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# SALIENT INTRINSIC MOTIVATION FACTORS IN THE ACHIEVEMENT OF LEARNING OUTCOMES IN AN ONLINE ENGLISH COURSE AT UNIVERSIDAD PERUANA DE CIENCIAS APLICADAS

María González-de Jourde

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**UNIVERSIDAD DE PIURA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
**MAESTRÍA EN EDUCACIÓN**



**Salient intrinsic motivation factors in the achievement of  
learning outcomes in an online English course at Universidad  
Peruana de Ciencias Aplicadas**

**Tesis para optar el Grado de Magister en Educación  
con mención en Enseñanza de Inglés como Lengua Extranjera**

**María Soledad Rosa Hortencia González de Jourde**

**Asesor: Mgtr. María Luisa Mu Hoyos**

**Piura, setiembre de 2018**



## Approval

The thesis entitled **Salient intrinsic motivation factors in the achievement of learning outcomes in an online English course at Universidad Peruana de Ciencias Aplicadas**” presented by **María Soledad Rosa Hortencia González de Jourde** in accordance with the requirements of being awarded the Degree of Magister in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Mgtr. María Luisa Mu Hoyos, and defended on..... before a Jury with the following members:

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President

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Secretary

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Informant



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## **Analytical - Informative Summary**

**Title:** Salient Intrinsic Motivation Factors in the Achievement of Learning Outcomes in an Online English Course at Universidad Peruana de Ciencias Aplicadas.

**Author:** María Soledad Rosa Hortencia González de Jourde.

**Thesis Director:** Mgtr. María Luisa Mu Hoyos.

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**Institution:** Universidad de Piura. Facultad de Ciencias de la Educación.

**Date of dissertation:**

**Key Words:** Autonomy / competence / relatedness / intrinsic motivation / learning outcomes

**Description:** Graduate Thesis in Education based on the line of research on intrinsic motivation driven by L. Deci's and Richard M. Ryan's Self-determination Theory (SDT), which posits that three basic psychological needs (autonomy, competence and relatedness) are required to maintain intrinsic motivation.

The author presents the results of her research on intrinsic motivation and the achievement of learning outcomes in students enrolled in the English 5 online course of Universidad Peruana de Ciencias Aplicadas during July 2017.

**Content:** This research has been divided into four main sections: formulation of the research problem (context, description and justifications), description of the Self-determination Theory's propositions, description of the type and design chosen for this research, as well as of its variables, population, techniques and instruments, and discussion of results in line with the SDT.

**Methodology:** Descriptive-quantitative method.

**Conclusions:** A positive correlation was found between intrinsic motivation and perceived learning outcomes. Moreover, the salience order of the three analyzed intrinsic motivation factors was perceived competence, perceived autonomy and perceived relatedness.

**Sources:** Results obtained through an online survey. Interview recordings.

**Date of summary:** September, 2018.



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## Introduction

Engagement into online educational activities has been a challenging task for institutions, teachers and students themselves. In the last few years, Information and Communication Technologies (ICTs) have been integrated in education, encouraging university teachers and course designers to devise virtual courses that can meet the specific needs of students (Arnó, Rueda, Soler, & Barahona, 2003, para. 3). ICTs have brought about great changes in the type of learning materials provided to students, as well as in the provision of access to these materials, which translates into a radical transformation of second language learning and teaching (González-Pueyo, Foz, & Jaime, 2009, p.7).

Nowadays, English plays a major role in most countries, both as a global and a local language in multiple domains such as business, academia, media, and education, as well as in daily interactions; moreover, English is the language of texts that students are required to read in academia in most disciplines (Shohamy, 2014, p. 273).

Universidad Peruana de Ciencias Aplicadas (UPC) recognizes the importance of English as a means of training more competitive professionals and seeks to benefit students through a high-value offer of online English courses. Thus, this research aims at exploring students' perceptions on the effectiveness of the English 5 online course: intrinsic motivation factors (autonomy, relatedness and competence) and perceived learning outcomes are analyzed on the basis of the Self-Determination Theory (SDT), which fundamentally posits that social contexts that support people's being competent, related, and autonomous will promote intentional (i.e., motivated) action. (Deci, Vallerand, Pelletier & Ryan, 1991, p. 332)

Low average grades are common in the UPC online English courses and all students are required to successfully pass these courses in order to obtain a degree (except for those who have an eligible English certificate). Several studies have devoted their attention to the many difficulties e-leaners encounter, but intrinsic motivation needs and their relationship with learning outcomes in university students enrolled in compulsory online English courses remain unexplored. In that regard, this research aims at discovering what the interrelationship among intrinsic motivation factors reveals about the students' motivated choice to satisfactorily engage in the English 5 online activities. This will allow identifying strengths and weaknesses —of course, to be improved— in terms of students'

intrinsic motivation and subsequent achievement of positive learning outcomes, which will thereby shed light on the suitability of the UPC online English 5 course teaching method. The findings of this study are expected to facilitate future reviews of such method.

The general objective of this research is to determine the salience order of perceived autonomy, relatedness and competence in the intrinsic motivation and perceived learning outcomes of students enrolled in the UPC English 5 online course. In order to achieve such objective, data were collected from the students on their perceptions about intrinsic motivation factors and the achievement of learning outcomes through an online survey; finally, the data were analyzed and contrasted with SDT in order to discover the degree of relationships among the five variables of study (intrinsic motivation, autonomy, relatedness, competence and learning outcomes).

This research has been divided into four chapters. The first chapter includes the formulation of the problem, which clearly describes the problem and its corresponding objectives; this investigation's justification, limitations and antecedents are also addressed. The second chapter discusses the theoretical framework, which addresses fundamental concepts from the Self-Determination Theory (SDT) elaborated by Edward L. Deci and Richard M. Ryan. The third chapter explains in detail the methodology of the investigation: investigation type, design of the investigation, variables, population and study samples, techniques and instruments for gathering data, reliability and validity of the instrument, techniques used for the processing of the data, and procedure. Finally, the fourth chapter is devoted to the discussion of results, which is sub-divided into the data analysis and research findings. Finally, conclusions, recommendations, reference and appendixes are presented.

In short, this study is an attempt to improve the e-learning offer for UPC students enrolled in English courses on the basis of their perceptions. By knowing what intrinsically motivates them the most and the least, strategies can be redefined in order to make their learning more efficient and satisfactory.

# **Chapter 1**

## **Investigation outline**

### **1.1. Formulation of the problem**

The growing importance of distance-learning networks and e-learning methodologies and the current status of English in today's worldwide higher education as the language of academic exchange are reflected in the offer of online English courses. In this regard, Universidad Peruana de Ciencias Aplicadas (UPC) clearly asserts that:

During their studies, students must have the ability to understand texts in English, mastering the said language by the time they complete their studies. The mastery of English is progressively required in order to take the courses that make up the Study Plans of each major, in accordance with the provisions set forth in the UPC English Requirements. (UPC, 2015 a, p.7).

In view of this, UPC (2015b) offers the following English courses: Remedial, English 1 (or level 1), English 2 (or level 2), English 3 (or level 3; basic command of the language), English 4 (or level 4) and English 5 (or level 5; intermediate command of the language) (p. 128). The UPC English courses went through several changes, finally evolving into a fully online methodology in 2017.

It should be noted, however, that online courses involve a certain degree of difficulty for several students. For instance, online learning tends to have a high student attrition rate, which seems to be counterintuitive for an online learning environment where access and flexibility are featured components of instruction (Cheng, Jang & Branch, 2010, p. 31); in fact, attrition rates for classes taught through distance education are 10 – 20% higher than classes taught in a face-to-face setting (Angelino, Williams & Natvig, 2007, p. 1). Through anecdotal observation, UPC students were shown to frequently have low average (given the compulsory nature of UPC English online courses, attrition is often not a possibility); furthermore, English 5 is the course that has the highest number of students and, therefore, the sample chosen for this study.

Despite the fact that English in UPC is required progressively in order to continue with the courses in the curriculum (UPC 2015b, p. 128) and the positive performance and outcomes of several students, it is clear that many others struggle to complete or pass their

online English courses successfully; what is more: failure in the courses may even be consistent. In this respect, the self-determination theory can explain motivational influences on students: its central hypothesis is that social contexts that support people's basic psychological needs (competence, relatedness, and autonomy) will lead to motivated actions. Such needs are defined as follows:

Competence involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions; relatedness involves developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's own actions. (Deci, Vallerand, Pelletier & Ryan, 1991, p. 327).

Thus, the following questions arose: What is the salience order of perceived autonomy, relatedness and competence in the achievement of learning outcomes in students enrolled in the UPC English 5 online course? What does the interrelationship among these intrinsic motivation factors reveal about the students' motivated choice to persist in this English online course of a compulsory nature?

By developing strategies that can compensate for certain weaknesses, students can achieve a higher level of satisfaction, which would thereby lead to intrinsic motivation, and finally, to a decrease in constant failure and attrition rates. Given that the SDT explains the motivational influences on students, the answers to these questions will make it possible to validate which SDT basic needs require improvements in the above-mentioned group. Thus, a broader approach on intrinsic motivation can be developed in order to improve mechanisms for students to obtain better learning outcomes.

For the purposes of the empirical study, a validated survey will be used to assess students' intrinsic motivation, autonomy, relatedness, competence and perceived learning outcomes. In this non-experimental research, no dependent or independent variables were deliberately manipulated. However, the items mentioned above are to be considered the variables of this research.

It should be recalled that, as a non-experimental descriptive quantitative research, this study did not involve the manipulation of dependent or independent variables. Therefore, no hypothesis was elaborated prior to the conduct of the study.

## **1.2. Delimitation of the objectives**

### **1.2.1. General objective**

To determine the salience order of perceived autonomy, relatedness and competence in the intrinsic motivation and learning outcomes of students enrolled in the UPC English 5 online course.

### **1.2.2. Specific objectives**

To collect data from the students enrolled in the UPC English 5 online course on their perceptions about intrinsic motivation factors and the achievement of learning outcomes.

To analyze the results obtained from data collection on the basis of the Self-determination theory in order to discover the degree of relationships that exists among the five variables of study (intrinsic motivation, autonomy, relatedness, competence and learning outcomes).

## **1.3. Justification of the research**

Several studies have attempted to explore the challenges associated with online learning environments and students' motivation as online earners. For instance, Muuro, Wagacha, Oboko, and Kihoro (2014) rated five major challenges as high: lack of feedback from instructors, lack of feedback from peers, lack of time to participate, slow internet connectivity, and low or no participation of other group members (p. 132). On the other hand, Park and Choi (2009) believe that opportunities to apply newly acquired knowledge into real situations allow learners to feel satisfied with the skills and knowledge obtained from a particular online course and thus they can be motivated to persist in the course (p. 214).

Nevertheless, no literature was found on intrinsic motivation in university students enrolled in compulsory online English courses. As for this aspect, it should be recalled that the case of UPC is very special: the only available modality of English courses for students is the online modality; in addition, successfully passing the courses is a requirement for them to obtain a degree (unless they already have an eligible English certificate). This study aims at discovering the salience order of all three intrinsic motivation needs

(autonomy, relatedness and competence) under such circumstances to determine which needs more attention and improvements.

In short, identifying the interrelationship of students' intrinsic motivation factors associated with the achievement of positive learning outcomes through this research allows a better understanding of the suitability of the online English 5 course teaching method. This study seeks to help improve the online learning environment of UPC students enrolled in English courses on the basis of their perceptions. By knowing what intrinsically motivates them the most and the least to complete and pass the courses, it is possible to redefine the strategies to be applied in order to make their learning more efficient and satisfactory.

#### **1.4. Limitations of the investigation**

As far as the scope of the study is concerned, a great number of students considered to reside outside the scope were disregarded. Given that it was the most numerous group, only those enrolled in one specific online English course were selected. This may limit this study's level of generalizability and future studies may extend this research by surveying across other English courses, institutions or even language. It was considered, however, that this group was a representative sample of the universe due to its size.

As for the theoretical framework, the Self-determination theory is not the only theory associated with motivation. In that regard, other motivation factors could be considered relative to student success or failure in online courses, but the researcher considered the factors that this theory proposes to be "key" factors. Nevertheless, the Self-determination theory has been cited in several researches dealing with motivation in online courses, which reveals its current relevance as a source that contributes tremendously to the analysis of students' perceptions on motivation.

Lastly, given that a distance survey is the chosen method for the purposes of this research, the results entirely rely upon the answers that participants provide. Such answers may not be truly accurate, whether the participants show intentional or unintentional deception. Therefore, findings of this study are subject to future verification for a more rigorous analysis.

### 1.5. Antecedents of the investigation

Cynthia F. Bennett and Kathaleena E. Monds, both from the Albany State University wrote in 2008 the research entitled *Online Courses: The Real Challenge Is "Motivation"*. Bennett and Monds (2008) fundamentally aimed at discussing some indicators that support the notion that intrinsic motivation is attributable to student success and at presenting strategies that may be used to increase intrinsic motivation in online courses. They provided a description of the Intrinsic Motivation Inventory (IMI), a motivation measurement instrument that assesses participants' interest or enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, perceived choice while performing a given activity, and experiences of relatedness. Furthermore, they stressed the importance of creating a "sense of community" and providing feedback to establish a connection among e-learners enrolled in the some course. The authors argue that a proper learning environment should consider the creation of student homepages and discussion boards, as well as the constant use of e-mail. Although no fieldwork was conducted for the purposes of this research, it provides very useful details about one of the questionnaires used to elaborate this study's instrument and ways to improve students' intrinsic motivation.

Andrea Carvalho Beluce and Katya Luciane de Oliveira, both from the Universidade Estadual de Londrina wrote in 2015 the article entitled *Students' Motivation for Learning in Virtual Learning Environments*. Carvalho and de Oliveira (2015) used the Teaching and Learning Strategy and Motivation to Learn Scale in Virtual Learning Environments to measure autonomous motivation, controlled motivation, and demotivation on 572 students from the Brazilian state of Paraná. Based on their results, the authors discovered that the majority of participants were shown to be intrinsically motivated for involvement in learning online courses. As for extrinsic motivation, a significant number of students identified themselves with questions representing extrinsic motivation through integrated regulation. The results also indicated that, while 1.6% of the students "always" feel demotivation, 91.5% said "never" when they were asked to select an option associated with demotivated behaviors in online learning. This study was helpful to the extent that it provided an insight on the adaptation and implementation of instruments to measure and to analyze motivational behaviors in educational groups.

**Maggie Hartnett, Alison St. George, and John Dron** from the Massey University in New Zealand wrote in 2011 the article entitled *Examining Motivation in Online*

*Distance Learning Environments: Complex, Multifaceted, and Situation-Dependent.* Hartnett et al (2011) explored the motivation to learn of preservice teachers in two online distance-learning contexts by using the Self-determination theory (SDT) as a framework. Questionnaires were administered to a group of New Zealand students enrolled in two Internet-based courses; they included a demographic information section, a self-report motivation scale, and open-ended questions designed to explore possible relationships between social and contextual influences and learners' motivation. The results indicated that learners were not primarily intrinsically motivated; instead, student motivation was found to be complex, multifaceted, and sensitive to situational conditions. Thus, their findings allowed a better understanding of the possible implications of applying SDT methods to explore intrinsic and extrinsic forms of motivation.

Kuan-Chung Chen and Syh-Jong Jang from the Graduate School of Education, Chung-Yuan Christian University wrote in 2010 the article entitled *Motivation in online learning: Testing a model of self-determination theory*. Chen, Jang and Branch (2010) assert that high attrition rates are a major concern of online educators and entail the need of investigating online learners' motivation. Therefore, their proposal consisted of applying a model for online learner motivation drawing on Deci and Ryan's self-determination theory with the participation of 267 online students enrolled in two online teacher trainee certificate programs at a large research university in the southeastern USA. Participants were asked to answer a survey including five keys variables: demographics, motivation, need support, need satisfaction, and learning outcomes. Their results from structural equation modeling provided evidence for the mediating effect of need satisfaction between contextual support and motivation/self-determination. Such findings are consistent with the assumption that self-determined forms of motivation can lead to better learning outcomes and guided key aspect of the elaboration of this study's instrument.

It should be noted that, although the above studies reveal the usefulness of the Self-determination theory as a theoretical framework applicable to the investigation on intrinsic (as well as extrinsic) motivation in online courses, the case of special online English courses remains insufficiently explored. Therefore, the researcher concluded on the need of applying it to the UPC online English learning context.



## **Chapter 2**

### **Theoretical framework**

As noted above, the scientific theoretical fundamentals that support the current research derive from the self-determination theory (SDT) elaborated by Edward L. Deci and Richard M. Ryan. This approach to human motivation and personality focuses on people's inherent growth tendencies and innate psychological needs that are the basis for self-motivation and personality integration, as well as for the conditions that foster those positive processes (Deci & Ryan, 2000, p. 68). Thus, it systematically explains the interrelationships among individuals' psychological needs, motivation and contextual support (Cheng, Jang & Branch, 2010, p. 32).

#### **2.1. Basic psychological needs**

Deci and Ryan (2002) refer to people's basic psychological needs as essential innate nutriment that have a great impact on behavior:

SDT maintains, however, that there are necessary conditions for the growth and well-being of people's personalities and cognitive structures, just as there are for their physical development and functioning. These nutriment are referred to within SDT as 'basic psychological needs'. (Deci & Ryan 2002, p. 7).

The SDT posits three fundamental psychological needs which provide the basis for categorizing aspects of the environments as supportive and allow the possibility to make predictions about the conditions that promote optimal outcomes in terms of both personality development and the quality of behavior and experience within a specific situation (Deci & Ryan, 2002, p. 6).

##### **2.1.1. Autonomy**

As cited in Kowal (1999, p. 358), autonomy refers to people's perception that they are themselves the origins of their actions. Therefore, autonomy involves experiencing behavior as an expression of the self, such that, "even when actions are

influenced by outside sources, the actors concur with those influences, feeling both initiative and value with regard to them.” (Deci & Ryan, 2002, p. 8) The experience of behavior is thus both volitional and reflectively self-endorsed; for example, students are autonomous when they willingly devote time and energy to their studies. (Niemiec & Ryan, 2009, p. 135).

In the light of the foregoing, it should be noted that learner autonomy has been widely defined as the capacity to take control of one’s own learning (Benson, 2007, p. 22). Furthermore, learner control is often defined as the amount of objective control learners have over the pace, content, sequence, guidance and design of training content (Karim & Behrend, 2013, p. 60). Indeed, the common ground underlying learner autonomy and learner control is that learners are capable of exerting control over their own learning processes, thereby aligning learning pace with learning style. As cited in Cheng, Jang & Branch (2010, p. 33), autonomous learners also assume higher responsibility for their learning, which requires self-direction and self-regulation.

Now then, other factors contributing to autonomy in online learning environments are flexibility of time and space and increased accessibility; they allow students who are distant, busy, or physically disabled to participate in class. As mentioned by Karim & Behrend (2013, p. 60), “e-learners can choose to pause to take a break or rewind confusing topics; choose to train at three in the morning, or in five-minute increments in between meetings; and choose to learn in a quiet library, or in a bustling coffee shop.” Students can autonomously engage in course activities anywhere and at any time with the assistance of online learning support.

### **2.1.2. Competence**

“Competence” refers to feeling effective in one’s ongoing interactions with the social environment and experiencing opportunities to exercise and express one’s capacities (as cited in Deci & Ryan, 2002, p. 7). For instance, the experience of behavior can be effectively enacted when students perceive that they are able to meet the challenges of their schoolwork (Niemiec & Ryan, 2009, p. 135). That said, it must be stressed that competence “is not an attained skill or capability, but rather a felt sense of confidence and effectiveness in action.” (Deci & Ryan, 2002, p. 7).

The need for competence is a contributing factor to the sustained maintenance of optimal behavior and performance. As it leads people to seek optimal challenges for their capacities and to persistently attempt to maintain and enhance skills through activity (Deci & Ryan, 2002, p. 7), positive perceived competence can strengthen autonomous motivation to perform certain tasks. As stated by Yuan and Liu (2017, p. 191), when the need for competence gains support, individuals tend to perform activities more effectively.

Online learning activities require a variety of skills associated with technology, collaborative learning, and self-regulation (as cited in Cheng, Jang & Branch, 2010, p. 36). With regards to technological skills, students must have operational knowledge on computers and software for online course activities. Furthermore, they need skills regarding web browsing and data searching in order to meet the online learning challenges. In light of the above-mentioned importance of the competence need, frustrations may arise if students feel incapable of controlling their online learning support mechanisms.

### **2.1.3. Relatedness**

In a broad sense, relatedness “refers to feeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness both with other individuals and with one’s community.” (Deci & Ryan, 2002, p. 7). As cited in Zhao, Lu, Wang & Huang (2011, p. 348), perceived relatedness is the perception of being connected to and supported by important people; although autonomy and competence are assumed to be the most salient antecedents to intrinsic motivation, “relatedness also plays an important role as individuals are inclined to be intrinsically motivated when in a secure and supportive environment.”

As for learning environments, evidence has shown that a sense of belongingness with other peers and the teachers does have an impact on student performance. For instance, in the classroom, relatedness is deeply associated with a student’s perception that the teacher genuinely likes, respects, and values him or her. Niemiec & Ryan (2009) stated:

“Students who report such relatedness are more likely to exhibit identified and integrated regulation for the arduous tasks involved in learning,

whereas those who feel disconnected or rejected by teachers are more likely to move away from internalization and thus respond only to external contingencies and controls.” (Niemic & Ryan, 2009, p. 138-139).

In online environments, such face-to-face interactions are substituted by computer-mediated communications which have been shown to have a positive influence when appropriately implemented. Rahimi (2017, p. 76) claims that one of the big advantages of the Internet and emailing as expressed by the learners was that the learners could consult the problems they encountered during the task completion process with other peers and the teacher by email. Cheng, Jang & Branch (2010, p. 35) also posit that, although online learners have often been labeled as autonomous or independent learners, affiliation with others has long been acknowledged as a critical factor influencing their learning success. It appears that an increase in learners’ feelings of belongingness in online learning environments can also lead to an increase in their motivation to learn.

## 2.2. Motivation

As cited in Deci & Ryan (1994), the SDT posits that the concept of *intention* or *purpose* is central for understanding the regulation of behavior:

“People are said to be motivated to the extent that they intend to accomplish something—that is, to the extent that they have a purpose. An intention involves the desire to attain some future state along with a means to attain that desired end. The concept of motivated behavior thus describes actions that are mediated by intentions. Some actions—actions such as cowering in the corner or punching someone in the face—may not be mediated by intentions, and if that is the case they would not properly be termed motivated. In our theory such actions are referred to as *amotivated*.” (Deci & Ryan, 1994, p. 3).

Motivated individuals expand endeavor, are determined and attentive to the task, have goals and desires, enjoy the activity and experience reinforcement from success and disappointment from failure and make use of strategies to assist in attaining aims (as cited in Baleghizadeh & Rahimi, 2011, p.61). As mentioned above, the behavior of such individuals is determined by intentions, which immediately indicates that motivation as a

construct has different features. Therefore, motivation cannot be analyzed as unitary complex: in fact, there are types of motivation differing in types and levels of generality (Deci & Ryan, 2002, p. 39). That said, the SDT main types of motivation are described below.

### **2.2.1. Intrinsic motivation (IM)**

As explained in Deci & Ryan (2002, p. 42), intrinsic motivation implies engaging in activities for the pleasure and satisfaction inherent in activity, as in the case of students who do their homework because they enjoy it and find that learning new things is interesting and satisfying. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (as cited in Baleghizadeh & Rahim, 2011, p. 62). Therefore, intrinsic motivation reflects a natural inner inclination “toward assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development and that represents a principal source of enjoyment and vitality throughout life.” (as cited in Deci & Ryan, 2000, p.70).

As for learning environments, intrinsic motivation entails engaging in learning opportunities because they are seen as enjoyable, interesting, or relevant to meeting one’s core psychological needs (as cited in Froiland, Oros, Smith & Hirschert, 2012, p.91). In this respect, it is important to underline that Deci & Ryan (2002) described a suggested tripartite taxonomy of IM.

“First, *IM to know* implies engaging in activities because of the pleasure and satisfaction derived from learning, exploring, and understanding new things. Second, *IM to accomplish* things refers to engaging in activities because of the pleasure and satisfaction derived from trying to surpass one-self, creating, or accomplishing something. Third, *IM to experience stimulation* operates when one is engaged in an activity because of the stimulating sensations associated with it.” (Deci & Ryan, 2002, p. 42).

Furthermore, intrinsic motivation is viewed as innate and universal and arises out of three basic psychological needs (Baleghizadeh & Rahim, 2011, p. 62); it is thereby one of the key aspects of this research (extrinsic motivation is considered to be present in the course by default).

### **2.2.2. Extrinsic motivation (EM)**

In contrast to IM, another type of motivation needs to be explained in order to offer a comprehensive description of the SDT motivation construct. Extrinsic motivation refers to “a broad array of behaviors having in common the fact that activities are engaged in not for reasons inherent in them but for instrumental reasons.” (Deci & Ryan, 2002, p.42) Although extrinsically motivated behaviors involve arriving at some instrumental end (i. e. the source of regulation is external to the activity per se) (Baleghizadeh & Rahim, 2011, p. 62), they are self-determined due to the developmental processes of internalization (transforming external regulatory processes into internal regulatory processes) and integration (internalized values and regulations are integrated into one's self ) (as cited in Deci & Ryan, 1994, p. 6). EM therefore sustains IM.

Deci & Ryan (2002, p. 42) state that the SDT presents a typology of extrinsically motivated acts which involve self-determination and choice. Said typology consists of four types of EM that vary in degree of self-determination and can be ordered along a continuum ranging from non-self-determined to self-determined forms of EM.

- **External regulation**

External regulation is the least self-determined form of EM. Since individuals behave in order to obtain rewards or avoid punishment (Cheng, Jang & Branch, 2010, p. 32), internalization (if it occurs) “is unstable in nature and tends to disappear once external rewards or punishments are removed.” (Baleghizadeh & Rahim, 2011, p. 62) The very end (either positive or negative) of this form of EM is therefore entirely separate from the activity itself.

- **Introjected regulation**

Introjected regulation represents the first stage of the internalization process (Deci & Ryan, 2002, p. 42) and refers to behaviors that are motivated by internal prods and pressures (such as self-esteem-relevant contingencies), which means that “one behaves because one thinks one should or because one would feel guilty if one did not” (Deci & Ryan, 1994, 6). Individuals internalize regulations into “ought” or

“should” reasons for their behavior and act out of internal obligation in order to avoid feeling shame or internal pressure (an elector votes because it is his or her duty as a citizen).

- **Identified regulation**

This form of EM results when a behavior or regulation is adopted by the self as personally important or valuable: one does not behave simply because one feels one should, but rather because the behavior is personally valued (Deci & Ryan, 1994, 6). When the reasons to engage in an activity considered to be valuable are internalized, individuals perform the activity “with a sense of choice and the behavior is said to be regulated through identification with the activity.” (Deci & Ryan, 2002, p. 43) Deci & Ryan (1994) provide a clear example to make distinctions above the first three forms of EM.

“An example of an identified regulatory style might be a high-school girl who studies subjects she finds uninteresting so she will get good grades because they are important for her self-selected goal of going to a university. This example stands in contrast to a boy who studies hard because he believes he 'should' go to college like everyone else and will feel worthless if he doesn't (introjected regulation), or to another girl who studies because her parents pressure her to do so (external regulation).” (Deci & Ryan, 1994, p.6)

- **Integrated Regulation**

When choices to engage in some activities are coherent with other self-structures (Deci & Ryan, 2002, p. 43), external regulations have been internalized and entirely integrated within the self and brought into congruence with needs and values that already become part of the self (Baleghizadeh & Rahim, 2011, p. 62). Deci & Ryan (2002, p.43) provide as an example the case of a ballet dancer who might choose not to go to a party with friends in order to be in shape for dance class early on the next morning. Thus, integrated regulation is the most self-determined form of EM.

### 2.2.3. Amotivation (AM)

Another aspect necessary to understand human behavior is amotivation or the state in which people lack the intention to behave (Baleghizadeh & Rahim, 2011, p. 62). When individuals display a relative absence of motivation, they do not perceive a contingency between their behaviors and outcomes, so they act with the intention to attain an outcome. Furthermore, AM is said to be similar to helplessness mostly because amotivated individuals feel incompetent and act like they have little or no control (their behaviors are perceived to be caused by forces outside themselves) (Deci & Ryan, 2002, p. 43). Students who drop out of courses because they do not find them beneficial are examples of amotivated individuals.

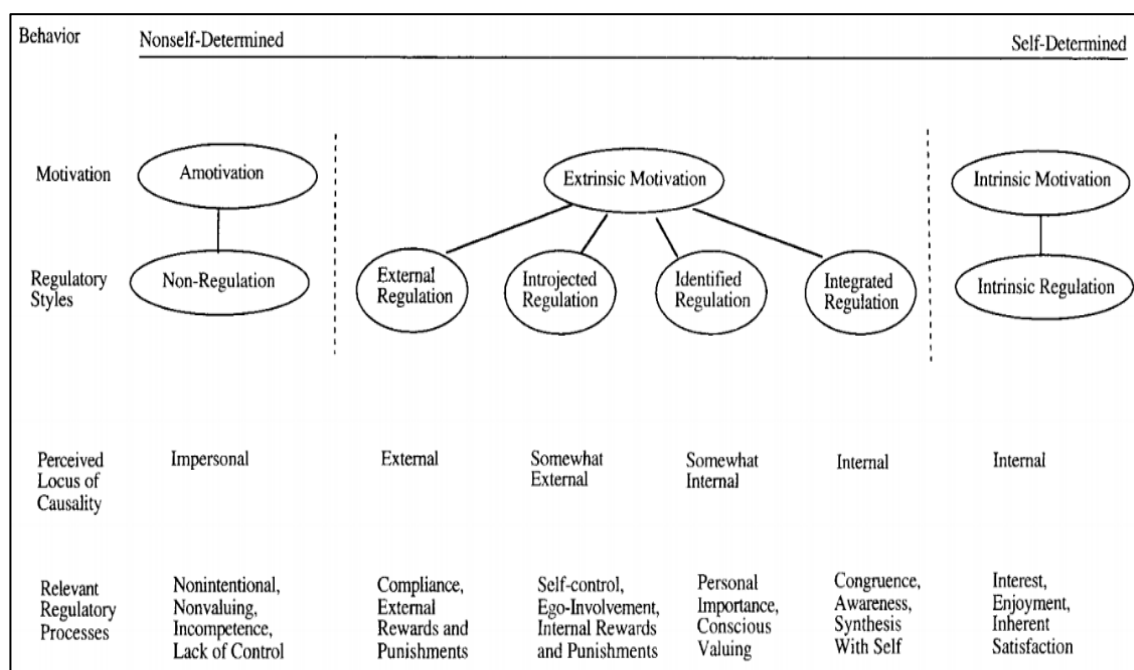


Figure 1. The Self-determination Continuum Showing Types of Motivation with Their Regulatory Styles and Corresponding Processes

Source: (Deci & Ryan, 2000, p. 72)

### 2.2.4. Motivation Levels of Generality

The SDT proposes that IM, EM and AM are represented within the individual at three hierarchical levels of generality. That said, it is important to make distinctions among them in order to explain the framework this study established for data collection and subsequent measurement activities.



### **The global level**

At this first level, the individual has a global (or general) motivational orientation to interact with the environment in an intrinsic, extrinsic, and/or amotivated fashion (Deci & Ryan, 2002, p. 44). The global (or personality) level therefore represents a general state of motivation toward life rather than a form of motivation developed in specific spheres of the human activity (i.e. contexts). (González-Cutre, Sicilia, Sierra, Ferriz, & Hagger, 2016, p.162) To cite an example, an individual can feel typically motivated to conduct any type of activity (either new or regular) regardless of the specific context he or she is involved in.

### **The contextual level**

Contextual level motivation is influenced by contextual determinants and leads to contextual consequences; some specific spheres of human activity are leisure, education and interpersonal relationships (Deci & Ryan, 2002, p. 44). An example of this second level of generality is the case of an outstanding student who feels intrinsically motivated to proficiently perform class activities and thus obtain satisfactory learning outcomes. The perceptions of the students surveyed for this study were analyzed at this level.

### **The situation level**

The situation level refers to motivation behaviors shown by individuals who engage in a specific activity at a particular time; motivation is consequently understood to be a response to the environment under such particular circumstances (Deci & Ryan, 2002, p. 45). Situational motivation can be determinant when students engage in a given educational task at a specific point in time (e.g. a two-hour English test).

## **2.3. Contextual support**

As cited in Yuan and Liu (2017, p. 190), “contextual support” refers to the assistance offered by the circumstances in which behaviors occur to the three above mentioned basic psychological needs; therefore, “it provides nutrients to the three needs,

and facilitates the transformation and internalization from controlled motivation to autonomous motivation. As basic needs gain contextual supports, autonomous motivation will be enhanced, and hence, the persistent sharing behaviors will be maintained.” Indeed, contextual support is the foundation that enables the satisfaction of all three basic psychological needs, thereby leading to a higher degree of overall motivation:

Simply stated, social-contextual factors that afford people the opportunity to satisfy their needs for autonomy, competence, and relatedness will facilitate intrinsic motivation and the integration of extrinsic motivation, whereas those that obstruct satisfaction of these needs will impair intrinsic motivation and the integration of extrinsic motivation. (Deci & Ryan, 1994, p. 7).

In online learning environments, the notion of contextual support is especially valuable, as “online learners need a variety of support from instructors, peers, administrators, and technical support personnel.” (as cited in Chen & Jang, 2010, p. 743) Without such support, motivation to learn may be compromised and the risk of academic failure or student attrition increases.

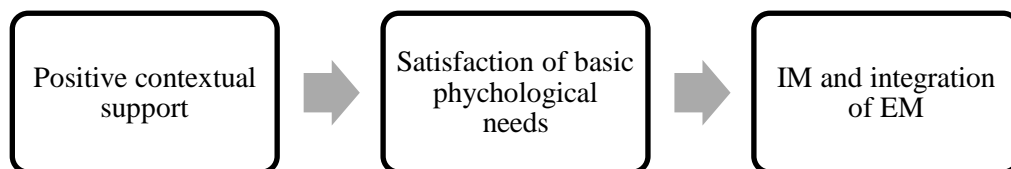


Figure 2. The interrelationships among contextual support, basic psychological needs and motivation  
Source: Own elaboration.

### 2.3.1. Contextual support and learning outcomes

Prince & Barrett (2014, p.23) define learning outcomes as what a student knows, understands and is able to do as a result of a learning activity. Furthermore, SDT autonomous motivation and perceived competence have been found to predict a range of behavior change and learning outcomes (as cited in Ulstad, Halvari, Sørebo & Deci, 2016, p. 28). As for relatedness, Chen, Jang and Branch (2010, p.35) assert that studies have found that “students who felt themselves insiders of the learning community evaluate themselves as being successful and benefited most from class.”

In addition, Noels, Clement, and Pelletier (2001) found a significant correlation between intrinsic motivation and positive perceptions on the course in a group of English students (“individuals indicate learning English because they value it and because doing so is fun”) (p. 433); the correlation between extrinsic motivation and final course grades, however, did not significantly predict any of their hypothesized consequences (p. 431). Evidence therefore suggests that contextual support allowing the satisfaction of autonomy, competence and relatedness does influence the achievement of expected learning outcomes.



## **Chapter 3**

### **Methodology of the investigation**

#### **3.1. Investigation type**

This descriptive quantitative research seeks to explore students' perceptions in order to specify the degree of relationships that exists among the five variables of study: intrinsic motivation, autonomy, relatedness, competence and learning outcomes.

#### **3.2. Design of the investigation**

The literature review showed that most studies focus on analyzing the effect of both extrinsic and intrinsic motivation in learning environments. Although more similar studies are being conducted to apply self-determination theory (SDT) in online learning research, no attention has been given to compulsory (i. e. extrinsically influenced) online language courses in terms of intrinsic motivation. Furthermore, there is no “big picture” that describes the interrelationships of online English learners' intrinsic motivation and learning outcomes and autonomy, competence and relatedness; the salience order of all three basic psychological needs (intrinsic motivation factors) in such learners also remains unclear. Accordingly, this study aims at exploring the salience order of perceived autonomy, relatedness and competence in the intrinsic motivation and learning outcomes of students enrolled in the UPC English 5 online course; therefore, it is guided by three research questions.

What is the salience order of perceived autonomy, relatedness and competency in the intrinsic motivation of students enrolled in the UPC English 5 online course?

1. What is the salience order of perceived autonomy, relatedness and competency in the perceived learning outcomes of students enrolled in the UPC English 5 online course?
2. What is the relationship between intrinsic motivation and perceived learning outcomes in students enrolled in the UPC English 5 online course?

### 3.3. Variables

Given the non-experimental nature of this research, no dependent or independent variables were deliberately manipulated. As will be explained below, previously validated instruments used to assess students' intrinsic motivation, autonomy, relatedness, competence and perceived learning outcomes provided the basis for defining indicators and elaborating the survey instrument.

Table 1. Research variables: Salient intrinsic motivation factors in the achievement of learning outcomes at Universidad Peruana de Ciencias Aplicadas.

Variable	Dimension	Indicators	Scale
Intrinsic Motivation: Pleasure and satisfaction inherent in activities that lead to voluntary engagement	Types of motivation	Joyfulness to engage in the course activities. Perceived benefit of the course activities. Willingness to strive in the course activities.	The students' perceptions were assessed on a 5-point Likert scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), strongly agree (5).
Autonomy: Perception that one is the origin of one's own actions.	Basic psychological needs	Capability to manage one's own schedule for the course activities. Capability to easily access the course material. Capability to practice on one's own with the course material. Capability to detect and self-correct one's mistakes.	
Relatedness: Perception that one belongs with other individuals and one's community.	Basic psychological needs	Affinity with the course activities. Perceived benefit of the teacher's feedback Perceived communication with the teacher. Perceived encouragement from the teacher.	
Competence: Perception that one is effective in action and capable of expressing one's capacities.	Basic psychological needs	Perceived capability to learn from the course material. Perceived capability to use the virtual platform.	

Variable	Dimension	Indicators	Scale
Perceived Outcomes:  Perception on what one is able to do as a result of learning activities.	Learning  Contextual support outcomes	Perceived capability to achieve one's goals in the course activities.	
		Perceived capability to display a good performance in the course activities.	
		Perceived capability to clearly identify the course objectives.	
		Perceived benefit of the course material and tools.	
		Perceived suitability of the course workload	
		Perceived educational quality of the course.	

Source: Own elaboration.

### 3.4. Population and study sample

As noted in Chapter 1, UPC offers six English courses which vary in terms of level of difficulty, with English 5 being the highest possible level. All courses are offered only in the online modality and have a total student body of 1896 enrolled English learners. In an attempt to reach as many students as possible and explore motivation in students who already completed several courses of the UPC English program, I chose the English 5 population because it had the highest number of enrolled students (534) among all the UPC English courses. The sample analyzed for the purposes of this study consisted of 132 surveyed students whose ages range between 18 and 30 years old; as for gender, there were 60 male students and 72 female students. All individuals were enrolled in the English 5 course corresponding to the 2017-I academic semester, which started on April 3rd and ended on July 15th.

### 3.5. Techniques and instruments for gathering data

The research technique used in the present study consisted of obtaining empiric-analytic data through an online motivational factor survey (See appendix 01). The survey instrument was sent by mail to the entire chosen population of 534 English 5 students

enrolled in the 2017-I academic semester. Thus, data was gathered from the 132 fully completed surveys that were sent back.

### **3.5.1. Instruments used for gathering data**

As above mentioned, the research instrument was an online (Google Forms) survey, which consisted of 25 items divided into six sections: introduction (which included the survey title, a brief description of the instrument, a definition of the scale to be applied, and the gender and age fill-in items), motivation (7 linear-scale items), autonomy in the course (4 linear-scale items), relatedness to the course (4 linear-scale items), competence for the course (4 linear-scale items) and learning outcomes (4 linear-scale items)<sup>1</sup>; the total number of items was not large due to the risk of low response rate. The survey as a method of gathering data for this particular research was the most advisable due to its rapidity, suitable extension, low cost and effective conduction. This free platform provides results in both numbers and figures, which thereby allows an efficient researcher analysis; furthermore, the chosen instrument was the online survey due to the remote nature of the English course at issue (there were no classrooms where observation or interviews could be conducted).

### **Validated questionnaires used to elaborate the instrument**

Intrinsic Motivation is operationally defined in this research as “the pleasure and satisfaction inherent in the English 5 course activities that lead to voluntary engagement.” To assess participants’ intrinsic motivation, items were adapted from the *Intrinsic Motivation Inventory (IMI)*, which was retrieved from SDT’s (2017a) official website. Therefore, the intrinsic motivation items were modified slightly to fit the purposes of this study from said instrument’s three subscales: interest/enjoyment, value/usefulness and effort. A sample item is “I consider that the course activities are enjoyable.” It should be noted that this intrinsic motivation instrument has been used by researchers (including Deci and Ryan themselves) in

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<sup>1</sup> The survey was originally written in English in a MS Word document (Appendix 02) and its Spanish translation was validated and sent to the research sample; the names of each section were translated into Spanish by the researcher for the purposes of this study.



several experiments related to intrinsic motivation and self-regulation (as cited in SDT, 2017).

On the other hand, Autonomy's operational definition in this study is "Students' perception that they are the origin of their own actions when conducting the English 5 course activities." In *A Survey Study of Autonomous Learning by Chinese Non-English Major Post-graduates*, Jianping Xu (2009) used a revised questionnaire elaborated on the basis of validated theoretical foundations on learner autonomy (e. g. Xu Jinfen, 2004, Schunk D.H & Zimmerman B. J., 1994 & Littlewood, 1996) (p. 26). Perceived autonomy items were therefore adapted from two categories contained in this questionnaire: Determining the learning objectives and Evaluating the efficacy of autonomous L2 learning.

Relatedness (i. e. "Students' perception that they belong with their English 5 learning community") was assessed by adapting items from the survey elaborated by Babb, Stewart & Johnson (2010) in *Constructing Communication in Blended Learning Environments: Students' Perceptions of Good Practice in Hybrid Courses*. Said survey consisted of 61 items that measured student demographics, utility of online tools, and perceptions of course design and delivery, and perceived performance and performance satisfaction; the reference section used for this study was *Perceived Relatedness*, which assessed students' perceptions of their relationship with their professors (Babb, Stewart & Johnson, 2010, 738). Thus, a sample item is "I consider that the teacher's feedback on my performance helps me better understand the course material."

To assess students' perceived competence (operationally defined as "Students' perception that they are effective in action and capable of expressing their capacities in the English 5 course activities), items were adapted from the *Perceived Competence Scale*, which was also retrieved from SDT's (2017b) official website. Said instrument is a short, 4-item questionnaire, and is considered to be one of the most valid of the instruments designed to assess constructs from SDT; when the scale was used by Williams and Deci (1996) to assess medical students learning of material in an interviewing course, the alpha measure of internal consistency was above 0.80 (as cited in SDT, 2017b). For the purposes of this study, specific words were included (e. g. "I am capable of doing activities on the virtual platform") to slightly modify the four items.

Finally, students' perceived learning outcomes (i. e. "Students' perception on what they are able to do as a result of the English 5 course activities") were assessed based on the instrument adapted by Latif & Subramaniam (2016) in *Students' Learning Outcomes in Online Courses: Continual Quality Improvement*, which consisted of 10 items that captured quantitative data on students' learning experience in achieving learning outcomes (p. 2). Given the fact that this instrument was used to measure how well the learning experience was gauged effective by a group of students in supporting them to achieve their expected learning outcomes, its content was considered relevant for the elaboration of the survey's final section.

### 3.5.2. Reliability and validity of the instrument

In order to test for the reliability of the survey, a pilot test was conducted by distributing the online survey to 20 random respondents. The Alpha of Cronbach coefficient was used and the value obtained was 0, 981 (greater than 80%), indicating thus that the 23 items being used to explore students' perceptions on intrinsic motivation and learning outcomes in the English 5 online course were reliable. Tables shown below contain all the results obtained in this respect.

Table 2. Overview of the cases' processing

		No.	%
Cases	Valid	20	100.0
	Excluded	0	0.0
	Total	20	100.0

Source: Own elaboration.

#### a. List elimination based on all process variables.

Table 3. Reliability statistics

The Alpha of Cronbach coefficient	No of elements
0.981	28

Table 4. Intraclass correlation coefficient

	Intraclass correlation <sup>a</sup>	95 % confidence interval		Sample F with true value			
		Lower limit	Upper limit	Value	gl1	gl2	GIS.
Individual measures	0.646 <sup>b</sup>	0.506	0.799	52.080	19	513	0.000
Average measures	0.981 <sup>c</sup>	0.966	0.991	52.080	19	513	0.000

Source: Own elaboration.

Mixed effect model of two factors, in which the effects of the people are random and the effects of the measures are fixed.

- a. Type C intraclass correlation coefficients using a coherence definition; the inter-measure variance is excluded from the variance of the denominator.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is calculated by assuming that the effect of interaction is not present because otherwise it is not estimable.

Once the above-described pilot test was successfully conducted, its results and a MS Word document with the survey instrument's final version were validated by experts in the area.

### **3.5.3. Techniques used for the processing of data**

Gathered data were processed with the statistical analysis software called SPSS Statistics. Once all responses were downloaded in a MS Excel spreadsheet, values were entered into the software in order to create statistical tables. Therefore, descriptive tables and figures and contingency tables of all used variables are shown.

## **3.6. Procedure**

At the outset of this study, the researcher communicated with the UPC English Program Lead Coordinator to make sure that he fully understood the purpose and logistics of this study; in that regard, two emails were sent to his educational email address in May 2017 in order to obtain authorization to conduct the research (one in behalf of the researcher herself and another in behalf of the university supporting the study).

Once UPC authorized the execution of the study, it was necessary to contact the English 5 course teacher staff in order to obtain their support to carry out the gathering of data. Since participants were geographically dispersed and could contact their English instructors only through online means, the survey was developed and distributed through Google Forms; emails with the online survey link were sent to all participants with the assistance of English 5 teachers. Thus, the survey instrument helped collect self-report data, including gender, age, perceived autonomy, relatedness, and competence regarding the course, intrinsic motivation, and perceived learning outcomes. Data collection

proceeded at the end of the UPC 2017-I academic semester (July 2017) and lasted for fourteen days; data were processed immediately afterwards with the above-mentioned statistical method.

### **3.7. Further research**

Further research was conducted between September and October by means of a semi-structured interview (see Appendix 03), the results of which reflect the challenges that other institutions face in terms of intrinsic motivation and learning outcomes in online English courses. It should be recalled that UPC is (as shown in Chapter 1) the only higher education institution in Peru that offers exclusively online English courses to their students solely. Therefore, the following criteria were considered to select participants: (1) having more than 10 years of continuous experience in English teaching, (2) having more than 5 years of work in a university that offers either blended or online English courses in addition to face-to-face courses and (3) being a leading staff member of the English Department of that university.

With this in mind, e-mails were sent to potential participants from Universidad del Pacífico (UP) and Pontificia Universidad Católica del Perú (PUCP) in order to schedule face-to-face appointments for the interviews; although other institutions such as Universidad de San Martín de Porres and ESAN also met the above mentioned criteria, the researcher only found gatekeepers in UP and PUCP. Two interviewees agreed to participate and provided the information shown below.

#### **3.7.1. Universidad del Pacífico**

María De la Lama Eggerstedt is Director of the Language Center at UP, which offers communicative English courses for children and adults, specialized English courses (e.g. English for Business, English for Lawyers, English for Junior Management and English for Marketing), English programs for educational institutions and teacher training (e.g. English for Tots, English for Juniors, English for Young Adults and English for English Teachers), English programs for companies, and training courses for international exams (Universidad del Pacífico 2017); according to her, UP students have access to some of these courses (those appropriate for their age and needs) in the online modality through the content

platform called “Pearson” and also need to complete certain levels in order to obtain a degree. Before the interview began, concepts (i.e. research variables) were explained to the participant.

As for problems associated with intrinsic motivation for the English courses, data is obtained from students by means of surveys. Thus, it is known that self-discipline and persistence are two aspects that need to be improved: students were proven to have difficulty in organizing themselves and controlling their own learning when conducting the course activities on a regular-basis. Furthermore, De la Lama states that some UP e-learners may encounter difficulties in terms of relatedness to the course: “Not everyone can be an online learner. [...] Some people like to be present in class and to interact with others. [...] People tend to choose online learning, perhaps, without thinking whether that way of learning is appropriate for them.”

The UP English course attrition rate is not high, given that the mastery of English is a requirement for students to graduate; according to the interviewee, however, results may not be satisfactory when passing the English courses by default becomes their only source of motivation (this was particularly observed in graduate students who chose e-learning due to lack of time for face-to-face on-campus classes).

Now then, UP is taking some measures in order to mitigate problems. Firstly, students receive induction lessons prior to participating in the course itself: they are advised on how to use the platform and organize their time; this appears to be a way of ensuring students’ competence for the course. Students are then monitored through follow-up activities conducted by the teachers: all platform participants are identified, as well as the number of times they have accessed the platform content and how much time they spent reviewing it. In addition, a forum for interaction was developed in order to provide students with daily and active tutoring; De la Lama believes, however, that said forum only allows poor written discussions and still needs further improvements: “There needs to be a face on the other side, some type of ...-relationship. [...] Online sessions, such as those of ‘Blackboard Collaborate’, that allow all participants to see each other need to be added.” Thus, the interviewee considers that a blended learning modality improves the students’ relatedness to the English courses and benefits their learning.

Lastly, it should be noted that the UP English courses are, in fact, not fully online: although class content is provided in the online platform, the students' learning outcomes are measured through assessments conducted in classroom settings. De la Lama stresses that such assessments include an oral component which is seen as being "so important that the students' results in the speaking test are more relevant than their platform activities." Based on this information, she further states that speaking communication skills are decisive in obtaining good grades and UP students' average results are often good.

### **3.7.2. Pontificia Universidad Católica del Perú**

Patricia Villasante is Virtual Program Coordinator of the Language Center at Pontificia Universidad Católica del Perú. Her university offers face-to-face (in English, Spanish, Portuguese and Quechua) and online (in English only) language courses, as well as teaching degree programs (Methodological Principles for TEFL to Children and Teenagers and Methodological Principles for TEFL to Adult Learners); the online English courses include the General Online English Course, the Reading Comprehension English Course and the "Let's Talk Online" English course (Idiomas Católica 2017). Villasante states that said online English courses are offered in monthly cycles and PUCP students need to hold an English qualification issued by Idiomas Católica or another eligible institution in order to obtain a degree. Concepts were also explained to this participant before the interview was conducted.

According to the interviewee, student motivation in Idiomas Católica is measured by means of surveys and class observation; the goal of such instruments is to determine students' "degree of motivation, engagement in studying, participation and responsibility." Villasante also states that problems arise and personalized follow-up is needed when students choose to enroll in the PUCP online English courses without knowing how they function: "When a student enrolls in the online courses without previous information, he or she may think that our online courses function as other courses in the market do. [...] Ours stand out for being as demanding as face-to-face courses. [...] Some students may think by mistake that the online courses are non-credit courses. And that's not the case." Aside from this issue,

she further stresses that students enrolled in PUCP online English programs were in fact proven to be highly motivated.

Villasante asserts that motivation in students is a direct result of the PUCP online English courses' design. The goal of the PUCP online teaching strategies is to motivate students and "encourage them to enjoy contact with their teachers." Relatedness to the course is ensured by providing "a platform for communication and interaction and a platform for acquisition of concepts and skills development." "Students," she says, "like regularly receiving feedback from their teachers" and can even continue their lessons with the same classmates and teachers if they satisfactorily persist in their courses.

The one-hour-and-a-half lessons PUCP offers usually have up to 16 participants who log in at the same time and do not usually communicate outside their platform; furthermore, they are required to study independently on the Learning Management System platform for approximately an additional one hour and a half. With regard to their digital skills, students also benefit from constant assistance on the platform's functions provided by the teacher staff. The interview states that all this combined makes the PUCP students' learning experience as similar as possible to face-to-face classes: "Online course are a reflection of face-to-face courses."

As for the PUCP online English students' learning outcomes, results were proven to be slightly higher than those obtained by face-to-face students; this appears to be consistent with the above mentioned information: an improvement in student motivation may be resulting in better learning outcomes. In addition, Villasante indicates that no information on students' attrition rate is recorded given that students may stop at any time for up to four months and rejoin their courses where they left off.





## Chapter 4

### Discussion of results

The information contained in this chapter shows what the participants' responses revealed in terms of the interrelationships among perceived autonomy, relatedness and competence, and intrinsic motivation and learning outcomes. In a preliminary section, descriptive tables with all collected data will be shown; then, research findings and will be discussed in detail.

#### 4.1. Data analysis

The introductory section of the survey instrument made it possible to the gather information of the participants' gender and age.

Table 5. Gender

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Male	60	45.5	45.5	45.5
	Female	72	54.5	54.5	100.0
	Total	132	100.0	100.0	

Source: Own elaboration.

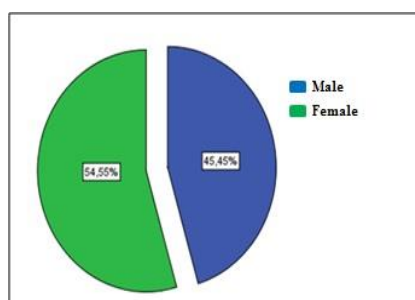


Figure 3. Gender

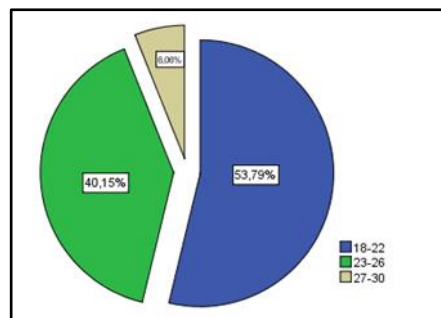
Source: Own elaboration.

This figure shows that the surveyed population was asked about their gender. The results obtained were the following: female: 54.55%; male 45.45%.

Table 6. Age

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	18-22	71	53.8	53.8	53.8
	23-26	53	40.2	40.2	93.9
	27-30	8	6.1	6.1	100.0
	Total	132	100.0	100.0	

Source: Own elaboration.

Figure 4. Age  
Source: Own elaboration.

This figure shows that the surveyed population was asked about their age. The results obtained were the following: 18-22: 53.79%; 23-26:40.15%; and 27-30: 6%.

The remaining five sections of the online survey corresponded to the study's five main variables. All data obtained on said variables are shown below.

Table 7. Intrinsic motivation

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Strongly disagree	7	5.3	5.3	5.3
	Disagree	9	6.8	6.8	12.1
	Neither disagree nor agree	29	22.0	22.0	34.1
	Agree	52	39.4	39.4	73.5
	Strongly agree	35	26.5	26.5	100.0
	Total	132	100.0	100.0	

Source: Own elaboration.

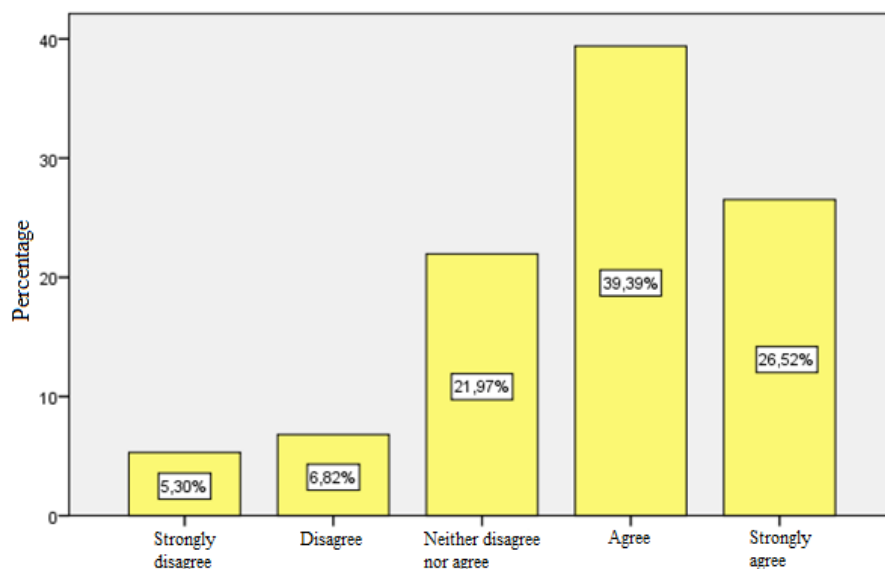


Figure 5. Intrinsic motivation  
Source: Own elaboration.

This figure shows that the surveyed population's intrinsic motivation was assessed and the two highest results were the following: agree: 39.39%; and strongly agree: 26.52%. This appears to show that the majority of participants (65.91%) present high levels of intrinsic motivation to engage in the English 5 course activities. This finding will be supported by the results shown below, which are consistent with the SDT assumption that intrinsic motivation involves satisfaction of all three basic psychological needs.

Table 8. Perceived autonomy for the course

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Strongly disagree	5	3.8	3.8	3.8
	Disagree	13	9.8	9.8	13.6
	Neither disagree nor agree	25	18.9	18.9	32.6
	Agree	45	34.1	34.1	66.7
	Strongly agree	44	33.3	33.3	100.0
	Total	132	100.0	100.0	

Source: Own elaboration.

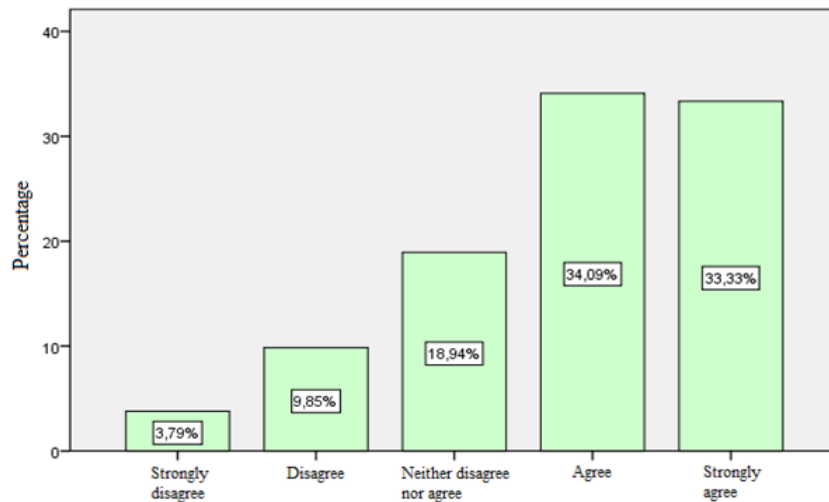


Figure 6. Perceived autonomy for the course  
Source: Own elaboration.

This figure shows that the surveyed population's perceived autonomy was assessed and the two highest results were the following: agree: 34.09%; and strongly agree: 33.33%. This appears to show that the majority of participants (67.42%) perceive their behavior as being considerably autonomous, which supports the assumption that autonomous individuals are more intrinsically motivated (it should be recalled that intrinsic motivation was found to be high).

Table 9. Perceived relatedness to the course

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Strongly disagree	9	6.8	6.8	6.8
	Disagree	9	6.8	6.8	13.6
	Neither disagree nor agree	25	18.9	18.9	32.6
	Agree	41	31.1	31.1	63.6
	Strongly agree	48	36.4	36.4	100.0
	Total	132	100.0	100.0	

Source: Own elaboration.

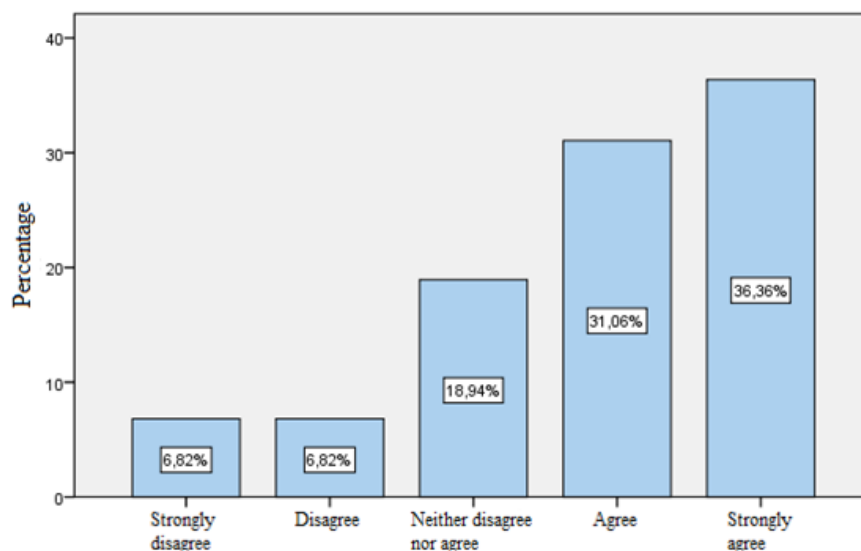


Figure 7. Perceived relatedness to the course  
Source: Own elaboration.

This figure shows that the surveyed population's perceived relatedness was assessed and the two highest results were the following: agree: 31.06%; and strongly agree: 36.36%. Once again, the majority of participants (67.42%) consider that they are highly related to the English 5 course learning environment, which also appears to explain the fact that high levels of intrinsic motivation were identified.

Table 10. Perceived competence for the course

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Strongly disagree	4	3.0	3.0	3.0
	Disagree	6	4.5	4.5	7.6
	Neither disagree nor agree	18	13.6	13.6	21.2
	Agree	37	28.0	28.0	49.2
	Strongly agree	67	50.8	50.8	100.0
Total		132	100.0	100.0	

Source: Own elaboration.

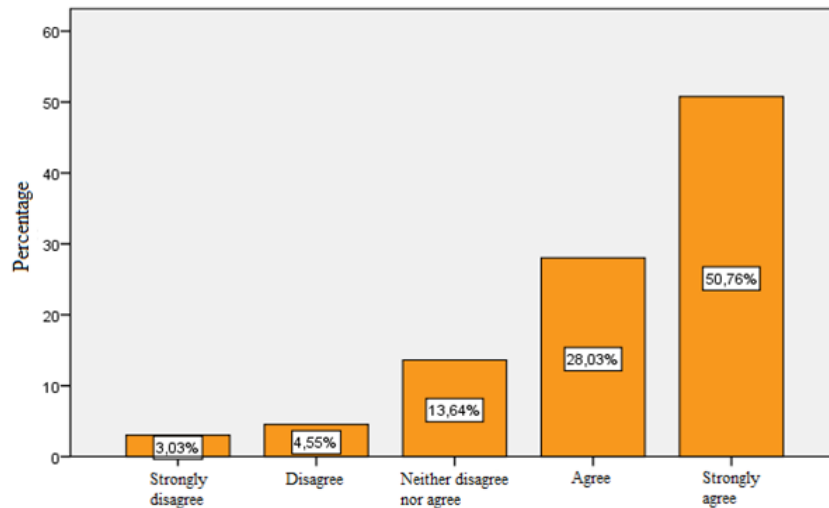


Figure 8. Perceived competence for the course  
Source: Own elaboration.

This figure shows that the surveyed population's perceived competence was assessed and the two highest results were the following: agree: 28.03%; and strongly agree: 50.76%. A great majority of participants (78.79%) perceive that they are competent when participating in the English 5 online course activities; this finally shows that overall intrinsic motivation in the English 5 students is consistent with the SDT requirement that all basic psychological needs must be satisfied.

Table 11. Perceived learning outcomes

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Strongly disagree	8	6.1	6.1	6.1
	Disagree	8	6.1	6.1	12.1
	Neither disagree nor agree	25	18.9	18.9	31.1
	Agree	49	37.1	37.1	68.2
	Strongly agree	42	31.8	31.8	100.0
	Total	132	100.0	100.0	

Source: Own elaboration.

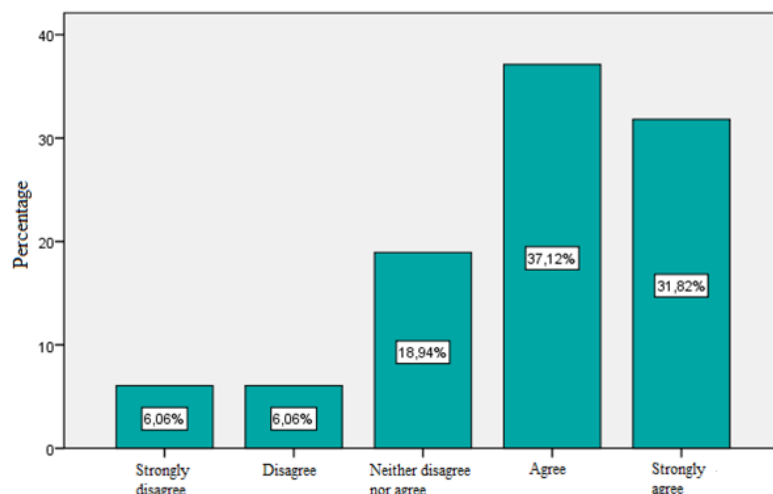


Figure 9. Perceived learning outcomes  
Source: Own elaboration.

This figure shows that the surveyed population's perceived learning outcomes were assessed and the two highest results were the following: agree: 37.12%; and strongly agree: 31.82%. Given that 68.94% of participants believe that the English 5 course learning method allows them to successfully achieve positive learning outcomes, there appears to exist a correlation between students' intrinsic motivation (cause) and positive learning outcomes (effect). The answers to the research questions (shown below) will further demonstrate that the results go hand in hand with the SDT theoretical assumptions.

## 4.2. Research findings

In order to discover the interrelationships between each basic psychological need and both intrinsic motivation and perceived learning outcomes, as well as the connection between the latter two variables, it was necessary to statistically match the descriptive results shown above. SPSS data crossing allowed analyzing scores for each category of the implemented scale and determining the salience order of perceived autonomy, relatedness and competence in reference to the two first research questions. Therefore, this section contains the resulting contingency tables that correspond to each one of them.

#### 4.2.1. Perceived Autonomy, Relatedness and Competence in the Intrinsic Motivation of Students Enrolled in the UPC English 5 Online Course

In terms of the first research question, it can be certainly said that all three basic psychological needs appeared to be successfully satisfied in the majority of participants: as can be seen in both the descriptive and contingency tables, *Agree* and *Strongly Agree* always reflected the highest scores in terms of autonomy, relatedness and competence; the same scenario was found when analyzing intrinsic motivation scores (65.91% of students answered either *Agree* or *Strongly Agree*). This is consistent with the assumption that “the better a condition satisfies these basic needs, the more intrinsically motivated an individual will be.” (Zhao, Lu, Wang & Huang, 2011, p. 347) That said, it is necessary to discuss data matches individually.

Table 12. Intrinsic motivation and perceived autonomy for the course

		Perceived Autonomy for the course					Total
		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	
<b>Intrinsic Motivation</b>	Strongly disagree	5	2	0	0	0	7
	Disagree	0	9	0	0	0	9
	Neither disagree nor agree	0	2	25	2	0	29
	Agree	0	0	0	43	9	52
	Strongly agree	0	0	0	0	35	35
Total		5	13	25	45	44	132

Source: Own elaboration.



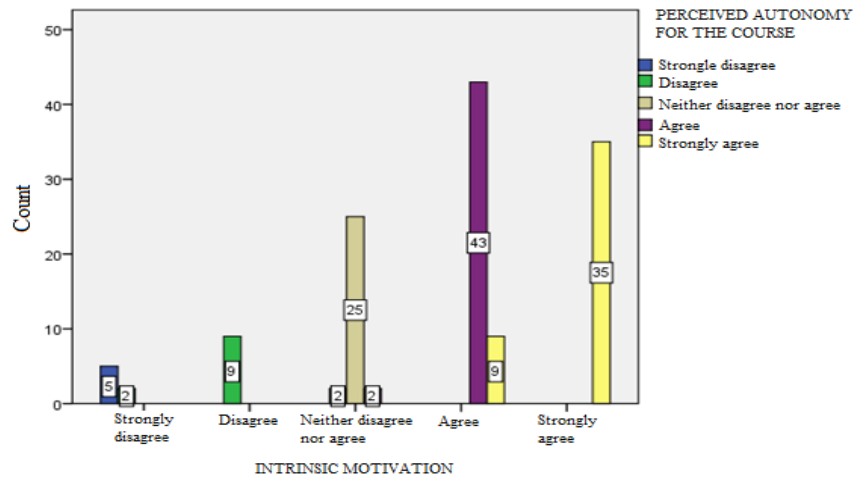


Figure 10. Intrinsic motivation and perceived autonomy for the course  
Source: Own elaboration.

This contingency table shows that *Agree* reflects the highest score between Perceived Autonomy for the Course and Intrinsic Motivation. This shows once again that high levels of intrinsic motivation consequently involve high perceived autonomy. In order to determine the salience order of all basic psychological needs, intrinsic motivation was also matched with Relatedness to the Course and Competence for the Course.

Table 13. Intrinsic motivation and relatedness to the course

		Perceived Relatedness to the Course					Total
		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	
<b>Intrinsic Motivation</b>	Strongly disagree	7	0	0	0	0	7
	Disagree	2	7	0	0	0	9
	Neither disagree nor agree	0	2	25	2	0	29
	Agree	0	0	0	39	13	52
	Strongly agree	0	0	0	0	35	35
	Total	9	9	25	41	48	132

Source: Own elaboration.

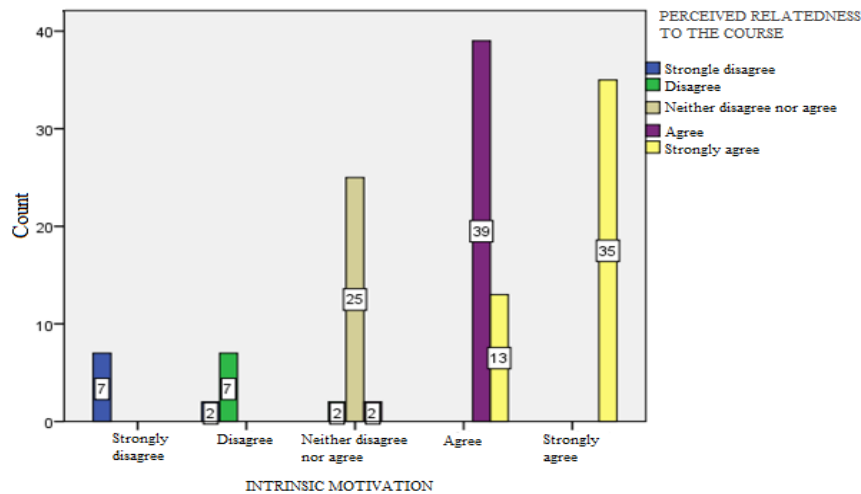


Figure 11. Intrinsic motivation and relatedness to the course  
Source: Own elaboration.

This contingency table shows that *Agree* reflects the highest score between Perceived Relatedness to the Course and Intrinsic Motivation. As for the research question, this analysis shows, nevertheless, that autonomy is higher when compared to relatedness in the online English 5 course.

Table 14. Intrinsic motivation and perceived competence for the course

		Perceived Competence for the Course					Total
		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	
Intrinsic Motivation	Strongly disagree	4	3	0	0	0	7
	Disagree	0	3	6	0	0	9
	Neither disagree nor agree	0	0	12	17	0	29
	Agree	0	0	0	20	32	52
	Strongly agree	0	0	0	0	35	35
Total		4	6	18	37	67	132

Source: Own elaboration.

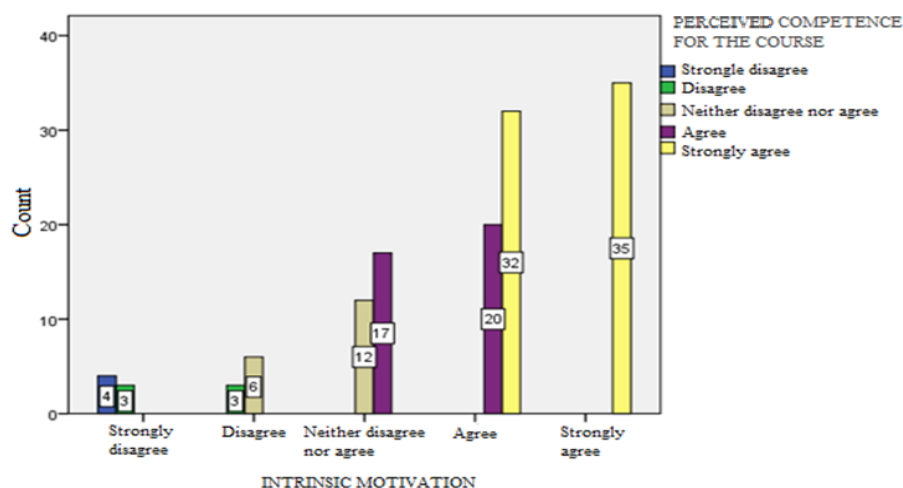


Figure 12. Intrinsic motivation and perceived competence for the course  
Source: Own elaboration.

This contingency table shows that *Strongly Agree* reflects the highest score between Perceived Competence for the Course and Intrinsic Motivation. Thus, this basic psychological need shows by far the highest results in the online English 5 course students' intrinsic motivation.

Based on these crossed data, Perceived Competence (feeling effective in action and capable of expressing one's capacities) is the most salient factor in the English 5 online learners' intrinsic motivation; Perceived Autonomy for the Course (feeling that one is the origin of one's own actions) comes on the second place and Perceived Relatedness to the Course (feeling that one belongs with other individuals and one's community) is the least salient factor.

#### 4.2.2. Perceived autonomy, relatedness and competency in the perceived learning outcomes of students enrolled in the UPC English 5 online course

As for the second research question, all three basic psychological needs also appeared to be successfully satisfied in most participants: once again, *Agree* and *Strongly Agree* always reflected the highest scores in terms of autonomy, relatedness and competence; participants were also found to have a predominantly positive perception on their learning outcomes for the English 5 online course (68.94% of students answered either *Agree* or *Strongly Agree*).

This evidence therefore indicates that student satisfaction tends to show strong positive correlation to both expected learning resources and student motivation (Latif & Subramaniam, 2016, p. 1), thereby supporting the view that contextual support can lead to better learning outcomes when it helps satisfy SDT basic psychological needs. The tables and figures shown below are consistent with said view.

Table 15. Perceived learning outcomes and perceived autonomy for the course

		Perceived Autonomy for the course					Total
		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	
<b>Perceived Learning Outcomes</b>	Strongly disagree	5	3	0	0	0	8
	Disagree	0	8	0	0	0	8
	Neither disagree nor agree	0	2	23	0	0	25
	Agree	0	0	2	45	2	49
	Strongly agree	0	0	0	0	42	42
Total		5	13	25	45	44	132

Source: Own elaboration.

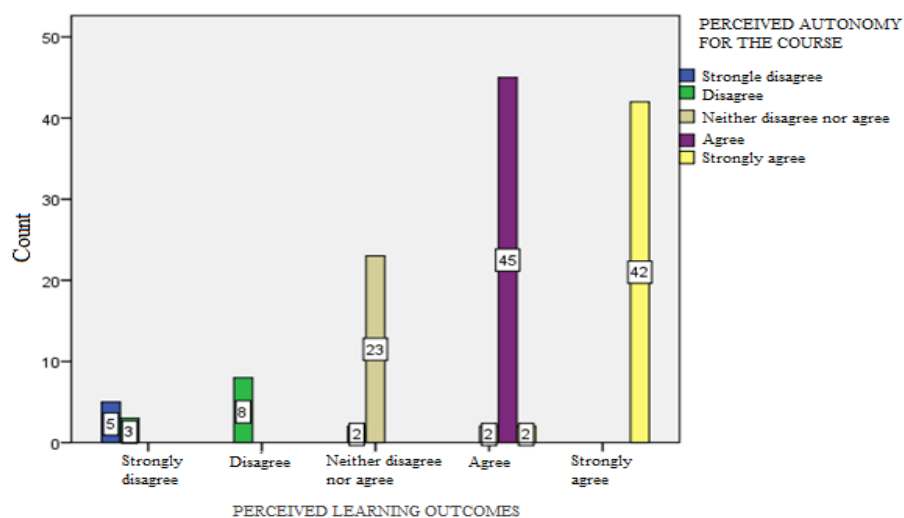


Figure 13. Perceived learning outcomes and perceived autonomy for the course  
Source: Own elaboration.

This contingency table shows that *Agree* reflects the highest score between Perceived Autonomy for the Course and Learning Outcomes. This is consistent with the SDT assumption that the more autonomy-supportive the social context the more it maintains or enhances intrinsic motivation, which is in turn expected to promote adaptive learning outcomes (Vansteenkiste, Lens & Deci, 2006, p. 22). Nevertheless, once the salience order was determined for the second research question, it was found that autonomy was not the most salient factor.

Table 16. Perceived learning outcomes and perceived relatedness to the course

		Perceived Relatedness to the Course					Total
		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	
<b>Perceived Learning Outcomes</b>	Strongly disagree	8	0	0	0	0	8
	Disagree	1	7	0	0	0	8
	Neither disagree nor agree	0	2	23	0	0	25
	Agree	0	0	2	41	6	49
	Strongly agree	0	0	0	0	42	42
	Total	9	9	25	41	48	132

Source: Own elaboration.

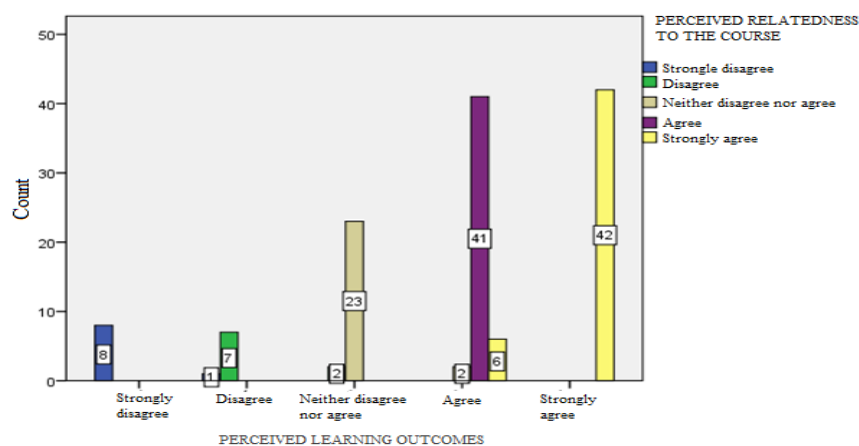


Figure 14. Perceived learning outcomes and perceived relatedness to the course  
Source: Own elaboration.

This contingency table shows that *Strongly Agree* reflects the highest score between Perceived Relatedness to the Course and Learning Outcomes. This appears to show that, when compared to autonomy, mechanisms that allow students to feel more related to their e-learning environment are more relevant for the UPC online English 5 course.

Table 17. Perceived learning outcomes and perceived competence for the course

		Perceived Competence for the Course					Total
		Strongly disagree	Disagree	Neither disagree agree	nor Agree	Strongly agree	
Perceived Learning Outcomes	Strongly disagree	4	4	0	0	0	8
	Disagree	0	2	6	0	0	8
	Neither disagree nor agree	0	0	12	13	0	25
	Agree	0	0	0	24	25	49
	Strongly agree	0	0	0	0	42	42
	Total	4	6	18	37	67	132

Source: Own elaboration.

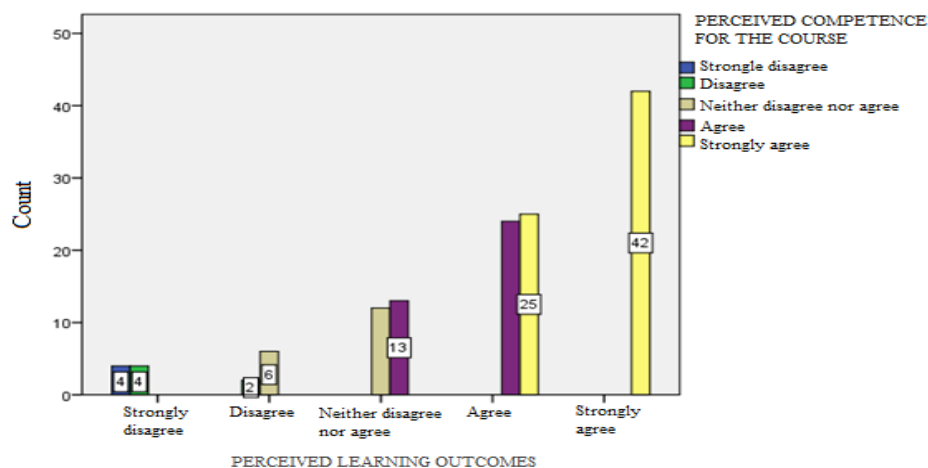


Figure 15. Perceived learning outcomes and perceived competence for the course

Source: Own elaboration.

This contingency table shows that *Strongly Agree* reflects the highest score between Perceived Competence for the Course and Learning Outcomes; furthermore, it is slightly higher when compared to relatedness. Thus, the same situation previously shown is repeated in the second research question: Perceived Competence (feeling effective in action and capable of expressing one's capacities) is the most

salient factor in the English 5 online learners' intrinsic motivation; Perceived Relatedness to the Course (feeling that one belongs with other individuals and one's community) comes on the second place and Perceived Autonomy for the Course (feeling that one is the origin of one's own actions) is the least salient factor.

#### 4.2.3. Intrinsic motivation and perceived learning outcomes of students enrolled in the UPC English 5 online course

The third research question aimed at finding the connection between intrinsic motivation and perceived learning outcomes on the basis of the students' responses. The general hypothesis relating motivation and learning outcomes posits that the degree of self-determination one experiences while engaging in learning tasks will affect the depth of information processing and thus the quality of one's learning:

“When one's self is more fully engaged in learning, whether through intrinsic motivation or integrated self-regulation, one will more fully understand and be more flexible in utilizing the newly acquired information.” (Rigby, Deci, Patrick & Ryan, 1992, p. 172)

As mentioned in the above paragraphs, *Agree* and *Strongly disagree* reflected the highest scores in both intrinsic motivation and learning outcomes. In that regard, the obtained data supports the idea that a straightforward proportionate link exists between these two factors.

Table 18. Intrinsic motivation and perceived learning outcomes

		Perceived Learning Outcomes					Total
		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	
<b>Intrinsic Motivation</b>	Strongly disagree	7	0	0	0	0	7
	Disagree	1	8	0	0	0	9
	Neither disagree nor agree	0	0	25	4	0	29
	Agree	0	0	0	45	7	52
	Strongly agree	0	0	0	0	35	35
	Total	8	8	25	49	42	132

Source: Own elaboration.

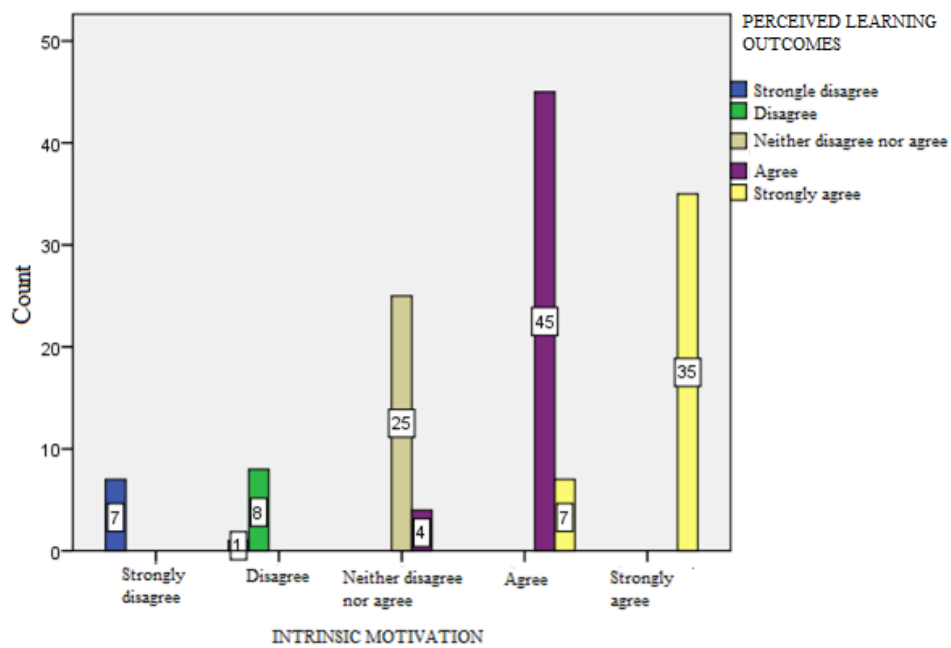


Figure 16. Intrinsic motivation and perceived learning outcomes  
Source: Own elaboration.

This contingency table shows that *Agree* (49) reflects the highest score between Intrinsic Motivation and Perceived Learning Outcomes; moreover, *Strongly Agree* (42) is considerably high. This proves once again that the above-mentioned straightforward proportionate link appears to exist in the UPC online English 5 course students.



## Conclusions

In the case of the UPC English 5 online course students' intrinsic motivation, the analyzed data provided the following salience order of perceived autonomy, relatedness and competence: firstly, perceived competence; secondly, perceived autonomy; and, finally, perceived relatedness. As for perceived learning outcomes, the same salience order of perceived autonomy, relatedness and competence is found: firstly, perceived competence; secondly, perceived autonomy; and, finally, perceived relatedness.

Furthermore, it was possible to identify the existence of a positive correlation between English 5 online students' intrinsic motivation and perceived learning outcomes. All basic psychological needs were found to be predominantly satisfied, which explains why intrinsic motivation was also found to have high scores.

The majority of students were also found to believe that the course design allows the achievement of positive learning outcomes, which appears to prove that intrinsic motivation in compulsory online English courses does have an impact on students' learning outcomes. This appears to show that the SDT provides a relevant theoretical framework for analyzing intrinsic motivation in online English learners: its basic assumptions were reflected in the research findings.

The results on the salience order of the student's intrinsic motivation and perceived learning outcomes —perceived competence, perceived autonomy and perceived relatedness— provide important implications for UPC English online instruction: all online learning practitioners should first address students' competence, such as providing technical orientations in order to avoid students becoming frustrated and amotivated (lacking the intention to behave) due to lack of knowledge on the use of their online learning mechanisms.

Given that autonomy was the least salient factor both cases, the above mentioned results provide a reference for English 5 teachers to align instructional strategies with desired outcomes by also prioritizing autonomous learning resources. A way of supporting autonomy could be providing additional online learning tools or reading material related to the course subjects that students can have access to for extended periods of time throughout the online course.

Since perceived relatedness was not the most salient factor in neither of the above described cases, it can be assumed that existing strategies implemented to support learners' affinity to the English online course are viewed as satisfactory by the surveyed students. Nevertheless, relatedness to the course could be further improved, for example, by allocating more resources to promote social interactions among students and thus contribute to collective learning improvement.

## **Recommendations**

Although the presented findings shed light on possible ways to maintain and/or improve intrinsic motivation in UPC's online English learners, extrinsic motivation (EM), which plays an important role in the acquisition of a second language (L2), has not been taken into account in this research. It would be then enlightening for UPC to identify how EM could be enhanced to the point of allowing students to beneficially perceive a greater personal reward in their learning of a second language and not just the need to fulfill course completion requirements established by the Ministry of Education or the university itself (e.g. better salary offers, double degree in agreement with other universities, etc.).

That being said, examining the link between the aspects of intrinsic and extrinsic motivation should be the next step to move forward. It remains the subject of future research to articulate the manner in which these different motivational processes can be set into a more comprehensive model of L2 learning motivation.

Furthermore, a research might be conducted on how continuous or discontinuous learning of English in UPC could affect intrinsic motivation in students and, consequently, their learning outcomes. This is because placement tests are applied far in advance and tested students often end up being held back: since they start their courses many months after their English level is determined, their academic performance could be lower when compared to that of students who have been uninterruptedly enrolled in the courses. It would be then considerably more advantageous for students to begin learning English immediately after rendering their placement tests.



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## Appendixes



**Appendix 1:** Survey instrument

**FACTORES MOTIVACIONALES EN EL CURSO ONLINE DE INGLÉS 5**

Considero que disfruto hacer las actividades del curso

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que las actividades del curso me aportan un beneficio

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que me gusta esforzarme por hacer bien las actividades

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que me gusta el material del curso porque me reta a aprender cosas nuevas

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que me gusta el material del curso porque despierta mi curiosidad incluso cuando es difícil de entender

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que me gusta aprender del material incluso si obtener notas altas es difícil

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que mi mayor satisfacción en el curso es aprender tanto como pueda.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que me permite planificar mi propio horario de estudio.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que el curso me brinda herramientas de fácil acceso.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que la plataforma virtual practicar por mi cuenta

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que el curso me permite ver y corregir mis propios errores

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que las actividades del curso son de mi interés

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que la retroalimentación del profesor sobre mi desempeño me ayuda a entender el material del curso

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que tengo buena comunicación con el profesor

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que el profesor me anima a desempeñarme bien en el curso

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que soy capaz de aprender de los materiales del curso

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que soy capaz de realizar las actividades de la plataforma virtual

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que soy capaz de lograr mis metas para el curso

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que puedo asumir el reto de mostrar un buen rendimiento en el curso

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que es posible identificar claramente los objetivos del curso

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que la cantidad de trabajo es adecuada para alcanzar mis logros académicos

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considero que la calidad de la enseñanza del curso me ayuda a alcanzar más logros académicos

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **Appendix 2:** English version of the survey instrument

### **Motivation and achievement of learning outcomes in the English 5 online course**

This survey is strictly confidential and created for research purposes, which contains items on your experience with the English 5 online course.

The data will be processed while protecting the anonymity of respondents and ensuring high ethical standards, therefore we ask you to feel free to give us your honest opinion.

There is no right or wrong answers. We will appreciate if you answer all the questions according to the alternative answer that best represents your opinion.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither disagree nor agree</b>	<b>Agree</b>	<b>Strongly agree</b>

**Gender:** (F) (M)

**Age:** \_\_\_\_\_

<b>Motivation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I consider that the course activities are enjoyable.					
I consider that the course activities are beneficial for me.					
I consider that I like to work hard to do well in the activities.					
I consider that I like the course material because it challenges me to learn new things.					
I consider that I like the course material because it motivates me to learn, even when it is difficult.					
I consider that I like to learn the material, even if it is difficult to obtain good grades.					
I consider that my goal in the course is to learn as much as I can.					

<b>Autonomy in the course</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I consider that the course allows me to plan my own study schedule.					
I consider that the course provides me tools of easy access.					
I consider that the virtual platform allows me to practice on my own.					
I consider that the course allows me to see and correct my own mistakes.					

<b>Relatedness to the course</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I consider that the course activities are of my interest.					
I consider that the teacher's feedback on my performance helps me understand the course material.					
I consider that I have good communication with the teacher.					
I consider that the teacher encourages me to work well in the course.					

<b>Competence for the course</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I consider that I am capable of learning the course materials.					
I consider that I am capable to perform the virtual platform activities.					
I consider that I am capable of achieving my course goals.					
I consider that I am capable of showing good course performance.					

<b>Expected learning outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I consider that it is possible to clearly identify the objectives of the course.					
I consider that the materials and tools used in the course help me achieve my learning outcomes.					
I consider that the amount of work is suitable to achieve my learning outcomes.					
I consider that the teaching quality of the course helps me achieve my learning outcomes.					



**Appendix 3: Interview instrument****Guía de preguntas**

1. ¿Qué problemas presentan los alumnos en cuanto a motivación en el curso de inglés *online*?
2. ¿Qué problemas presentan los alumnos en cuanto a su participación en el curso de inglés *online*?
3. ¿Cuál es su percepción sobre la autonomía que muestran los alumnos del curso de inglés *online* en su aprendizaje?
4. ¿Cuál es su percepción sobre la competencia para el curso que muestran los alumnos del curso de inglés *online* en su aprendizaje?
5. ¿Cuál es su percepción sobre la vinculación con el curso que muestran los alumnos del curso de inglés *online* en su aprendizaje?
6. ¿Qué se está haciendo para reforzar estos factores de motivación intrínseca?
7. ¿Cuáles son los resultados de los aprendizajes logrados por los alumnos en su curso de inglés *online*?