

APPENDIX A

Dimensions for the Intrinsic and Extrinsic Motivation Scales

Dimensions and Items for the Intrinsic Motivation Scale

Dimensions and Item Description (20 items)

Interest/enjoyment (4 items)

I enjoy learning English very much (1).

Learning English is fun (15).

While learning English, I am thinking about how much I enjoy it (6).

English does not hold my attention at all (9).

Perceived Competence (4 items)

I think I am pretty good at English (13).

After having learned English for a long time, I feel competent at it (17).

I cannot learn English very well (21).

I can learn English very well, compared to other students (26).

Value/usefulness (4 items)

I think learning English is useful for my future career (37).

I think learning English can help me be advantageous in job hunting (18).

I believe learning English can help me understand English documents (10).

I think English is useful because I can meet and converse with varied people (40).

Perceived choice (4 items)

I feel like it is not my own choice to learn English (23).

I learn English because I have no choice (20).

I did not really have a choice to learn English (16).

I learn English because I want to (35).

Effort/importance (4 items)

I do not try very hard at learning English (19).

I put much effort into learning English (29).

It is important to me to learn English well (28).

I try very hard to learn English inside and outside the classroom (38).

Dimensions and Items for the Extrinsic Motivation Scale

Dimensions and Item Description (20 items)

Teacher (4 items)

I look forward to going to class because my English teacher is good, friendly, and approachable (3).

My English teacher is better than any of my other teachers (8).

My English teacher is a great source of inspiration to me to learn English well (11).

My English teacher presents teaching materials in an efficient and interesting way (22).

Performance Goals (4 items)

Getting a good grade in English class, I am motivated to learn harder (33).

Learning results can affect my motivation in English learning (12).

Getting a lower grade than my friends, I feel disappointed (24).

My learning impetus is only a grade (27).

Classmates (4 items)

I can learn English well because my classmates help me learn it (30).

I like to share ideas and volunteer answers in English class (14).

I can show my potentials in English class when assigned to work in a group environment (5).

I feel discouraged in learning English when my classmates perform better than I do on the rest (32).

Parental Involvement (4 items)

My parents stress the importance English will have for me when I leave school (31).

My parents urge me to seek help from my teacher if I am having problems with my English (7).

My parents are very interested in everything I do in my English class (2).

My parents encourage and help me to practice my English (4).

Learning material (4 items)

I am satisfied with the content in the text books and other learning materials (34).

The content in the text books and other learning materials are out-of-date (25).

The facilities and other study materials are not sufficient (36).

The content in the text books and other learning materials are useful for my future career (39).