

Intrinsic, Extrinsic, and Integrative Orientations of French Canadian Learners of English

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Abstract: The present study had two purposes: (a) to replicate previous research on intrinsic and extrinsic motivation for language learning in French Canadian students of English, and (b) to consider the relations between intrinsic and extrinsic motivation and the integrative orientation. Québécois university students ($N = 59$) in a summer English immersion course completed a questionnaire addressing their reasons for language learning, perceptions of autonomy and competence, effort expended in language learning, determination to pursue English studies, and course achievement. The results of correlational analyses supported the predicted relations between theoretical antecedents and consequences of intrinsic and extrinsic orientations. The integrative orientation correlated most strongly with the intrinsic orientation. The results are discussed in terms of the implications of these orientations for language learning outcomes.

Resumé : Cette étude avait deux buts : (a) reproduire une recherche antérieure portant sur la motivation intrinsèque et extrinsèque d'étudiantes et d'étudiants canadiens-français à apprendre l'anglais et (b) examiner les relations entre la motivation intrinsèque et extrinsèque et l'orientation intégrative. Des étudiant(e)s québécois(es) ($N = 59$) inscrit(e)s dans un cours d'immersion anglaise d'été ont rempli un questionnaire portant sur leurs raisons d'apprendre une langue seconde, leurs perceptions d'auto-détermination et de compétence, l'effort investi en vue d'apprendre l'anglais, leur intention de poursuivre l'étude de l'anglais et leur niveau de compétence en anglais. Les résultats des analyses corrélationnelles ont confirmé les relations prédites entre les antécédants et les conséquences des orientations intrinsèques et extrinsèques. L'orientation intégrative était corrélée la plus fortement avec l'orientation intrinsèque. Les résultats sont interprétés en termes du rôle des orientations dans l'apprentissage des langues secondes.

Introduction

In recent years, there has been considerable discussion about the importance of learner autonomy in language learning (e.g., Holec, 1981; Dickinson, 1995; Dickinson & Wenden, 1995; Benson & Voller, 1997; Littlewood, 1996, 1999). Several authors have argued that students need to develop the sense that they are in control of their own learning process – in a sense, masters of their own linguistic fate. Accordingly, many language instructors have introduced 'learner-centred' methods to the language classroom (e.g., Cotterall, 1995; Williams & Burden, 1997). To date, however, relatively little empirical attention has been directed towards understanding issues of learner autonomy. In their Self-Determination Theory, Deci and Ryan (1985, 1995) argue that learners' perceptions of their autonomy are important because these perceptions support feelings of intrinsic motivation, which are central to sustained effort at the learning task. Recently, Noels and her colleagues (Noels, Pelletier, Clément, & Vallerand, 2000; Noels, Clément, & Pelletier, 1999; Noels, in press-a) have examined the application of this framework to language learning and found support for the model among anglophone learners of French and Spanish. The purpose of this study is to extend the research done by Noels et al. by replicating aspects of their studies with a sample of French Canadian students learning English, and by examining the relations between intrinsic and extrinsic reasons for language learning and a construct which has been the focus of much theory and research in language learning motivation, the integrative orientation.

According to Self-Determination Theory (Deci & Ryan, 1985, 1995; for reviews, see Deci, Vallerand, Pelletier, & Ryan, 1991; Rigby, Deci, Patrick, & Ryan, 1992; Ryan & Deci, 2000; Vallerand, 1997), there are different types of motivation which vary according to how much a learner engages in an activity for reasons of personal choice. These types of motivation can be defined broadly as extrinsic and intrinsic motivation and amotivation. In the context of second language (L2) learning (see Noels, in press-a, in press-b; Noels et al., 1999, 2000), extrinsic motivation (EM) includes three sub-types.¹ The first is *external regulation*, where a student learns an L2 because of some pressure or reward that comes from the social environment, such as career advancement or a course credit. Once that pressure or reward is removed, the learner might be expected to stop putting effort into L2 learning. *Introjected regulation* refers to more internalized reasons for learning an L2, such as guilt or shame. As with external regulation, once the pressure is lifted, engagement in the activity is likely to fall off. *Identified regulation* is the

most self-determined type of EM that has been examined in the L2 context. In this case, the student learns an L2 because she has personally decided to do so and because that activity has value for her chosen goals. As long as that goal is important, the learner can be expected to persist in L2 learning.

Intrinsic motivation (IM) is the most self-determined form of motivation. A person who is motivated intrinsically learns an L2 because of the inherent pleasure in doing so. These feelings of enjoyment are hypothesized to stem from the fact that engagement is voluntary (i.e., not imposed on the learner by some outside source) and because the activity challenges the learner's abilities, fostering a sense of L2 competence. Due to these feelings of autonomy and competence, intrinsically motivated students are expected to maintain their effort and engagement in the L2 learning process, even when no external rewards are provided.

Amotivation arises when a learner has no goals, either extrinsic or intrinsic, for learning a language. Without a goal of any type, the learner has little reason to engage in language learning and might be expected to quit performing that activity at the earliest convenience.

Several L2 researchers have stressed the importance of intrinsic motivation for language learning (e.g., Brown, 1990, 1994; Dörnyei, 1990, 1994a, 1994b, 1998; Julkenen, 1989), and some recent studies provide empirical support for the validity of intrinsic motivation approaches in the L2 setting. Intrinsic motivation has utility as a predictor of: (a) affective variables, including lower anxiety, positive attitudes towards language learning, and increased feelings of self-efficacy in language learning; (b) behavioural variables, such as language use, language learning strategy preferences, persistence, and motivational intensity; and (c) cognitive variables, such as grammatical sensitivity, speaking and reading proficiency, and teacher ratings of competence (see Ehrman, 1996; Noels et al., 1999, 2000; Ramage, 1990; Schmidt, Boraie, & Kassabgy, 1996; Tachibana, Matsukawa, & Zhong, 1996;).

There has been less research on Self-Determination Theory *per se*, but some research by Noels et al. (1999, 2000; Noels, *in press-a*) supports the validity of this model for L2 motivation. In their examinations of Anglo-Canadians learning French and Anglo-Americans learning Spanish, they found that more self-determined forms of motivation (i.e., identified regulation and IM) were related to perceptions of the environment as non-controlling. As well, more self-determined forms of motivation were predictive of lower feelings of anxiety and the intention to continue L2 studies.

However, these studies by Noels et al. are limited in that they concern anglophones learning either French or Spanish. Several theorists maintain that the experience of a majority group member learning the language of a minority group can be quite different than that of a minority group member learning the language of a majority group (e.g., Lambert, 1974; Clément, 1980; Giles & Byrne, 1982; Landry & Allard, 1992; Leets & Giles, 1995; Belmechri & Hummel, 1998). For instance, for a person from a high vitality (majority) group, learning another language may be more of a personal choice than for a person from a low vitality (minority) group who must communicate with people from the dominant language group on a regular basis. Given this possibility, it is important to replicate previous studies using the self-determination framework in a group other than North American anglophones. Accordingly, the first purpose of the present study is to examine the relations between intrinsic and extrinsic orientations and their hypothesized antecedents (i.e., perceptions of autonomy and competence) and consequences (i.e., effort, persistence, achievement) in French Canadian students from Québec who are learning English.

The importance of the socio-political context for language learning has been an important theme of L2 motivation models since Gardner and Lambert's seminal work on the topic (1959, 1972). Central to many of these models is the notion of the integrative orientation, which refers to the desire to learn a language for socio-emotional reasons, that is, in order to communicate with, and possibly to identify with, that language community (e.g., Clément, 1980; Giles & Byrne, 1982; MacIntyre, Dörnyei, Clément, & Noels, 1998; Schumann, 1978). The relation between integrative orientation and intrinsically and extrinsically oriented motivation has received some consideration. Several theorists have equated intrinsic and extrinsic orientations with integrative orientation and instrumental orientation (i.e., the desire to learn in order to obtain tangible goals), respectively (e.g., Jakobovitz, 1970; Kelly, 1969; see also Dickinson, 1995). Others have emphasized the distinctiveness of the two constructs (e.g., Stevick, 1976). For example, Gardner (1985) argues that both the integrative and instrumental orientations reflect extrinsic orientations, because language learning is undertaken to achieve a goal rather than out of pure interest.

In an initial examination of this issue, Noels et al. studied the link between the sub-types of motivation described by Self-Determination Theory and the instrumental, knowledge, travel, and friendship orientations described by Clément and Kruidenier (1983). They found that, whereas the instrumental orientation correlated highly with

external regulation, the other three orientations were associated more closely with identified regulation and IM. Noels et al. did not, however, directly examine the relation between the integrative orientation and the intrinsic and extrinsic sub-types. Some recent evidence suggests that, although the integrative orientation is correlated to most intrinsic and extrinsic orientations, it is most strongly related to identified regulation and the intrinsic orientation (Noels, in press-a). Thus, the second purpose of this study is to further explore the relationships between these variables.

In summary, there are two main objectives to the present study: (a) to determine the generalizability of the self-determination framework to other groups of learners by examining another sample of language learners, notably francophone Canadians learning English, and (b) to explore the relations between the various forms of intrinsic and extrinsic motivation and the integrative orientation.

Method

Participants

The participants were 59 students registered in a summer immersion program at a French-English bilingual university in Ontario, Canada. All of the students were francophones (that is, French was both their mother tongue and language used most often) who originated from the province of Québec and who were attending a Québec educational institution during the regular session. Men comprised 32.2% of the sample. The participants ranged in age from 18–47 years, with a mean age of 21.34 years ($SD = 5.24$). The length of time spent learning English ranged from a few weeks to 20 years, with a mean length of 6.59 years ($SD = 4.04$). The learners spanned seven class levels, from beginner to advanced. The distribution across these levels was fairly even: from 10.2% to 18.6%, with an average of 14.3% in each level.

Materials

The questionnaire consisted of several scales originally developed in English. In order for respondents to complete the items in their native language, those scales without an established French version were translated into French and then back into English. Minor discrepancies were then reconciled. A description of each of the scales used follows, along with standardized Cronbach alphas, where appropriate.

Orientations

These sub-scales, adapted from Noels et al. (1999; see Appendix A), assessed three types of extrinsic motivation, including external regulation (three items; $\alpha = .75$), introjected regulation (three items; $\alpha = .57$), and identified regulation (three items; $\alpha = .78$); intrinsic motivation (three items; $\alpha = .86$); and amotivation (two items; $\alpha = .79$). Four items assessed the integrative orientation (see Gardner, 1985; $\alpha = .74$). The respondents rated the extent to which the proposed reason applied to themselves by using a seven-point scale varying from one ('does not correspond at all') to seven ('corresponds completely'). Thus, a high mean score indicated a high degree of correspondence between the proposed reason and the student's reasons for studying English.

Perceptions of autonomy

Two items served as an index of perceptions of the learning environment as autonomy-supportive with regards to choices about English language study (Noels et al., 1999; $\alpha = .54$). A high mean score indicated a strong sense of support from the social environment for the learner's autonomy.

Perceptions of English competence

Self-perceptions of competence were assessed with four seven-point scales, three worded positively and one worded negatively, taken from Clément's (1988) measure of self-confidence. The negatively worded item was reversed, such that a high mean score indicated a strong sense of competence in using English ($\alpha = .72$).

Motivational intensity

Nine multiple-choice items were used to determine the degree of effort that the student exerted when learning English (Gardner, 1985). A high mean score indicated a high motivational effort ($\alpha = .75$).

Persistence in English study

Three items assessed intention to continue learning English after the conclusion of the present course (Noels et al., 1999) ($\alpha = .69$). A high mean score indicated a strong intention to pursue further English study.

Final course grades

To assess course achievement, and English proficiency indirectly, final course grades were obtained from the program administrator. These marks were standardized within class prior to their inclusion in the analyses.

Procedure

The study was conducted in summer immersion courses during regular class hours. The experimenter, who was not personally acquainted with any of the participants, informed the students of the voluntary and confidential nature of the study. Respondents filled out the questionnaire at their own pace. On the last page of the questionnaire, they were asked to complete a consent form allowing the researchers access to their final grades for the purposes of this study. Thirty-seven students, representing 63% of the sample, agreed to release their grades.²

Results

The two purposes of the study were addressed with two sets of analyses. First, variations in the different types of orientations were examined, and the orientations were correlated with hypothesized antecedents and consequences. Second, the different types of intrinsic and extrinsic motivation were correlated with the integrative orientation to determine how the constructs described by Self-Determination Theory (Deci & Ryan, 1985) were related to the integrative orientation.

Variations in the means for the different types of orientations were examined using a repeated measures ANOVA [$F_{(5,290)} = 154.41, p < .001, \eta^2 = .73$], followed up with post-hoc Tukey-HSD tests. The results indicated that identified and external regulation and the integrative orientation were endorsed equally strongly ($M = 5.07, SD = 1.49$; $M = 4.96, SD = 1.52$; $M = 5.35, SD = 1.23$, respectively). All other orientations were significantly lower than these three, and they were also significantly different from each other. Intrinsic motivation was endorsed moderately ($M = 3.82, SD = 1.22$), followed by introjected regulation ($M = 2.29, SD = 1.12$) and amotivation ($M = 1.12, SD = 0.34$).

Correlational analyses examined the relations between the orientations and hypothesized antecedents and consequences of the different motivational sub-types (see Table 1). Regarding the antecedent variables, as hypothesized, amotivation was associated negatively with perceived autonomy and perceived competence (although not significantly

TABLE 1

Correlations between intrinsic and extrinsic sub-scales, hypothesized antecedents and consequences

	Antecedents		Consequences		
	Perceived autonomy	Perceived competence	Motivational intensity	Persistence in English study	Final grades ^a
Amotivation	-.26*	-.15	-.49**	-.44**	-.13
External regulation	-.34**	-.28**	-.07	.05	.00
Introjected regulation	-.31*	.08	-.06	.01	.01
Identified regulation	.37**	.30*	.45**	.31*	.17
Intrinsic motivation	.25*	.30*	.38**	.28*	.29*
Integrative orientation	.44**	.34*	.38**	.24	.43**

N = 59^a *N* = 37* $p < .05$; ** $p < .01$

in the latter case). Stronger feelings of autonomy and competence were also associated with less external regulation and, in the case of autonomy, less introjected regulation. Greater perceived autonomy and competence were indicative of more identified regulation and intrinsic motivation.

Regarding the hypothesized consequences, amotivation was indicative of less intention to persist in English language study and less effort exerted in learning English. External and introjected regulation did not significantly predict any of the hypothesized consequences. Greater identified regulation and intrinsic motivation predicted greater motivational intensity and persistence in English study. A similar pattern as that described for motivational intensity and persistence was also evident for English course grades, but none of the correlations reached significance. Because many models of L2 motivation claim that effort or motivational intensity mediates the relation between orientations and proficiency (e.g., Clément, 1980; Gardner, 1985), the correlation between motivational intensity and final grades was examined. The relationship was statistically significant ($r = .33, p < .05$), consistent with the idea that variations in orientations which predict motivational intensity may indirectly predict English achievement.

The correlations between the integrative orientation and the antecedent and consequent variables were also examined. In most cases, the correlation between the integrative orientation and each variable was as high as or higher than that for the more self-determined motivational orientations, with the exception of persistence (in which case it approached significance, $p = .062$). Also noteworthy is the finding that,

relative to the other orientations, the integrative orientation correlated strongly with final grades.

To assess the link between the different types of intrinsic and extrinsic motivation and the integrative orientation, correlational and multiple regression analyses were conducted. Prior to these analyses, the intercorrelations between the intrinsic and extrinsic motivation subtypes were examined to assess the possibility of multicollinearity. These intercorrelations ranged from $-.04$ to $.52$, with a mean of $r = .20$. It was not felt that multicollinearity was a problem in this data set. As can be seen in Table 2, the integrative orientation correlated most highly and positively with intrinsic motivation and identified regulation, moderately positively with introjected regulation, and not at all with external regulation and amotivation. The results of the multiple regression analysis indicated that only intrinsic motivation significantly predicted the integrative orientation. Thus, it is reasonable to conclude that, of all the orientation subtypes, the integrative orientation is most similar to the intrinsic orientation.

Discussion

The present study had two purposes: (a) to replicate previous research on L2 motivation using the Self-Determination paradigm in a non-English speaking sample, and (b) to extend previous research by examining the relationship between intrinsic and extrinsic motivation and the integrative orientation. Not surprisingly, these francophones, who have devoted part of their summer to studying English, report very little amotivation. Rather, they feel that they have important reasons for learning English, such as that it will help them to get to know the English community better, to achieve valued personal goals, or to achieve

TABLE 2

Standard multiple regression: Predicting the integrative orientation as a function of intrinsic and extrinsic orientations

	Equations		Coefficients				
	R^2	$F(5,53)$	r	pr	sr	Beta	t
Intrinsic motivation	.49	10.32**	.70*	.60	.53	.71	5.42*
Identified regulation			.42*	-.03	-.02	-.03	-.25
Introjected regulation			.14	-.01	-.01	-.01	-.08
External regulation			-.04	-.06	-.04	-.05	-.44
Amotivation			-.14	-.10	-.07	-.07	-.72

$N = 59$

* $p < .01$

more tangible rewards, such as jobs or course credits. They suggest more moderately that they are learning English because it is fun. This pattern is consistent with data reported by Noels et al. (1990), in which Anglophone learners of French at the same bilingual institution reported relatively high levels of identified and external regulation and low levels of amotivation. Because this pattern is evident across two language groups, it suggests the cross-linguistic generality of the findings. At the same time, it is also possible that this pattern is characteristic of individuals, either anglophone or francophone, who support the values of the bilingual institution that they have chosen to attend. Future research should consider comparing groups of learners with diverse, ethnolinguistic vitality backgrounds to determine how orientations vary as a function of different intergroup contexts where political ideologies may be unlike those of the groups studied to date.

The pattern of correlations between the intrinsic and extrinsic orientations and the antecedent and consequent variables is generally consistent with the pattern hypothesized by Self-Determination Theory (Deci & Ryan, 1985); although, consistent with previous research (Noels et al., 1999, 2000), broad distinctions between more and less self-determined forms of motivation are in greater evidence than are discrete variations between each specific sub-type. Nonetheless, these francophones are clearly more likely to report that they are learning English because they feel pressured to, either internally or externally, if the environment does not support their autonomy in the learning process or does not sustain their sense of competence. Conversely, to the extent that autonomy and competence are supported, individuals indicate learning English because they value it and because doing so is fun. These findings are consistent with the observation of Noels et al. that intrinsic motivation may be enhanced to the extent that learners' sense of autonomous learning and competence in the language are encouraged by relevant others (e.g., teachers, family members, etc.) in their social world.

Also consistent with theoretical predictions, the orientations correlated with outcome variables such that feelings of amotivation were indicative of less expended effort and less intention to pursue language study. Learning a language because of internal or external pressures does not always predict learners' effort or persistence. As long as the reward or punishment is in sight, the subject may engage in learning; once it is removed, however, engagement will likely cease. In contrast, those who report that they learn English because it is valuable and fun are likely to exert more effort and persist longer at language learning. The data also support the idea that this engagement may contribute to

eventual achievement. In sum, the correlational patterns conform to the hypothesis that certain antecedents differentially predict orientations, which in turn predict certain consequences. The caveat must be noted, however, that this evidence is correlational; future research must use experimental and longitudinal designs to test these causal tenets more rigorously.

The correlations between the integrative orientation and the various L2 variables follow patterns very similar to those of intrinsic motivation and identified regulation, suggesting that these forms of motivation are quite similar. Indeed, the correlational and multiple regression analyses indicate that the integrative orientation is most similar to more self-determined forms of motivation and to intrinsic motivation in particular. This finding is contrary to Gardner's (1985) suggestion that the integrative orientation would be most similar to extrinsic motivation. The finding is consistent, nevertheless, with results reported by Noels (in press-a), whereby the integrative orientation is aligned most closely with more self-determined forms of motivation. Thus, for the francophones in this sample, those who wish to learn English because it is enjoyable also desire to learn English in order to interact with members of the English community. Such a finding suggests that enhancing intergroup interaction may be encouraged by developing students' sense of fun about language learning.

In line with their high intercorrelation, the integrative orientation correlates with the antecedent variables in a manner similar to intrinsic motivation. Somewhat unexpectedly, the more perceived autonomy and competence experienced with regards to language learning, the greater was the desire to learn the language in order to interact with the English community. This unforeseen relationship may be linked to the political climate in Canada. The issue of political sovereignty for Québec is a very salient issue among many French Canadians, as evidenced by the increase in legislation regarding language use and the ascension of separatist parties to political power in Québec (see Bourhis, 1994, for an overview of the history of French-English relations in Canada). In this climate, pressure to learn English may be perceived as coming most strongly from English Canada, rather than from any particular individual (e.g. teachers, family members, etc.). The possibility that autonomy issues at the intergroup level may be at least as important as those at the interpersonal level reiterates, as stated earlier, the importance of contemplating the socio-political context of the language groups under consideration in order to understand the role of orientations in L2 motivation.

The integrative orientation was also similar to more self-determined forms of motivation in its correlational pattern with the hypothesized consequences. Thus, people who wish to learn English in order to participate in that community are likely to expend effort and, to a lesser extent, continue their studies beyond the present course. Unlike the other orientations, however, the integrative orientation is unique in that it predicts English achievement relatively strongly. Unlike the other orientations, which focus on the individual's own enjoyment and values, the integrative orientation is more relevant to communicative purposes, which require fairly sophisticated understanding of the language if effective communication is to be achieved. Possibly this orientation to learn the language in order to communicate with members of the English community particularly inspires people to achieve fluent and grammatical English.

The present study contributes to a growing body of research on intrinsic and extrinsic motivation in language learning by considering the self-determination framework in a language group other than anglophone Canadians or Americans. The study provides further support for the theoretical relations between perceptions of autonomy and competence, intrinsic and extrinsic reasons for language learning, and various language outcomes in francophone learners of English. It also extends understanding of language learning orientations by considering the relationships between intrinsic and extrinsic reasons and the integrative orientation, and supports the contention of Noels and others (1999, 2000a, 2000b; see also Clément, Dörnyei, & Noels, 1994; Dörnyei, 1994a, 1994b; Gardner, 1985) that at least two interconnected substrates involving intergroup issues and intrinsic interest in the learning process describe language learners' motivation.

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Notes

- * This research was funded by various grants and fellowships to the three authors from the Social Sciences and Humanities Research Council of Canada and the Natural Science and Engineering Research Council of Canada. The authors are grateful to the students and teachers at the Second Language Institute at the University of Ottawa who participated in this study. They would also like to thank Ann Beaton and Renée Gauthier for their help with the data collection, and Jennifer Chu for her clerical assistance. Correspondence regarding this paper can be sent to the first author at the Department of Psychology, P220 Biological Sciences Building, University of Alberta, Edmonton, AB, T6G 2E9.
- 1 A fourth type of EM, integrated regulation, is discussed by Deci and Ryan (1985). Because this motivational sub-type has been shown to be elusive in novice learners (Vallerand et al., 1989), as are the present learners, it is not addressed here.
- 2 A series of t-tests were conducted to compare those students who released their final grade and those who did not. All six of the orientations, the two antecedent variables, and the two consequent variables were examined. There were no differences between the two groups in terms of their orientations. The groups did differ, however, in that those who provided their grades felt a greater sense of autonomy than those who did not ($t(57) = 2.29, p = .03; M = 5.78, SD = .93; M = 5.16, SD = 1.14$, respectively). As well, those students who released their grades indicated greater intention to pursue their English studies than those who did not ($t(57) = 2.53, p = .01; M = 6.53, SD = .653; M = 6.05, SD = .77$, respectively). Thus, of the 10 comparisons, only two were significant. It is nonetheless important to recognize that the findings regarding course achievement may be restricted to students with a relatively strong sense of self-determination who expect to continue learning English.

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Appendix

Pourquoi apprenez-vous l'anglais?

Amotivation

1. Honnêtement, je ne sais pas ; j'ai réellement l'impression de perdre mon temps en étudiant l'anglais.
2. Je ne peux pas voir pourquoi j'étudie l'anglais, et, franchement, je m'en fous.

External Regulation

1. De façon à obtenir un emploi plus prestigieux.
2. De façon à avoir un meilleur salaire plus tard.
3. Pour les avantages que je peux retirer de mon admission dans la communauté anglophone.

Introjected Regulation

1. Pour me prouver que je suis un bon citoyen parce que je peux parler l'anglais.
2. Parce que je me sentirais coupable de ne pas connaître l'anglais.
3. Parce que je me sentirais coupable de ne pas pouvoir parler à mes amis anglophones en anglais.

Identified Regulation

1. Parce que je pense que c'est bon pour mon développement personnel.
2. Parce que j'ai choisi d'être le genre de personne qui parle plus d'une langue.
3. Parce que j'ai choisi d'être le genre de personne qui peut parler anglais.

Intrinsic Motivation

1. Parce que j'aime le sentiment d'apprendre de nouvelles choses en ce qui trait à la communauté anglophone et à son mode de vie.
2. Pour le plaisir d'accroître mes connaissances en ce qui a trait à la littérature anglaise.
3. Pour le sentiment satisfaisant que j'ai à découvrir de nouvelles choses.
4. Pour le grand sentiment de plaisir ressenti lorsque j'entends une langue étrangère.
5. Pour le plaisir que je ressens lorsque j'entends l'anglais parlé par les anglophones.
6. Pour le plaisir que je ressens lorsque je parle anglais.
7. Pour le plaisir que je ressens lorsque je saisis une construction difficile en anglais.
8. Pour le plaisir que je ressens lorsque je me surpasse dans mon étude de l'anglais.
9. Pour la satisfaction que je ressens quand je suis dans le processus d'accomplir des exercices difficiles en anglais.

English items: Why are you learning [French]?

Amotivation

1. Honestly, I don't know; I truly have the impression that I am wasting my time in studying [French].
2. I cannot come to see why I study [French], and frankly, I don't give a damn.

External Regulation

1. In order to get a more prestigious job later on.
2. In order to have a better salary later on.
3. To gain the benefits that entrance into the [Francophone] community will provide me.

Introjected Regulation

1. To prove to myself that I am a good citizen because I speak [French].
2. Because I would feel guilty if I didn't know [French].
3. Because I would feel ashamed if I couldn't speak to my friends in the [Francophone] community in French.

Identified Regulation

1. Because I think it is important for my personal development.
2. Because I choose to be the kind of person who can speak more than one language.
3. Because I choose to be the kind of person who can speak French.

Intrinsic Motivation

1. Because I enjoy the feeling of acquiring knowledge about the [Francophone] community and their way of life.
2. For the pleasure that I experience in knowing more about [French] literature.
3. For the satisfied feeling I get in finding out new things.
4. For the 'high' I feel with hearing foreign languages spoken.
5. For the pleasure I get from hearing [French] spoken by [Francophones].
6. For the 'high' that I experience while speaking [French].
7. For the enjoyment I experience when I grasp a difficult construct in [French].
8. For the pleasure I experience when surpassing myself in my [French] studies.
9. For the satisfaction I feel when I am in the process of accomplishing difficult exercises in [French].

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