



INTRINSIC AND EXTRINSIC MOTIVATIONAL FACTORS IN FOREIGN LANGUAGE LEARNING

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Article history:	Abstract:
<p>Received: 4th January 2022 Accepted: 4th February 2022 Published: 12th March 2022</p>	<p>The success of learners in education is influenced by both intrinsic and extrinsic motivations regardless of their level. Teachers' teaching methods, parents' encouragement, or the learners themselves play a dominant role in promoting motivation in and out of the classroom. Generally saying, all learners are motivated if only ample time is allocated and enough effort is put to inspire them to learn, challenge, and to maintain the enthusiasm. However, how do we find out if learners are motivated or not, what influences their motivation? Up to now, the study on motivation, its types and the influence on the foreign language acquisition have been investigated by numerous language researchers. This paper struggles to examine the impacts of intrinsic and extrinsic motivations on the language acquisition by identifying the self-determination of the learner, teachers' motivational techniques and their learners' motivation, as well as recognizing some other components to increase learner's motivation in foreign/second language (L2) acquisition. These provided areas are supported by theories and other researches based on L2 learners' motivation, Edward Deci & Richard Ryan's theory (1985) on self-determination, and intrinsic and extrinsic types of motivations are the dominant idea which this case study mostly relies on. Additionally, two of the SDT (Self-determination theory)'s mini theories which were mentioned by McEown, M. S., & Oga-Baldwin, W. L. Q. (2019) in their research articles will be utilized to find the answers to the following questions:</p> <ul style="list-style-type: none">• What is the impact of intrinsic and extrinsic motivations on L2 acquisition? <ol style="list-style-type: none">1. Which one is more dominant in language learning: intrinsic or extrinsic?2. How can motivation change in higher educational institution?

Keywords: Motivation: Intrinsic And Extrinsic, Change, Language Acquisition

LITERATURE REVIEW

For a vehicle to start it needs gas; for a person to start something new, s/he is in need of motivation. Deci&Ryan (2000) states that *to be motivated means to be moved to do something*. Motivation is widely accepted as one of the significant tools that leads a person towards successful action, development, and eventually, rewards with satisfying achievement. Insufficient motivation prevents an adapt individual from accomplishing a long-term goals, even if perfect teaching and proper strategies are applied (Dornyei, 1998). The success and the failure of any task linked mostly with the presence or absence of motivation. Particularly, second language learning incredibly benefits from the presence of the right motivation. These kinds of claims have been observed and examined in several studies by numerous researchers, besides the people who are involved in the learning process all agree that mastering another foreign language is impossible without the dominant role of motivation.

HISTORICAL DEVELOPMENT

In retrospect, the indispensable role and the impact of motivation on any field were also psychologists' and other researchers' the most area of concern. Among them two of the social psychologists, Gardner and Lambert from Canada began their research on LL (language learning) motivation in 1959. The core of their claim was the significance and the difference of L2 learning from any other field, more specifically, they supported the idea by stating the involvement of another culture interference to the individual's life and either positive or negative influences, such as cultural stereotypes and existing attitudes towards the language itself. The social psychological approach of Lambert

and Gardner (1972) which explained learners’ attitudes as well as motivation, combined with the social and individual psychology had remained dominant for 20 years until 1980. Then it took 10 years for the newly developed approach to appear, it was in 1990 when the “cognitive and educational” view came to existence. This period is known for putting emphasis on the teacher’s role which has a great impact on students’ motivation and at the same time stressed the essence of creating effective classroom learning environment (Alshehri & Etherington, 2017). To illustrate this point, Dornyei (1994) presented some methods and techniques so that teachers turn the language classrooms into a place where students get motivation from. Additionally, there are so many contributions were done by many other researchers to take the next step of development, particularly, William & Burden (1997), Ushioda & Dornyei (2001) and some others were the prominent figures of the field. It was then, when the changing tendency of motivation is described, L2 motivation is much more dynamic and variable rather than stable depending on the influencing factors and achieved goals during LL process. Based on the former studies Dornyei (2005) introduced the model of “Motivational Self Esteem” emphasized the “self” as a psychological aspect, which was one of the major movements of broadening the motivation in the way of defining the role of context and self separately in L2 motivation (Alshehri & Ethinton, 2017).

SELF-DETERMINATION THEORY

Self-determination (SDT; Deci&Ryan, 1985) is demonstrated as macro-theory of human motivation. “*Self-determination theory is a theory of human motivation and well-being, and as such it touches on many realms, not least of which is language education*” (R. Ryan & Deci, 2017). It is a well-established theory in LL process, which gained success in 1990 and 2000s by Noels’ work of indispensable need for understanding motivation which is learn in formal settings (McEown, Noels, & Saumure, 2014). However, it had some challenges is adopting universally compared to other Second Language Acquisition (SLA) individual differences theory (Dornyei & Ryan, 2015). Nevertheless, it was used by some of the researchers as a means of explanation to motivation, because it brought about new understanding of how and why people can be motivated. SDT consists of 6 mini-theories, two of which will be described and utilized in this study. They are organismic integration theory and goal contents theory; other four are left for further implications.

Organismic Integration Theory (OIT). It is one of the most recognizable among the other mini-theories, the reason is it depicts why learners choose to be involved in the schoolwork. McEown (2019) describes “*OIT continuum of motivation spans from amotivation to controlled motivation to autonomous motivation*”, which is presented in Figure 1.

Adapted from Deci & Ryan, 2000; Ryan & Deci, 2017

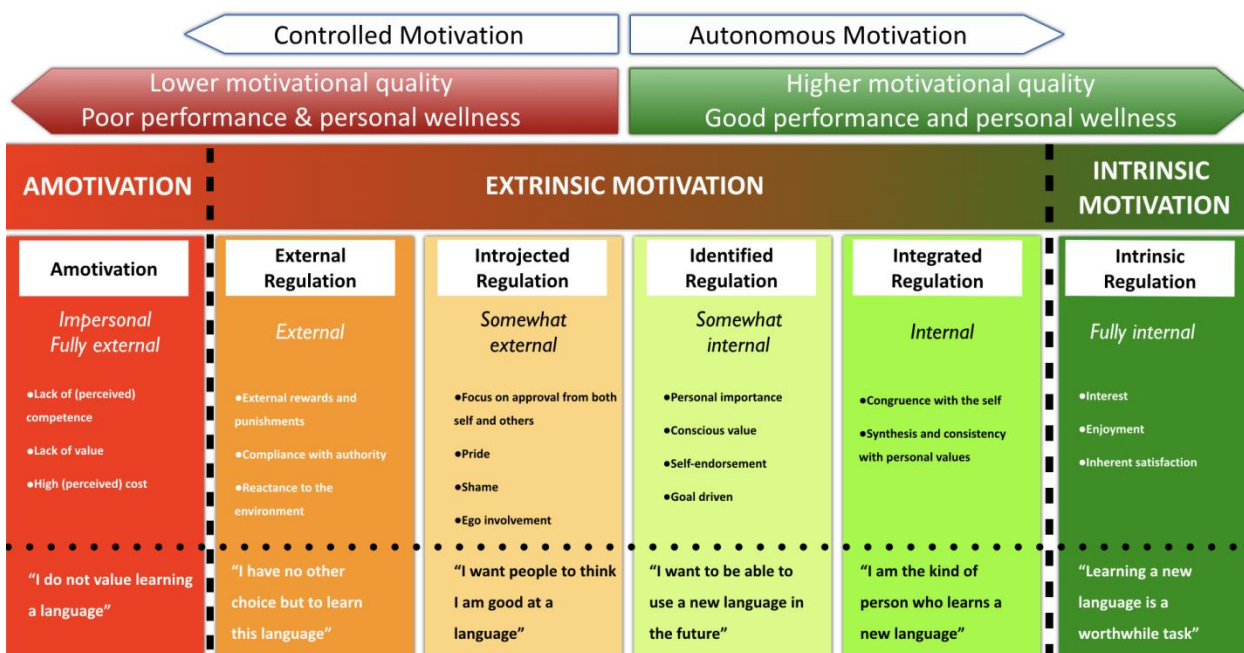


Figure 1: The organismic integration continuum of motivation regulation.

McEown & Oga-Baldwin (2019) describes *amotivation* as it refers to impersonal characteristics to LL process; it indicates the belief that the necessity of time and effort seems too impractical, because that person doubts his/her capability of learning a language. This stage is followed by *controlled motivation*, which requires external moderators like teachers, parents, or other influential people to preserve the motivation. SDT claims that external motives such as material rewards, or shame, and guilt can provide only short term motivation which is feasible to be diminished easily and quickly, as a result, they enhance negative attitudes. Next in the line, *autonomous motivation*, it is described as the stronger autonomous motivation is, the more effective LL process becomes, and thus, better achievements attained (Deci & Ryan, 1985). “*Comparatively higher autonomous motivation is of higher quality, with concomitant better achievement and well-being. Comparatively higher controlled motivation is of lower quality, and accompanies lower achievement and well-being*” (McEown & Oga-Baldwin, 2019).

Goal content theory. This theory resembles the reasons behind the learners’ future intentions. As Lee and Bong (2019) discussed, goals are of great essence in learning. Additionally, this theory is interrelated with the former one, as

how *autonomous-controlled* motivation defines and set goals. Unfortunately, not all goals lead to the intended outcome. Goals can also be in two types intrinsic and extrinsic goals. "*Similar to organismic integration theory, intrinsic goals originate from within the individual*" (R. Ryan & Deci, 2017). In language learning standpoint, these goals can be making friends with different cultures, traveling opportunities, popular media comprehension and personal ones. Extrinsic goals lead to short term rewards, while intrinsic goals have more significant outcome and lasts longer than extrinsic ones (Deci & Ryan, 2017).

TYPES OF MOTIVATION

In Self-determination Theory (Deci and Ryan, 1985) two types of motivations are described, which are distinguished based on different goals and reasons that provide drive to do an action. Motivation can be of two types: *intrinsic*, which is promoted by internal factors and inner desire, while *extrinsic* motivation is the influence of external factors like rewards or material benefits. The earlier definition of intrinsic motivation described as "*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*" (Gardner, 1985), whereas extrinsic motivation is referred by the performance of getting some instrumental goals such as earning a reward or stopping a punishment (Ryan & Deci, 2000). The significance of extrinsic motivation was underlined by Dörnyei (1998) who suggested that if a learner is self-determined, extrinsic motivation can be conjoined with intrinsic motivation, or completely converted into it. As it was mentioned above motivation is also dynamic: intrinsic motivation can turn into extrinsic, while extrinsic motivation may disappear because of strong inner desire to complete an action. As Brown (2014) claims, this change can be realized by "formal interviews", self-determination as well as "self-rating tests" with agree/disagree sections (p.167), which is impractical without observations.

PARTICIPANT'S PROFILE

Based on the aims of the current case study one female student studying her second year of undergraduate program on teaching English as a foreign language at Uzbek State University of World Languages was selected as a suitable participant. Her name is Aziza, and she is a monolingual Uzbek student with good knowledge of English and Russian. For the present study I would be engaged with her proficiency on the English language. She is a very active and motivated student, who has been learning English for several years. "Because of being taught only with the grammar-translation method, she says, five years of school education was wasted by only repeating what the teacher says". After graduating from school, she started serious preparation for the entrance exams of the target university. Aiming to enter university, she was taught only grammar rules at college due to the exam requirements; unfortunately, she failed in the first year of application to the university. "Even though I did not succeed in entering, she remembers, I did not give in to my disappointment; on the contrary, I changed strategy of my preparation". After working on the four main language skills for a year she took CEFR certificate, and eventually, she was accepted to the university.

When the topic of motivation was introduced, I could see her confidence in answering, which made me realize that she has a good understanding about what motivation is. Moreover, she could explain her motivation in every activity she engaged with, including language field. She admits that she has changing motivation; her motivation to study was influenced by her success and failure she encountered in the long process of L2 learning. For instance, initially, she started due to her parents' urge without the interest of the language, as she recalls "I even dropped out my language course, giving the reason that it was too challenging".

RESEARCH DESIGN

Based on the aim of my study, initially, I interviewed my learner in order to find out about her motive; what made her learn the language. Having interviewed her, I matched her answers with '*Organismic integration theory*' (adapted version) of Deci & Ryan (2000; Ryan & Deci 2017)(Figure 1), which clearly shows the level of motivation, as well as enables to observe the changes in the motivation while the learner's competence is improving.

Second step of my research involves a questionnaire. After determining the changes in motivation, adopted version of self-determination questionnaire based on '*Goal content theory*' introduced by Deci & Ryan (1985) was implemented to determine the current motivational factors. More specifically, the learner had to complete the questionnaire marking 10 provided statements in a 5-point scale, which included both intrinsic and extrinsic motivational factors. Based on the results of the analysis done by numerous researchers, namely McEown, M. S., & Oga-Baldwin, W. L. Q. (2019) and this questionnaire is recognized as satisfactory. Therefore, I also selected it as a proper instrument for my case study.

DATA COLLECTION AND FINDINGS

The interview was very useful and informative in terms of finding the answers to the research questions of my case study (Appendix II). I realized that during English learning process, she underwent three different types of motivation. Based on the answers which were provided by her, I analyzed the changes in motivation which happened during the learning process. Figure 2 analyzes the answers based on the Deci&Ryan's "The organismic integration continuum of motivation regulation" theory (Figure 1) clearly depicts the changing tendency in motivation. At the beginning, because of amotivation, she had personal view that her abilities to learn English was poor and reaching towards competence in this field would be a waste of time and effort. Due to her parents' urge, she could move from amotivation towards controlled motivation, when she explained that "my parents' urge was the real factor to learn. I

had no others choice but to follow my parents’ direction”, as it is clear from the Figure 1 that amotivation is changing to somewhat external one. While she was motivated extrinsically, her attitude towards studying was passive, as it was illustrated in the answer to the question 6 about the frequency of practicing the language:

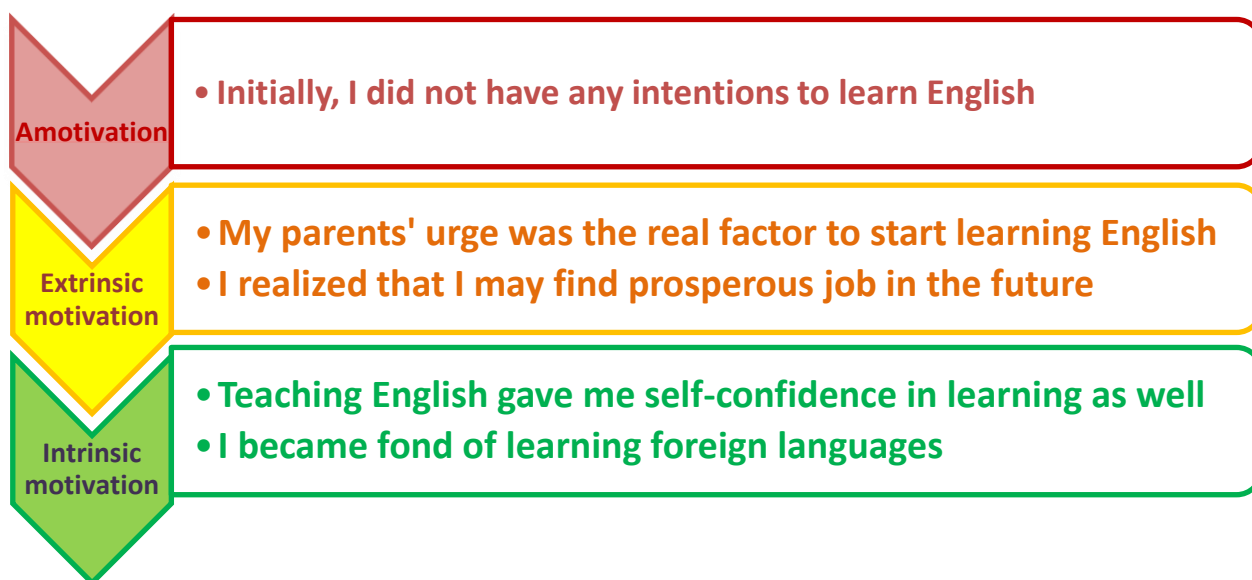
I spent 3 days a week, and like 1 or 2 hours a day, almost all the time I was busy with practice tests, I didn’t pay attention to speaking and listening skills. Unfortunately, it didn’t help; I failed the entrance exam in my first attempt.

Most importantly, the reason of her intrinsic motivation was due to her teacher’s influence as well as gaining opportunity to practice teaching process, as she explains while answering the question 9 as following:

... I am already a student and started teaching process, which also helps me to mind my language skills. I want to look like a real professional in front of my students and colleagues. I can say I’m much more motivated than ever before.

Figure 1: Analysis of the learner’s answers to the interview questions

When it comes to the study hours (questions 6 and 10), she used to practice less frequent when she was worrying only about instrumental goals, comparing to present state, she now has strong internal incentives involved mostly with the teaching process. Since she started teaching students, she strived to avoid making any mistakes, as



well as to master her English to an advanced level. Moreover, as learning a foreign language is a worthwhile task, she intends to learn some other foreign languages as well.

In the next step of my research, I asked her to fulfill the questionnaire which was adopted version of Ryan & Deci’s self-determination theory, which aimed to discover current motivational factors (Appendix III). Overall 10 items which determine the intrinsic and extrinsic motivational factors were illustrated in mixture, and based on her decision I calculated the numbers and revealed the statistical results. Among the statements of questionnaire which was employed 5 of them were extrinsic incentives, such as items 1, 3, 4, 8 and 10. Exact calculations indicate that overall rate of extrinsic motivation is 12 points, whereas other items, such as 2, 4, 5, 6, and 9 are considered intrinsic motivational factors, which gained 24 points, exactly twice as the former calculation. If we put them into percentage scale, Aziza is 66.7% intrinsically motivated; other 33.3% demonstrates extrinsic motivation. Apparently, Aziza is intrinsically motivated to learn English; however, she also possesses some external factors which influence her self-determination. At the end of our questionnaire she, as I expected, admitted that she would complete this in an entirely different way if she were given this very questionnaire five years ago, putting higher marks mostly for extrinsic factors.

CONCLUSION

Drawing the final conclusion, motivation is essential for L2 acquisition which leads to success and development as well as sustaining the achievements in the process. Whether the motivation is intrinsic or extrinsic, the mere existence of it plays an indispensable role in L2 acquisition (Gardner, 1985). The present collected data, gathered information as the results of analysis which was based on two methods of data collection such as oral interview and a questionnaire reveals that the participant of the case study is overall motivated, though the type of motivation, or the incentives may change, the subject remained motivated all the time. More specifically, the learner experienced, initially, the amotivation period, later she was driven by extrinsic motivation and currently, she is self-determined to obtain new language due to her intrinsic motivation. It is a clear evident of Ushioda & Dornyei’s theory (2012) about the dynamic state of motivation, influenced by plethora of factors. The major reasons to this change in the type of motivation are some factors such as the change in learners’ goals and some other external incentives. Particularly, in the beginning of the learning process external motivation was dominant, such as parents’ encouragement and instrumental goal of getting a thriving future job, having entered the university it is substituted by the internal motivation, specifically, her university professors’ convincing lectures and peers’ compelling speeches impacted her motivation positively, thus she started endeavoring to master her own English. Additionally, interview reveals her inner drive of current strive for perfectionism

in her English proficiency. What's more, extrinsic rewards like grades, additional points, or other incentives are out of her concern and curiosity. On the contrary, she is, at present, intrigued by her internal inspiration, namely, mastering the language for the joy, as well as attaining native-like speech, which are also enhanced by the teacher's influence, as Brown (2014) suggests the classroom techniques must carefully be analyzed by the teacher to add 'dimension of intrinsic motivation'.

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APPENDIX I (3) copies of the form below. The participant will keep one copy, you will keep one, and one will go to your instructor. Simplified/translated versions of this document are accepted.

Consent to Participate in a Classroom Study

My name is Guzal Yakubova. I am a student in TESL 5230: Second Language Acquisition, taught by Sh. Nurbaeva in the School of Education of Webster University. The students in this class have been asked to collect oral and/or written data from second language learners, in order to better understand the second language acquisition process. You are invited to participate in this study.

As part of this process, you may be recorded in an interview or asked for a written/oral language sample. Each recording will last approximately 10-20 minutes. It is possible that you might sometimes be asked to share your personal view on various subjects and/or personal information. You may choose to answer or not to answer the questions you will be asked. You may also be requested to complete a questionnaire and samples of your work. All audio recordings and writing samples will be transcribed using pseudonyms, so that no personally identifying information is presented. Information collected during this project will be used only for the purposes of the course TESL 5230. All recordings, writing samples, and notes will be kept in a safe and secure place.

No compensation will be made to individuals participating in this study. You are free to (a) continue participation in the study at any time, (b) require that the test be interrupted at any time, and (c) request that your sample be destroyed and excluded from the study. If you have any questions please ask. You can reach me at ms.guzal@gmail.com You can reach the instructor at TESL 5230, Sh. Nurbaeva at shahistonurbaeva@webster.edu.

APPENDIX II

The interview questions

1. Can you tell me briefly about yourself?

Your signature indicates that you have read and that you understand the information provided above and that you have decided to participate. You may withdraw at any time after signing this form. You will be given a copy of this form to keep.

2. **Can you please tell me more about your family?**
3. **How long have you been learning English?**
4. **What motivated you to engage in learning English seriously?**
5. **What encouraged you to practice your English at that time?**
6. **How long did you spend every day for practicing your target language?**
7. **Were you demotivated when you failed to enter university?**
8. **Did you notice any changes in your motivation after entering the university?**
9. **Are you equally motivated now comparing to the pre university years?**
10. **How often do you practice your English now?**

The interview

1. Can you tell me briefly about yourself?

- My name is Aziza. I am 21 years old. I am in the second year of studying at Uzbek State University of World Languages, majoring English teaching. I can say that my level of English is intermediate, and I am still in the process of improving my English.

2. Can you please tell me more about your family?

- My family consists of 6 members: they are dad, mom, 2 brothers, me and my little sister. All of my siblings graduated school, my brothers work as a graphic specialists and my sister is a university applicant. My family is a typical Uzbek family.

3. How long have you been learning English?

- In general, I have been learning English since I was 5th grader. Because of being taught only with the grammar-translation method, five years of school education was wasted by only repeating what the teacher says, so I can't count it as learning process. I started to prepare seriously starting from college years. So, overall, 5 year-period is spent to learn English.

4. What motivated you to engage in learning English seriously?

- To be honest, I did not have any intentions to learn English. However, my parents' urge was the real factor to learn. I had no others choice but to follow my parents' direction. As I started learning, first of all, I found it very difficult, I even dropped out my language course, giving the reason that it was too challenging. On the contrary, I could not give up, because I realized that I may find a prosperous job in the future with the help of English.

5. What encouraged you to practice your English at that time?

- Just like any other university applicants I had a strong desire to become a university student, therefore I sometimes made myself to do the practice tests. Whenever I did it reluctantly, my points would decrease.

6. How long did you spend every day for practicing your target language?

- Well, I cannot say that I practiced every day, because I had other subjects to deal with as well, I spent 3 days a week, and like 1 or 2 hours a day, almost all the time I was busy with practice tests, I didn't pay attention to speaking and listening skills. Unfortunately, it didn't help; I failed the entrance exam in my first attempt.

7. Were you demotivated when you failed to enter university?

- Even though I did not succeed in entering, I did not give in to my disappointment; on the contrary, I changed strategy of my preparation, the next year I started to prepare for IELTS exams, the method I used changed but my motive was still the same, entering the university.

8. Did you notice any changes in your motivation after entering the university?

- Surprisingly, yes! Entering the university, attending lectures and having English conversations let me find out about my drawbacks in this field, so I started to work more hours and more effectively on my language. My motivation also changed likewise, I tried and still trying to improve my fluency and accuracy, just for my own skills development, not for the sake of grades, job or other factors. I want to be able to speak like native speakers and understand them fully.

9. Are you equally motivated now comparing to the pre university years?

- Well, I can be equally motivated, but the thing is that, the influencing factors have completely changed, for example, I used to dream of only entering the university, followed by a good job but now it is not the case. I am already a student and started teaching process, which gave me self-confidence in learning as well.. I want to look like a real professional in front of my students and colleagues. I can say I'm much more motivated than ever before. I, even, became fond of learning foreign languages.

10. How often do you practice your English now?

- Now, I try to practice English every day, I even use English in text messaging with my course mates. At least, I learn 4-5 new vocabularies every day. You know, in order for me to practice communicative skills sometimes 2 hours can't be enough. The more I read and listen, the better my English becomes, besides, I enjoy when I understand what I listen to in English, especially popular songs are the real source of motivation, it gives me a lot of self-confidence.

- **These are all the questions, thank you for your time, goodbye!**
- Thank you too, bye!

APPENDIX III

Self-determination questionnaire (sample)

I am learning English because. . .

#	Items	1(disagree)	2		4	5(strongly agree)
1	I like to travel around the world					
2	I am fond of learning foreign languages					
3	I need it in my job					
4	I want to study abroad					
5	I enjoy being able to speak L2 fluently					
6	It is a worthwhile task					
7	It improves my self-confidence					
8	I want to marry foreigner					
9	It will develop my outlook					
10	I want to make foreign friends					

Self-determination questionnaire (filled form)

I am learning English because. . .

#	Items	1(disagree)	2		4	5(strongly agree)
1	I like to travel around the world		+			
2	I am fond of learning foreign languages					+
3	I need it in my job					+
4	I want to study abroad	+				
5	I enjoy being able to speak L2 fluently					+
6	It is a worthwhile task				+	
7	It improves my self-confidence					+
8	I want to marry foreigner	+				
9	It will develop my outlook					+
10	I want to make foreign friends			+		