

Motivational Orientations of Learning English as a Foreign Language: A Survey at a Private University in Vietnam

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Abstract—Motivation plays a crucial role in determining the success of language learning, but it is a multifaceted and dynamic phenomenon influenced by various internal and external factors. This empirical study investigates EFL students' preferred motivational orientations, intrinsic and extrinsic factors as well as gender differences in learning English as a foreign language at a private university in Southern Vietnam. In the study, 320 male and female students majoring in English Studies at a faculty of languages of the university were involved as participants. The data was collected through questionnaires. The results showed that the students' motivational orientations of learning English were at a high level both extrinsically and intrinsically. Besides, the majority of the students were more extrinsically motivated to learn English, and their extrinsic motivations were focused on career and economic enhancement and on communicating and affiliating with foreigners. In terms of gender differences, it was found that female students were more extrinsically motivated than male students in learning English. The study also provides evidence-based implications for EFL students, teachers and administrators, who are interested in integrating English learning motivation into learning and teaching the language.

Index Terms—motivational orientation, self-determination theory, extrinsic, intrinsic, gender

I. INTRODUCTION

In recent years, English has become a global language and prompts people throughout the world to learn the language. Due to this fact, the study of English as a second language has advanced significantly (Cook, 2016; Nguyen & Dang, 2020; Swain et al., 2015). Many people who can speak English well show that the language is not only a means of communication but also a key to success in various aspects of life, especially in work, school, and leisure. In educational aspects, English allows students to expand their opportunities such as studying in foreign countries, earning a bachelor's degree, pursuing master's and doctoral degrees at international universities, and enhancing their socio-cultural experiences with new friends (Alfayez & Hüttner, 2019).

In Vietnam, the Vietnamese government actively promoted English language education and conducted various reforms in education. Educational reforms from 2008 to 2020 aimed to improve the quality of English teaching and learning to foster a competitive economy with a competent workforce (Ministry of Education and Training, 2008). Many empirical research studies have been conducted all through Vietnamese institutions so as to seek effective ways to motivate students to learn English (Nguyen et al., 2020; Hoang, 2021; Pham, 2021; Nguyen, 2023).

If learners are motivated in the process of learning a language, they show to be successful in acquiring the language. Christiana (2009) believed that motivation plays a significant role in a student's ability to achieve their academic goals. In the context of higher education institutions, in both public and private sector, with EFL classrooms adopting various teaching methods and technologies, it is crucial to align instructional strategies with students' motivational needs. By grasping the motivational orientation of EFL students, educators and administrators can customize interventions, curricula, and support services to enhance the language learning process.

Despite the increasing importance of English proficiency in the globalized world, there are noticeable gaps in the existing literature concerning the motivational orientations of Vietnamese students in the context of learning English. Firstly, previous studies have primarily focused on language learning motivation in Western countries, and very few studies have been completed in the Vietnamese context. Secondly, most research conducted on English language learning motivation in Vietnam has predominantly concentrated on public educational institutions. Private universities, which play a significant role in the higher education landscape of Vietnam, have been underrepresented in existing studies. Lastly, English majors are likely to possess motivations deeply connected to their academic and professional endeavors. Their passion for language, literature, and linguistic mastery may differ significantly from the motivations of non-English

majors. Therefore, this study aimed to fill the gaps and examine the EFL students' motivational orientation at a private university in Vietnam. As far as the aims of this research are concerned, the following research questions are taken into consideration:

1. What are EFL students' preferred factors of motivational orientation at a private university in Vietnam?
2. Are the EFL students at the university more intrinsically or extrinsically motivated to learn English?
3. Are there any differences in the motivational patterns across genders towards EFL learning at the university?

This study will contribute to a deeper understanding of the factors related to motivational orientations of learning English by English majors at a private university in Vietnam, and provide insights into how the students are extrinsically and intrinsically motivated as well as the gender differences in learning English among the students. By addressing these research questions, the study aims to offer evidence-based implications for students, teachers and administrators.

II. LITERATURE REVIEW

A. Motivation

Motivation is a complex psychological phenomenon that cannot be precisely defined. It is often related to internal needs and behaviors that drive individuals toward achieving their goals (Melendy, 2008). Brown (2000, p. 114) defines motivation "as inner drive, impulse, emotion or desire that moves one to a particular action". In second language acquisition, Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language. Gardner (1985) states that motivation deals with the combination of effort, desire to achieve the goal of learning the language, and favourable attitudes towards learning the language. According to Moskovsky and Alrabai (2009), motivational orientations are context-dependent. For example, when dealing with instrumental and integrative motivational orientations, these authors stated that the significance of the two orientations depends on contexts, whether learning language functions more as a foreign language or as a second language.

B. Taxonomy of Foreign Language Learning Motivation

According to Harmer (1991), there are two types of motivation, and he employs the term "goal" to differentiate between these two types of motivation: "short-term goal" and "long-term goal". The former deals with the learners' wish to achieve something in the near future, such as earning a high score or passing an examination, and the latter involves the learners' desire to communicate with people who speak the target language or to obtain a better job in the future. Gardner and Lambert (1959, 1972) proposed that individuals who hold integrative and positive attitudes towards the second language (L2) community are likely to demonstrate higher motivation in their learning efforts, leading to greater proficiency in the second language compared to those with an instrumental orientation. The integrative orientation refers to a desire to learn the L2 for social interaction and identification with the L2 community; and the instrumental orientation emphasizes the practical goals such as academic success, career advancement, or business opportunities.

Ryan and Deci (1985, 2000) introduced the terms "intrinsic" and "extrinsic" to refer to the nature of foreign language learning motivation. Intrinsic motivation relates to the learners' desire for competence and self-determination, while extrinsic motivation involves things outside of themselves such as getting a reward or avoiding punishment. More concretely, extrinsic motivation refers to the performance or behaviour that individuals exhibit due to external circumstances, such as the need to pass tests for rewards or salary increases, whereas intrinsic motivation is defined as when students find happiness without the help of extrinsic incentives, such as when they are really interested in English and pursue it on their own towards a goal (Deci & Ryan, 1985, 2000).

Deci and Ryan (1985) and Vallerand et al. (1993) stated that different types of extrinsic motivation can be classified along a continuum. The three types of extrinsic motivation from the lowest to highest level of self-determination are external regulation, introjected regulation, and identified regulation (Deci & Ryan, 1985). According to these authors, external regulation is defined as those activities that depend on sources external to the person, such as benefits, costs, or rewards. If the person does not have any reason for learning the language, there is no incentive to continue engagement in the learning process. Introjected regulation is related to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity. These individuals are reacting to a pressure, not acting on the basis of personal choice. Identified regulation is the most self-determined form of extrinsic motivation. Individuals put effort into an activity because they have chosen to do so for personal reasons.

Brown (2000) indicates the relationship between these types of motivation. When learners are internally engaged with English because of their close attention to the culture, they are integratively, as well as intrinsically, motivated, and their L2 learning becomes a long-term goal (Brown, 2000). However, when learners only learn the second language because they want to get better grades, so that they can be admitted to a good university with a scholarship, and afterwards get a good job, their motivation is both extrinsic and instrumental, and their L2 learning will be a short-term goal (Sase et al., 2015).

C. Self-Determination Theory and Conceptual Frameworks

Self-Determination Theory (SDT) is a psychological theory related to human motivation, development, and well-being. In SDT, motivation is conceptualized as a process in which a person determines his/her present needs and then regulates his/her action to fulfill these needs (Deci & Ryan, 1985, 2000). Ryan and Deci (1985, 2000) relate SDT to intrinsic

motivation and develop the concept of self-determined behaviour in a continuum of relative autonomy. At the left hand of the continuum is 'amotivation', and at the right is intrinsic motivation. Amotivation deals with the absence of self-determination, then the far left represents the least self-determined behaviour, whereas the right left refers the most self-determined behaviour. SDT emphasizes the importance of three basic psychological needs: autonomy, competence, and relatedness. Autonomy deals with the degree to which a learner considers her/himself as the person who plans and directs the behavior (Ryan & Deci, 1985, 2000). Competence is about being effective in ongoing activities that he or she gets involved in. Relatedness refers to the need to feel connected with others. According to SDT, when our social and academic environments are more supportive of these psychological needs, the quality of our motivation is more autonomous (Deci & Ryan, 1985, 2000).

The current research seeks to examine the practical application of Deci and Ryan's (1985, 2000) viewpoints in studying motivation for second language acquisition in terms of intrinsic/extrinsic dichotomy-related motivational orientations and gender issues by using The Foreign Language Learning Motivation Questionnaire (FLLMQ) suggested by Gonzales (2010).

D. Previous Studies

Empirical studies on motivational orientations in EFL setting have for a long time focused on the dichotomy of integrative/instrumental motivations (Gardner, 1985; Choubsaz & Choubsaz, 2014; Öztürk & Gürbüz, 2013; Dhakal, 2018). For example, in dealing with the integrative/instrumental dichotomy, Choubsaz and Choubsaz (2014) investigated levels of motivation of learning English by 50 Iranian Undergraduate Students majored in English literature. The findings showed that Iranian university students are highly motivated towards learning English, and that they are both instrumentally and integratively oriented even though instrumental orientation is a bit more dominant. Similarly, in a mix-methods study by Öztürk and Gürbüz (2013) investigating the motivational orientations of 383 Turkish university students in their foreign language learning process, a 30-item questionnaire was administered to the non-English majors. The results revealed a moderate level of integrative orientation and a high level of instrumental orientation from the students. In the same vein, Dhakal (2018) explored motivational orientations of 315 non-English majors in Thailand through a survey. The results showed that the level of instrumental motivation was slightly higher than integrative motivation. In terms of gender, female students showed a greater level of motivation than males regarding both types of motivational orientations.

Related studies on extrinsic/intrinsic levels of motivation in learning English have been another focus in the field. For example, Dwaik and Shehadeh (2010) conducted a survey study of motivational orientations in learning English by 127 students at a university in Pakistan. The results showed that students were in favour of extrinsic motivation in comparison with intrinsic motivation. Also by means of a survey study, Ulfa and Bania (2019) explored motivational levels in learning English by 40 senior high school students in Langsa, Indonesia. The results showed that the teachers are the component in the extrinsic motivation that gave the biggest impact to the students whereas the most significant component of intrinsic motivation is the students' own learning goals. Similarly, a research study conducted by Chhor et al. (2024) exploring levels of motivation in learning English of 200 non-English majors across academic years at the National University of Battambang in Cambodia through a survey. The findings revealed that all factors—both intrinsic and extrinsic—contribute substantially to student motivation, with parental influence identified as the most influential external motivator. Also in the Asian context, Untalan and Cabutotan (2021) explored levels and kinds of motivation of learning English by 100 first year students at a state university in the Philippines by means of a questionnaire that was classified into intrinsic motivation (knowledge, stimulation, accomplishment) and extrinsic motivation (integrated, introjected, identified, external.) The results revealed that the students are more intrinsically motivated in language learning when they try to be outstanding or attain certain standard in learning the language, derive enjoyment and satisfaction from developing knowledge and new ideas, and from speaking and learning the English language.

Recently, the related studies have not only focused on the dichotomy mentioned above, but also expanded the orientations by making socio-cultural and academic adaptations in terms of motivational intensity, context-related goals, and other variables (Setiyadi et al., 2019; Gonzalez, 2010; Khan & Takkac, 2021). For example, Setiyadi et al. (2019) investigated motivational orientations of learning English 886 Indonesian non-English majors from different faculties in terms of extrinsic orientation, international orientation, and intrinsic orientation. The results showed that students are first in favour of extrinsic motivation, then international orientation, and finally intrinsic motivation. Another study was done by Gonzales (2010) in the Philippines investigating motivational levels of foreign language learning of 150 undergraduate students from different national backgrounds by using the Filipino Foreign Language Learning Motivation Questionnaire (FFLLM) including six motivational orientations, namely: (1) desire for career and economic enhancement; (2) desire to become global citizens; (3) desire to communicate and affiliate with foreigners; (4) desire for self-satisfaction; (5) self-efficacy and (6) desire to be integrated with other cultures. The results showed that cultural understanding, cultural integration and self-satisfaction were the younger learners' preferred motivations. Furthermore, female students are more motivationally oriented than male ones in communication and affiliation and self-efficacy. Also, Japanese language learners are more motivationally oriented toward career and economic enhancement, French language learners towards affiliation with foreigners, and Spanish language learners towards self-efficacy. Using a similar questionnaire with six motivational orientations administered to 475 immigrants to Canada, an ESL context, Khan and Takkac (2021) found that

the desire for career and economic enhancement and the desire to communicate and affiliate with foreigners are the main motivating factors for new immigrants learning English as a target language.

In the context of Vietnam, Pham (2021) examined the motivational levels of learning EFL speaking skills by 120 non-English majors in a public university in the Mekong Delta by means of questionnaires and semi-structured interviews. 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. Another study was done by Nguyen (2023) investigating motivational levels of learning English by 271 students from a public university in Northern Vietnam. The results revealed that Vietnamese students have high levels of language learning motivation. Interestingly, full time students have higher levels of integrative motivation, whereas part-time students have higher levels of instrumental motivation.

While there is existing research on what motivates students to learn English, it often looks at broader situations and not specifically at EFL (English as a Foreign Language) students in private universities. Besides, exploring the intrinsic/extrinsic dichotomy - related motivational orientations using the FLLMQ (Gonzales, 2010) has been found in the world and in Asia, but not in Vietnam, particularly in higher education institutions. This shows gaps in the research, therefore, this study aims to fill the gaps by using the FLLMQ and looking closely at what motivates EFL students, male and female, in a private university in Vietnam, providing important insights into the motivation behind learning English in this specific setting.

III. METHODOLOGY

A. Research Design

This study uses a descriptive design, employing the quantitative approach to data collection and analysis. The researchers used a questionnaire as the main research instrument. Millan and Schumacher (1992) stated that the quantitative approach focuses on gathering data about learners' attitudes, beliefs, and perceptions, and it depends on numbers in reporting results, sampling, and checking the instrument's reliability and validity. This research study aims to explore students' attitudes towards learning English as a foreign language employing the Filipino Foreign Language Learning Motivation Questionnaire by Gonzales (2010) and Gonzales and Lopez (2016), the results of which deal with types of motivational orientations in a private university in Vietnam necessary for comparison with those from other ESL/EFL settings in the world as well as in Asia. Therefore, the survey study proves to be well-suited for this research.

B. Participants

The samples investigated in this research were EFL students majoring in English Studies at a faculty of foreign languages, a private university in Southern Vietnam. In this study, the chosen participants were second-, third- and fourth-year students as they had chosen their minors and known their motivational orientations. The study involved 320 English majors in the Faculty of Languages. There were 100 second-year students, 120 third-year students, and 100 fourth-year students in the whole group who had elected their minor. All of them had spent about 10 years in high school and three years at university learning General English. Therefore, their English was assumed to be at the level of B2 in the Common European Framework of Reference (CEFR).

TABLE 1
DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

		Year of students			Total
		Second	Third	Fourth	
Gender	Males	38	42	40	120
	Females	82	78	60	200
Total		100	120	100	320
Percent		31,25%	37,5%	31,25%	100%

Choosing participants from a private university is intentional because these institutions have distinct features like smaller classes, unique teaching methods, and diverse support systems not commonly found in public universities. Examining the experiences of EFL students in this setting helps the researcher understand the challenges and successes they face in learning a new language.

The researchers specifically chose undergraduate students to ensure a consistent analysis of individuals with similar academic levels, coursework, and overall educational experiences. This group is crucial as it represents a significant stage in higher education where language proficiency greatly impacts academic success. By focusing on EFL students in a private university context, our research aims to provide valuable insights that can improve language education practices and support systems tailored to the specific needs of this group.

C. Research Instrument

The main tool employed in this study is the structured questionnaire. The questionnaire was adapted from "The Foreign Language Learning Motivation Questionnaire" (FLLMQ), which has been utilized for collecting data (Gonzales, 2010; Gonzales & Lopez, 2016). Three items (17, 18 and 31) were added to FLLMQ because the researchers believed that in cross-cultural research, adding appropriate statements can help ensure the questionnaire is culturally sensitive and

applicable to diverse populations. The factors outlined in this investigation are based on influential contributions and subsequent motivational frameworks proposed by Deci and Ryan (1985) in reference to the Self-Determination Theory (1985), and are mainly related to intrinsic/extrinsic motivation. Factors 1, 2, and 3 belong to extrinsic motivation and Factors 4, 5, and 6 deal with intrinsic motivation (Gardner, 1990; Khan & Takkac, 2012).

In the questionnaire, the students are asked to respond to the 5-point Likert scale which allows participants to express how much they agree or disagree by choosing one answer among 5 given options, namely 1, strongly disagree; 2, disagree; 3, neutral; 4, agree; 5, strongly agree. The participants were asked to read carefully and rank their opinions which appealed to them best. The questionnaire consisted of 2 parts:

Part A was designed to collect the participants' personal information, including gender, minors, and grades. Part B emphasizes students' motivational orientations by involving 43 items with 6 sub-clusters with 2 main clusters. Table 2 will describe how the items are clustered.

TABLE 2
ITEMS CLUSTERED IN THE QUESTIONNAIRE

Clusters	Sub-clusters	Items
EXTRINSIC	Factor 1: desire for career and economic enhancement	1,2,3,4,5,6,7,8
	Factor 2: desire to become a global citizen	9,10,11,12,13,14,15,16,17,18
	Factor 3: desire to communicate and affiliate with foreigners	19,20,21,22,23,24
INTRINSIC	Factor 4: desire for self-satisfaction	25,26,27,28,29,30,31
	Factor 5: self-efficacy	32,33,34,35,36,37
	Factor 6: desire to be integrated with other cultures	38,39,40,41,42,43

D. Data Collection Procedure

The piloted questionnaires were delivered to 13 students majoring in English Studies at the private university. The piloted questionnaire was likely to be reliable with the Cronbach's Alpha (α) of .847. After piloting, the questionnaire was officially administered to 340 participants with the reliability coefficient of .888, which is acceptable for official data analysis.

E. Data Analysis

Statistical Package for Social Sciences (SPSS) software version 20.0 was used to analyze the data. First of all, the Reliability Coefficient Test was computerized to check the reliability of the items. Secondly, the Descriptive Statistics Test was run to analyze percentages, means, and standard deviations of participants' choices of each item and category. Thirdly, One-Sample T-test was used to compare one mean score and a test value. The test value, which is chosen based on the mean score interpretation from Moidunny (2009) is presented in Table 3 below.

TABLE 3
MEAN SCORE INTERPRETATION

MEAN SCORE	INTERPRETATION
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.20	Medium
3.21 – 4.20	High
4.21 – 5.0	Very high

IV. FINDINGS

A. Comparison of the Six Factors

First and foremost, an overall comparison is made among the six factors of the participants' motivational orientations. A Descriptive Statistics Test was conducted to assess the overall mean scores of all the six factors. The results are presented in the bar chart below.

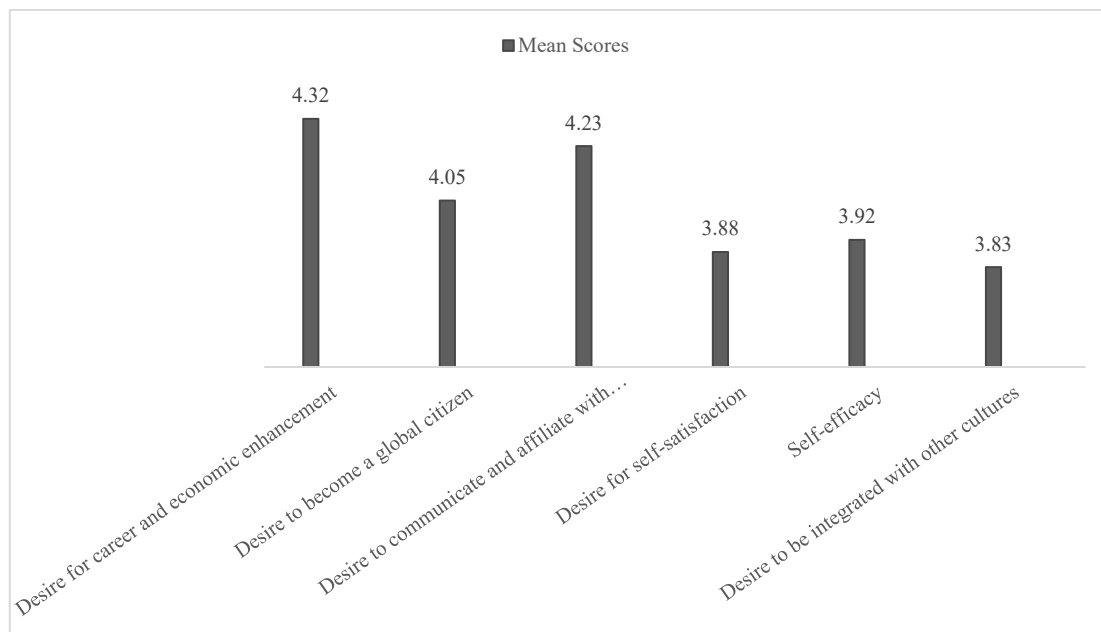


Figure 1. A Comparison of the Six Factors

Next, the *One-Sample T-test* was conducted to illustrate whether the mean scores of these factors were statistically different from the hypothesized value of 3; the mean value shows the medium level of the participants’ agreement with the issues investigated (see Table 4).

TABLE 4
ONE-SAMPLE T- TEST OF THE SIX FACTORS
Test Value = 3

Factors	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1	42.392	319	.000	1.12148	1.0694	1.1735
2	36.414	319	.000	.85906	.8126	.9055
3	38.360	319	.000	1.03750	.9843	1.0907
4	24.299	319	.000	.68571	.6302	.7412
5	24.157	319	.000	.73646	.6765	.7964
6	18.844	319	.000	.63698	.5705	.7035

As showed in Table 4, the means of all factors are significantly different from 3, a test value at medium level (Moidunny, 2009), and with Sig. (2-tailed) of less than 0.05, it could be stated that the participants (N= 320) showed positive support for all factors, with the highest mean score of 4.32 (Desire for career and economic enhancement); the second-highest mean score of 4.23 (Desire to communicate and affiliate with foreigners); the third highest mean score of 4.05 (Desire to become a global citizen); the fourth highest mean score of 3.93 (Desire for self-satisfaction); the fifth highest mean score of 3.88 (Self-efficacy); and the lowest one of 3.83 (Desire to be integrated with other cultures).

B. *Desire for Career and Economic Enhancement*

TABLE 5
DESIRE FOR CAREER AND ECONOMIC ENHANCEMENT

Statements (Factor 1 mean score = 4.32)	Mean	S.D.
I study English to improve my chances of getting a good job.	4.58	.554
Studying English to get a high-paying job.	4.40	.705
English proficiency will have financial benefits for me.	4.26	.717
I study English for my future.	4.28	.683
I study English to have better job opportunities after graduation.	4.45	.651
English gives me more opportunities after graduation.	4.31	.708
English gives me an edge over other applicants for a job.	4.09	.711
English is another way of enriching me for my future career.	4.21	.752

From Table 5, it can be seen that overall, all the students showed very positive support for all the statements. Concretely, the statements “Studying English to improve my chances of getting a good job” and “Studying English to have better job opportunities after graduation” showed the students’ highest level of strong support with the mean scores of 4.58, and 4.45, respectively, whereas the statement showing the students’ lowest level of strong support was “English gives students an edge over other applicants for a job” (M=4.09).

C. Desire to Become a Global Citizen

TABLE 6
DESIRE TO BECOME A GLOBAL CITIZEN

Statements (Factor 2 mean score = 4.05)	Mean	S.D.
English allows me to understand other cultures.	4.14	.713
English is one way of learning another culture.	3.92	.826
English broadens my view of other cultures.	3.98	.728
I can appreciate more foreign people if I know English.	4.04	.765
English will allow me to understand other cultures.	4.03	.734
English is important for me to understand other cultures.	3.91	.742
English gives me self-confidence to understand other cultures.	4.12	.710
I study English to be more educated about other cultures.	3.93	.741
English is a global language used by many people in the world.	4.43	.687
English is a must to become a global citizen in the 21st century.	4.08	.817

As showed in the table, all the statements in Factor 2 received strong support from the students. The statement “English is a global language used by many people in the world” received the strongest support (M=4.43), whereas “English is important for me to understand other cultures” revealed the lowest mean score of the whole factor (M=3.91).

D. Desire to Communicate and Affiliate With Foreigners

TABLE 7
DESIRE TO COMMUNICATE AND AFFILIATE WITH FOREIGNERS

Statements (Factor 3 mean score = 4.23)	Mean	S.D.
I study English to communicate with foreigners in English.	4.35	.674
I study English to speak to foreigners using English.	4.35	.678
It is easier for me to relate with foreigners if I know English.	4.30	.720
I like studying English because I am fascinated when I hear a foreigner speaking English.	3.94	.853
I study English to go to the country where it is spoken.	3.97	.926
Learning English is useful when I travel abroad.	4.52	.628

As showed from Table 7, the majority of students thought that “English is useful for them to travel abroad” (M=4.52). The next two statements receiving equally strong support (M=4.35) involved the practice of direct contact with foreigners. Additionally, the mean score for the statement “I like studying English because I am fascinated when I hear a foreigner speaking English” received the lowest support (M=3.94).

E. Desire for Self-Satisfaction

TABLE 8
DESIRE FOR SELF-SATISFACTION

Statements (Factor 4 mean score = 3.88)	Mean	S.D.
I enjoy learning English when my friend gives me some books on English.	3.54	.916
I enjoy browsing websites that deal with English on the internet.	3.90	.733
I like learning English because I have friends who have enjoyed studying it.	3.49	.992
I am motivated to learn English because I enjoy watching movies on TV and DVD especially if they are in English.	4.14	.803
I study English because my classmates are having a good time learning with me.	3.77	.883
Enjoy learning English to pass an entrance examination.	3.92	.853
Studying English because I enjoy listening to US/UK music.	4.45	.733

Overall, from Table 8, the majority of students supported the statement of studying English to enjoy listening to US/UK music (M=4.45). They were also in favour of enjoying watching movies on TV and DVD (M=4.14). However, the two statements ‘I enjoy learning English when my friend gives me some books on English’ and ‘I like learning English because I have friends who have enjoyed studying it’ revealed the lowest approval (M=3.54 and M=3.49, respectively).

F. Self-Efficacy

TABLE 9
SELF-EFFICACY

Statements (Factor 5 mean score = 3.92)	Mean	S.D.
I study English to relate well in my English class.	3.91	.698
I enjoy learning English because I feel I am good at it.	3.92	.819
I study English because I feel comfortable speaking in my English classes.	3.82	.856
I enjoy learning English even if it is difficult.	3.90	.799
I enjoy learning English because I am delighted when my teacher notices how I am progressing in my English class.	3.95	.772
I am motivated to study English because I have the ability in learning English.	4.12	.711

Table 9 illustrates mean scores of the statements in Factor 5. The highest mean score belonged to the statement “I am motivated to study English because I have the ability in learning English” (M=4.12), while the statements that received the lowest support included “I enjoy learning English even if it is difficult” and “I study English because I feel comfortable speaking in my English classes” with the mean scores of 3.90 and 3.82 respectively.

G. *Desire to Be Integrated With Other Cultures*

TABLE 10
DESIRE TO BE INTEGRATED WITH OTHER CULTURES

Statements (Factor 6 mean score = 3.83)	Mean	S.D.
I learn English so that I could live in a foreign land.	3.42	1.122
I learn English to be able to interact with foreigners well.	4.12	.740
I learn English because I am interested in foreign cultures.	3.91	.846
English will prepare me to live in a foreign country.	3.78	.958
I am studying English so as to live with another culture.	3.61	1.008
I learn English to be able to socialize with foreigners.	4.19	.714

In Table 10, the statement “I learn English to be able to socialize with foreigners” received the majority of the participants’ approval (M=4.19). Two statements, namely “I am studying English so as to live with another culture” (M=3.61) and “I learn English so that I could live in a foreign land” (M=3.42) showed a moderate level of motivation.

H. *The Six Factors in Terms of Extrinsic and Intrinsic Motivational Orientations*

The following table (Table 11) compares two types of motivational orientations using Descriptive Statistics of Mean Scores (M) and Standard Deviation (S.D.).

TABLE 11
EFL STUDENTS’ LEVEL OF MOTIVATION

Types of motivation	M	S.D.	level
Extrinsic	4.19	0.345	High
Intrinsic	3.88	0.433	High

Table 11 presents the level of extrinsic and intrinsic motivational orientation in relation to the six factors. Through One sample T - test statistics (Extrinsic: $t= 48.893$; $df= 319$, $p=000$; Intrinsic: $t= 28.212$; $df= 319$, $p=000$) with the test value of 3, the medium level according to Moidunny (2009), it can be concluded that the mean scores of all factors are significantly different from the test value, and that the participants showed to support the statements investigated in these factors. More concretely, the students supported extrinsic motivation (M=4.19, S.D.=.345) rather than intrinsic motivation (M=3.88, S.D.=.433) even though their level of motivation was still high.

I. *Gender-Related Differences in Motivational Orientation in English Learning*

The data for the third research question related to genders-related issues was computed using group descriptive statistics.

TABLE 12
EXTRINSIC/INTRINSIC MOTIVATION AND GENDER-RELATED DIFFERENCES

	Gender	N	Mean	Std. Deviation
Extrinsic	Males	120	4.12	.337
	Females	200	4.23	.344
Intrinsic	Males	120	3.89	.445
	Females	200	3.88	.427

As demonstrated in Table 12, the mean score of extrinsic motivations for the males (M=4.12, SD=.337) is smaller than that of females (M=4.23, S.D.=.344). In terms of intrinsic motivation, Table 12 showed that the mean score for the males (M=3.89) was almost the same as that of the females (M= 3.88).

V. DISCUSSION

A. *General Remarks*

The findings showed that EFL students at the private university in Vietnam generally have a high level of motivation, both extrinsic and intrinsic motivation, in learning English. The overall mean score of their motivation level stands at between 3.83 to 4.32 out of a five-point Likert scale. The interpretation of the level of the six factors of motivational orientations is from ‘high’ to ‘very high’ motivation (Moidunny, 2009). This implies that these students are highly motivated to learn English, and that they fully realize the importance of all reasons for learning the target language.

B. *Extrinsic Motivation Versus Intrinsic Motivation*

The statistical analysis indicated that these students had both high extrinsic and intrinsic motivation to learn English although the average mean score for their extrinsic motivation was slightly higher than their intrinsic motivation. This

could be explained by a practical reason: many students in a private university who have to pay fees for their training programs want to be professionally ready for work or occupation enhancement right after graduation. The results are in line with those conducted by Dwaik and Shehadeh (2010) and Setiyadi et al. (2019), who demonstrated that university students were dominantly influenced by extrinsic motivation. However, the results are not in harmony with those conducted by Pham (2021), whose public students had a level of intrinsic motivation in learning speaking skills.

C. The Six Factors of Motivational Orientations

In terms of the six factors of motivational orientations, the two factors related to desire for career and economic enhancement and for communicating and affiliating with foreigners received the highest support of the students whereas the desire for self-efficacy and for being integrated with other cultures occupies a low level of support. Indeed, these motivational orientations belong to identified regulation or introjected regulation, which are close to intrinsic motivation in the continuum (Deci & Ryan, 1985; Vallerand, 1997). These types of extrinsic motivational orientations revealed personal desire that involves autonomy, competence, and relatedness. It is necessary therefore to build more high-quality autonomous motivation so that students are willing to use the target language to interact and learn without requiring constant effort from the teacher. The results align with those conducted by Khan and Takkac (2021), where the students wanted to learn English for career and economic enhancement and for communicating and affiliating with foreigners. In comparison with the study of Gonzales (2010) the findings are in harmony with those found from Japanese students regarding career and economic enhancement, and from French students in terms of affiliation with foreigners.

Furthermore, the findings demonstrated that the EFL students were inspired not only by extrinsic motivation but also intrinsic motivation to learn English. Both types of motivation indicated a high level of motivation. Intrinsic motivations for EFL students at the private university in Vietnam include a sense of accomplishment, improving their skills, a love for the English language, and becoming inspired members of society. This finding aligns with that conducted by Chhor et al. (2024) who discovered that the students were both extrinsically and intrinsically motivated to learn English. In terms of extrinsic motivations, job opportunities, the popularity of the English language, and travelling were among the most preferred motivational orientations of the students, and this implies the classroom instructional methodology in terms of language skills, global English, and the practice of CLIL.

D. Gender-Related Differences

Another purpose of this study was to examine whether there are any differences between males and females towards EFL learning. The findings of the research showed that the motivational orientations for both genders were high, and that females were more extrinsically motivated than males. The finding concerning gender differences in extrinsic motivation of this research is consistent with that of Dhakal (2018), and Gonzales (2010).

VI. CONCLUSION, IMPLICATIONS, AND LIMITATIONS

In conclusion, the study results reveal that the students' motivational orientations of learning English were at a high level both extrinsically and intrinsically. Most of the students were more extrinsically motivated to learn the target language particularly with a strong desire for career and economic enhancement and for communicating and affiliating with foreigners. Another result related to gender differences was that female students were more extrinsically motivated than male students in learning English. In general, the motivational orientations of the students, who belonged to a private university, showed to be practical and profession-oriented, since they were closely related to their needs in the future in terms of job opportunities as well as English language proficiency for working, travelling and communicating with foreigners.

The findings of the research have put forward a number of pedagogical implications for EFL students, teachers, and administrators.

As regards EFL students, one important implication is that when they become a university student, particularly a private university one, they should be aware of the role of motivation in learning a foreign language, both intrinsic and extrinsic, so as to move forward academically and self-confidently with clear aims and motives. There have still been in Vietnam students who spend their university time without any clear purpose and consequently they do not make efforts in preparation for their future. Another implication is about learner autonomy, which is a core element of SDT affecting the students' success in foreign language learning. It is the students' awareness of their responsibility to the society in the future so that they could become autonomous during their undergraduate time to make efforts for best results in their training.

EFL teachers and administrators should also be concerned about the results of the research. One implication related to language teachers is their real involvement in classroom activities so as to make students more autonomous in learning, proficient in general English, and interactive with peers and people around in the process of training. Motivational orientations, both intrinsic and extrinsic, can be improved thanks to the instructional solutions materialized into effective activities to boost real learning. The findings also reveal an implication concerning the students' subject content instruction, which enables students to use their English properly both for their daily life, travelling, and for their future occupations.

The research findings also affect administrators and management staff alike. Indeed, this is a chance for them to see how much the students are motivated in language learning so as to adjust their educational and instructional policies and curriculums. Moreover, the students' feedback is useful for the institution to take care of the institution facilities in response to the students' preferred factors of motivational orientations.

The study has a number of limitations. First, the study is limited to a small sample of 320 EFL students at a private university; therefore, empirical research studies in the future should be carried out in more private and public universities in EFL settings with a methodological focus on SDT and the adaptation of The Foreign Language Learning Motivation Questionnaire (FLLMQ) so that the results can be verified for generalizability. Secondly, this study was conducted using only one research tool, the questionnaire. To make the results more reliable and valuable, future research could include additional research tools such as an interview, thus making the results more complete. Finally, the participants were only limited to 320 English majors. Future research could involve larger and more diverse samples to make the results more reliable, representative and comprehensive.

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