extrinsic motivation.

H4: Self-efficacy is a significant factor that has impact on extrinsic motivation

H5: Test anxiety is a significant factor that has impact on extrinsic motivation

H6: Goal orientation is a significant factor that has impact on intrinsic motivation

H7: Task value is a significant factor that has impact on intrinsic motivation

H8: Control of learning beliefs is a significant factor that has impact on intrinsic motivation

H9: Self-efficacy for learning and performance is a significant factor that has impact on intrinsic motivation

H10: Test anxiety is a significant factor that has impact on intrinsic motivation

Significance of the research

The research study could provide information on the issues of motivation and motivated learning strategies, particularly on the extrinsic and intrinsic motivation's determinants of EFL students in the scope of learning English speaking at tertiary level.

Besides, this study would also be a review for tertiary management and stakeholders to adapt and take advantage from triggering the appropriate motivation of students, as well as to enhance English speaking approach by referring to Task-based Instructions and some other advanced methods of ELT for Speaking in the world.

Furthermore, this study would be beneficial to the teachers of all levels as its findings confirmed and supported suggestions to attain and retain students' motivation to learn in an EFL classroom. This would be expectedly lightening the awareness of both the students who have intrinsic motivation to learn and those who need extrinsic rewards for better performance.

2. Theoretical framework

The theoretical (or conceptual) framework supports the goal. It will provide the guiding structure for the standards, and represents the vision and direction of stakeholders. While it is usually stated at the beginning of a standards document, it will also be infused throughout them. Examining current research in the area and reading such studies recently done will better prepare those who will create or adapt the standards. It will not only provide the background knowledge needed to produce the standards, but may provide ideas of how to approach the task as well.

In this study, the researcher adapted the motivation section, which consists of 31 items of the Motivated Strategies for Learning Questionnaire (MSLQ, Pintrich et al., 1991), measuring the value component of motivation including **Goal orientation** (the author combined the two scales extrinsic goal orientation and intrinsic goal orientation into a more representative and comprehensive factor), **Task value**; the expectancy component of motivation including **Control of learning beliefs** and **Self-efficacy for learning and performance**; and the affective component of motivation as **Test anxiety.**

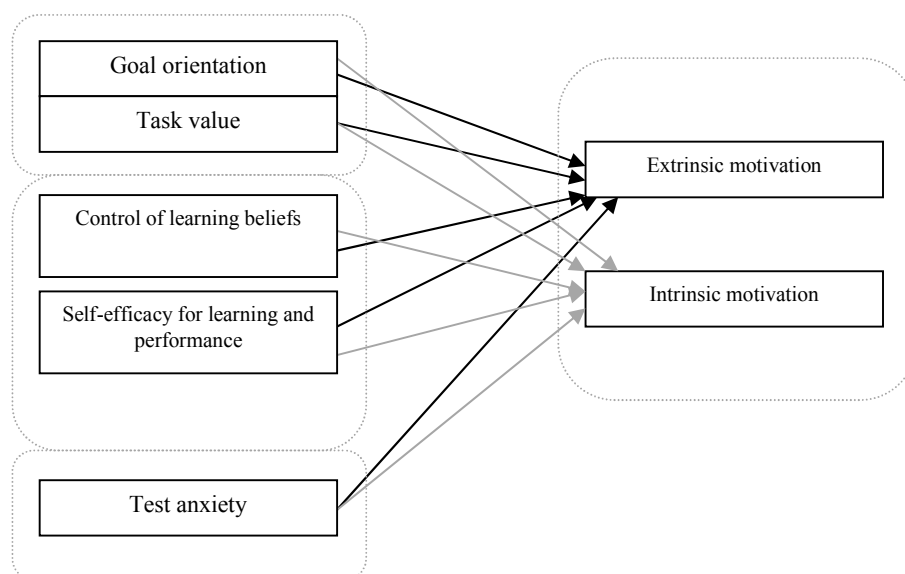The research framework of the study is illustrated in Figure 1 below.

Figure 1. Theoretical Framework

2.1. Goal orientation

In their review of goal orientation research, Kaplan & Maehr (2007) provide a chart listing aspects of educational environments that promote learning goals in contrast to those that promote performance goals. Table 1 shows an abbreviated version of this chart.

Table 1. Aspects of environments that foster learning versus performance goals

Aspect of environment	Promoting a learning goal orientation	Promoting a performance goal orientation
Task	Tasks are designed to be useful and personally meaningful to individuals.	Tasks are the same for all participants and are designed primarily to evaluate ability.
Recognition	Recognition is given for extending effort, taking risks, being creative, sharing ideas, learning from mistakes.	Recognition is given for demonstrating ability with minimal effort, following rules, not making mistakes.
Grouping	Groups are formed to support learning from one other rather than by ability. Sharing between groups is encouraged.	Groups are formed based on level of ability, with competition between groups.
Evaluation	Individuals are evaluated on progress, creativity, and learning of skills. Evaluation is private.	Individuals are evaluated for completing tasks and in comparison to others. Evaluation is public.
Time	Individuals are evaluated for completing tasks and in comparison to others. Evaluation is public.	Individuals must complete work based on a rigid schedule with time pressure. Completion is more important than understanding.

Source: *Adapted from "The Contributions and Prospects of Goal Orientation Theory," by A. Kaplan and M. L. Maehr, 2007, Educational Psychology Review, 19, p. 159*

Multiple classroom, task, and motivational features as well as individual characteristics may negatively or positively influence learning goals during the process to reach these goals (Brookhart & Durkin, 2003; Duncan & McKeachie, 2005). At the start of a course, students may exhibit high intrinsic goal orientations, but as students progress through their studies, they tend to become more extrinsically motivated as they are under pressure to pass exams and demonstrate success (Ditcher, 2001). Other studies also suggest that younger students are more intrinsically motivated to explore and understand the world around them, but their intrinsic interest fades throughout their progression in an academic environment, which regulates the content students, are required to learn (Lepper & Hodell, 1989).

2.2. Task value

Task value is a function of the characteristics of a task and an individual's needs, goals and values (Wigfield & Eccles, 2002). One's value on task engagement is contingent upon the extent of attainment of his or her needs, goals, and personal values. The task value aspect of motivation (i.e., a person's reasons for choosing to perform a task) includes his or her goals for a task and beliefs about the interest, importance or utility of the task (Pintrich & de Groot 1990). Task value influences the strength or intensity of behavior related to a task (Pintrich & Schrauben 1992).

2.3. Control of learning beliefs

The concept of control of learning beliefs in this study is derived from self-regulated learning strategies (SRL). Previous studies (Ray, Garavalia & Murdock, 2003) had shown that one of the main indicators of success in learning is the use of SRL. Originally, SRL has a close relationship with Bandura's Social-Cognitive Learning Theory, Piaget's Theory of Regulation and Effort Theory of Vygotsky (Gross et al., 1997). SRL refers to the self-directive process and self-beliefs that enable learners to transform their mental abilities into academic performance (Barry, 2008). Previous studies also showed that students who have high use of SRL have some advantages in learning such as being able to develop their own initiatives while learning, and being able to adapt their methods and strategies towards learning, in order to achieve their own learning objectives (Liao et al., 2012) in their own context of living (al-Alwan, 2008; Ryan & Deci, 2000).

2.4. Self-efficacy for learning performance

Persons with high self-efficacy beliefs show confidence in their skills and abilities to do well and have been shown to participate more in learning activities. These students tend to expend greater effort and persistence and achieve higher levels of academic performance than students with low self-efficacy (Pintrich & DeGroot, 1990; Pintrich & Schunk, 2002; Schunk, 1996).

Conversely, students with low self-efficacy have little confidence in their skills and abilities and are less likely to persist when faced with challenges (Pintrich & Schunk, 2002). Lack of self-efficacy has also been coupled with debilitating affected of high-test anxiety (Bandura, 1986).

2.5. Test anxiety

One study by Aydın (2001) is associated with the sources of foreign language classroom anxiety in speaking and writing classes. In her study, she conducted a diary study on the sources of FL anxiety in speaking and writing classes. The results deducted and supported the categories suggested in the literature and revealed that the sources of anxiety can be different in FL speaking from the sources of anxiety in FL writing. In another study (Koralp, 2005) found that EFL learners experienced some English language learning anxiety on two anxiety level measures, fear of negative evaluation and test anxiety, which were also positively correlated (Koralp, 2005 cited in Aydın, Yavuz & Yeşilyurt, 2006). About test anxiety, Aydın (2009) researches sources and effects of test anxiety among foreign language learners and at the end of the study, the results show that test anxiety considerably affect students' levels of achievement, performance, proficiency and language skills, teachers and examiners should also receive training to improve their insight into the effects of test anxiety on learning process.

3. Methods and materials

3.1. Qualitative method

Qualitative research was conducted to collect some opinions of the students and teachers on issues that students are interested in when they want to improve their satisfaction about the quality of training at vocational schools in HCMC. The contact with students, teachers will help to identify the factors affecting the quality of training.

Qualitative research was conducted through in-depth interviews with students and teachers who are studying and teaching at each of 08 public vocational schools in HCMC. Collected information from qualitative research is a basis to adjust the scale and design of questionnaires for quantitative research.

3.2. Quantitative method

The study allowed a quantitative research approach using an exploratory and descriptive design. Quantitative research seeks to answer questions of how much and how many and is concerned with relationships between variables (Polit & Beck, 2004).

According to Burns & Groove (1993), descriptive research enables a researcher to explore and describe a phenomenon in its real situation. It also allows the researcher to generate new knowledge of the subject by describing characteristics of persons, situations and the frequency with which certain phenomena occur. Descriptive studies also measures incidence rates, prevalent rates and relative risks (Polit & Beck, 2004).

This is very important, especially since little previous research has been done in Vietnam on issues of motivation towards ELT at tertiary level. According to Struwid & Stead (2001) and Polit & Hungler (1989), exploratory research probes more by allowing for an in-depth exploration of dimensions of the phenomenon existing at present and links it to phenomena that happened in the past. In other words, the author is investigating a current outcome by attempting to determine previous factors that caused it.

3.3. Population and sample of the study

A target population is the specific, complete group relevant to the research project. While doing sampling it is essential to understand the target population from which data are collected for the research. The target population should answer the critical characteristics of the population (Zikmund, 2003). In this study, convenience sampling was used to summon the sample needed for data analysis. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The subjects are selected just because they are easiest to recruit for the study and the researcher did not consider selecting subjects that are representative of the entire population.

Spanning six major universities in Ho Chi Minh City, data were collected from online and printed questionnaires. Six public universities that offer programs in English, English pedagogy, and American studies were invited to participate in the study. These six sites represent a cross section of locations and a mixture of urban and semi-urban settings of HCMC.

After selecting the target public universities in HCMC, questionnaires were distributed to (1) teachers of English and English-related faculties who are directly delivering the English sessions to students; (3) students who are studying at the selected schools. 100 questionnaires were distributed in each university for minimizing the possibility of uncertainty and biasness. The total number of 600 questionnaires was distributed, out of which 592 questionnaires were returned that made up a response rate of 98.7%.

Total sample size became 592 and data were entered for analysis by using SPSS version 20.0 with research methods as Factor Analysis, Cronbach's Alpha calculation, KMO and Barlett's Test, and Regression Analysis.

3.4. Research instrument

Survey Questionnaire Adapted from MSLQ

As indicated previously, the main research instrument was the MSLQ. In addition, a demographic questionnaire was created by the researchers to obtain participants' background information relevant to their involvement in this study. Furthermore, the section including sections examining how students perform motivation to learn English was also supplemented for exploring the impact of motivation components to two different types of motivation (e.g. extrinsic and intrinsic motivation).

4. Findings/Results

4.1. Questionnaire findings on task value

The factor "Task value" (TBI) in the research model is measured by six observed variables from TBI1 to TBI6. The results from testing the scales by SPSS 20.0 showed that Cronbach`s Alpha coefficient is $0.949 > 0.6$, the total correlation coefficients of observed variables are greater than 0.3. So the researcher can conclude that the scales for the factor "Task value" are reliable when being measured with 6 observed variables from TBI1 to TBI6.

Table 2. Task value

Variables		N	Mean	Std. Deviation
TBI1	- I think I will be able to use what I learn in this course in other courses.	589	2.7114	1.39784
TB2	- It is important for me to learn the course material in this class.	589	2.7419	1.42903
TBI3	- I am very interested in the content area of this course.	589	2.7233	1.40207
TBI4	- I think the material in this class is useful for me to learn.	589	2.7555	1.44443
TBI5	- I like the subject matter of this course	589	2.8896	1.42847
TBI6	- Understanding the subject matter of this course is very important to me.	589	2.8964	1.43847

4.2. Questionnaire findings on self-efficacy

The factor "Self-efficacy" (SE) in the research model is measured by eight observed variables from SE1 to SE8. The results from testing the scales by SPSS 20.0 showed that Cronbach`s Alpha coefficient is 0.946 > 0.6, the total correlation coefficients of observed variables are greater than 0.3. So the researcher can conclude that the scales for the factor "Self-efficacy" are reliable when being measured with 8 observed variables from SE1 to SE8.

Table 3. Self-Efficacy

Variables		N	Mean	Std. Deviation
SE1	- I believe I will receive an excellent grade in this class.	589	4.4075	1.77099
SE2	- I'm certain I can understand the most difficult material	589	4.4992	1.71292
SE3	- I'm confident I can understand the basic concepts taught in this course.	589	4.4958	1.67273
SE4	- I'm confident I can understand the most complex material presented by the instructor in this course.	589	4.5229	1.60619
SE5	- I'm confident I can do an excellent job on the assignments and tests in this course.	589	4.6112	1.58863
SE6	- I expect to do well in this class.	589	4.6808	1.61939
SE7	- I'm certain I can master the skills being taught in this class.	589	4.6876	1.70260
SE8	- Considering the difficulty of this course, the teacher, and my skills, I think I do well in this class.	589	4.5433	1.65582

4.3. Questionnaire findings on test anxiety

The factor "Test anxiety" (TEST) in the research model is measured by five observed variables from TEST1 to TEST5. The results from testing the scales by SPSS 20.0 showed that Cronbach`s Alpha coefficient is 0.947 > 0.6, the total correlation coefficients of observed

variables are greater than 0.3. So the researcher can conclude that the scales for the factor "Test anxiety" are reliable when being measured with 8 observed variables from TEST1 to TEST5.

Table 4. Test anxiety

	Variables	**N**	**Mean**	**Std. Deviation**
TEST1	- When I take a test I think about how poorly I am doing compared with other students.	589	3.7963	98246
TEST2	- When I take a test I think about items on other parts of the test I can't answer.	589	3.8166	1.02037
TEST3	- When I take tests I think of the consequences of failing.	589	3.8591	1.02958
TEST4	- I have an uneasy, upset feeling when I take an exam.	589	3.8795	1.07574
TEST5	- I feel my heart beating fast when I take an exam.	589	3.9066	1.13978

4.4. Questionnaire findings on significant relationship between the extrinsic and intrinsic motivation factor

The factor "Extrinsic motivation" (EXM) in the research model is measured by seven observed variables from EXM1 to EXM7. The results from testing the scales by SPSS 20.0 showed that Cronbach`s Alpha coefficient is 0.943 > 0.6, the total correlation coefficients of observed variables are greater than 0.3. So the researcher can conclude that the scales for the factor "Extrinsic motivation" are reliable when being measured with 7 observed variables from EXM1 to EXM7.

Table 5. Extrinsic Motivation

	Variables	**N**	**Mean**	**Std. Deviation**
EXM1	- My current or future job requires me to learn English.	589	2.8930	1.10215
EXM2	- My parents are pressuring me to learn English.	589	2.8744	1.10403
EXM3	- I am required to take English as part of my schooling.	589	2.8574	1.10812
EXM4	- I am forced to learn the language because I am going to immigrate or study overseas to an English-speaking country.	589	2.9168	1.09492
EXM5	- I have someone pay or reward me for learning English.	589	2.9593	1.10119
EXM6	- Society as a whole believes that I should know more than one language.	589	2.9830	1.10797
EXM7	- I will get some sort of trouble if I don't study English lessons.	589	2.9508	1.10470

Intrinsic motivation

The factor "Intrinsic motivation" (INM) in the research model is measured by six observed variables from INM1 to INM6. The results from testing the scales by SPSS 20.0 showed that Cronbach`s Alpha coefficient is $0.937 > 0.6$, the total correlation coefficients of observed variables are greater than 0.3. So the researcher can conclude that the scales for the factor "Intrinsic motivation" are reliable when being measured with 8 observed variables from INM1 to INM6.

Table 6. Intrinsic Motivation

	Variables	**N**	**Mean**	**Std. Deviation**
INM1	- I enjoy speaking English.	589	4.3939	1.20699
INM2	- I am excited about speaking it because I have an important person, who have much influence on me, speaks the language.	589	4.3905	1.20669
INM3	- I dream about becoming part of that language's culture.	589	4.4873	1.22138
INM4	- I believe it will improve my life to know this foreign language.	589	4.4414	1.20742
INM5	- I had the choice to learn the language or not and I chose to learn it.	589	4.4261	1.21081
INM6	- I feel proud when I can speak English with others.	589	4.4075	1.24144

5. Discussion and implications

5.1. Value component of motivation

Motivation is a starting point of any work in a certain course which directs students' activity and helps them to persist in study tasks through the school year. The analysis of motivational factors in this study showed that the value component of students' motivation is the dimension that is related to extrinsic motivation but not intrinsic motivation. Goal orientation is the only factor of value component proved to have impact on intrinsic motivation. This result is reasonable as students taking part in this research comes from universities of a major city in Vietnam. Students with intrinsic goals perceive learning tasks as opportunities to increase their knowledge of the subject matter (Dweck & Leggett, 1988) and possess real interest and desire to master understanding. These students tend to have a higher degree of interest for academic tasks, higher perception of task importance and utility, increased cognitive engagement, positive perceptions of academic efficacy, stronger focus for developing new skills, expend more effort when encountering challenges, and utilize successful learning strategies (Elliot & Church, 1997; Elliot & Harackiewicz, 1996; Middleton, M.J & Midgely. C., 1997; Pintrich, 2000a; Wigfield & Eccles, 2001; Wolters, 2004). Students to whom grades, competition and evaluations of other students are important invested more effort in their own learning strategies of EFL. The results are consistent with recent research on extrinsic motivation and performance orientation that showed their positive effects on motivation and

learning performance (Church, Elliot & Gable, 2001; Pintrich & Schunk, 2002; Senko & Harackiewics, 2005).

5.2. Expectancy component of motivation

Regarding expectancy component, both scales of the construct had significant positive impact on the two types of motivation. Of the two scales, control for learning beliefs gained the highest prediction ability to extrinsic motivation and Self-efficacy succeeded in predicting both extrinsic and intrinsic motivation with a rather high significant level. This seems to be consistent and further maintained current research in the field of self-efficacy. Persons with high self-efficacy beliefs show confidence in their skills and abilities to do well and have been shown to participate more in learning activities. These students tend to expend greater effort and persistence and achieve higher levels of academic performance than students with low self-efficacy (Pintrich & DeGroot, 1990; Pintrich & Schunk, 2002; Schunk, 1991).

6. Conclusion

In order to improve students' ability of using English as a foreign language, many solutions should be jointly conducted synchronously to achieve high efficiency. Specifically, teachers must always update teaching methods that are appropriate, attractive and equitable, effective in assessing the learning outcomes of students. Students themselves should promote their active role and are encouraged to take guidance from the faculty. Students should be aware of their central role in the learning process to constantly strive to achieve their own aspirations, to meet the expectations of their family, school and society. The teaching institutions should listen to opinions from teachers and students to make appropriate adjustments and policies in support of training programs. Only by doing so will the students' English speaking skills be improved, which will help students prove to be confident in the learning environment, academic research and international integration.

From the analysis of the factors affecting the motivation of the students towards using English, as well as the considerable situation regarding confidence in communication skills, the author recommends implementing synchronous solutions combining cooperation of students, teachers, and schools, generally as follows:

Students should actively seek opportunities to practice. Students should demonstrate their central role in the control for learning beliefs and self-efficacy to actively participate in learning activities. In addition, to create more opportunities for students to practice communication in English, the approach of "Bonus and Minus" can be a possible application for practical attitude and frequent reaction to English. After the students get familiar with this principle, we can apply the mandatory rules and have separate disciplinary action to furthermore encourage students to speak English as a foreign language in their most natural and comfortable way.

The current assessment of the competence of English amongst students is mostly focused on the results of the final written test at the end of the courses. However, for the ability to use English effectively, the process shown in the classroom is very important and is also an effective tool and best practice to reflect the attitude of learning and students' progress. Therefore, instead of assessing students through their final exams as being currently

implemented, the grading should also be reviewed with an equivalent rate through active presentations and pitching in pairs, groups, and individuals. This measure will encourage students to practice more, have stronger motivation for active learning, based on which the confidence and boldness in using English as a foreign language can be successfully monitored and maintained.

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ĐỘNG LỰC BÊN NGOÀI VÀ ĐỘNG LỰC NỘI TẠI CỦA SINH VIÊN HỌC NGOẠI NGỮ TẠI CÁC TRƯỜNG ĐẠI HỌC CÔNG LẬP TẠI THÀNH PHỐ HỒ CHÍ MINH

Tóm tắt: Bài báo đưa ra các lý do sinh viên của các trường đại học công lập ở thành phố Hồ Chí Minh học tiếng Anh và cũng xem xét mối quan hệ giữa các yếu tố động lực bên ngoài và nội tại của sinh viên trong việc học tiếng Anh. Kết quả của nghiên cứu cho thấy rằng tất cả các yếu tố giá trị của động cơ là định hướng mục tiêu, giá trị nhiệm vụ; Kiểm soát niềm tin học tập, Khả năng tự học để học và thực hiện. Kết quả của nghiên cứu cho thấy rằng cả năm giá trị của các thành phần động lực, cụ thể là định hướng mục tiêu, giá trị nhiệm vụ; kiểm soát niềm tin học tập, khả năng tự học để học và thực hiện; các thử nghiệm có liên quan đáng kể đến động lực bên ngoài cũng như định hướng mục tiêu và giá trị nhiệm vụ có liên quan đáng kể đến động lực nội tại.

Từ khoá: đại học công lập, động lực bên ngoài, động lực nội tại, học tiếng Anh