

Appendix

*Self-Determination Theory of Second Language Scale (SDT-L2) **

Why are you learning English?

Item

Autonomous motivation

Intrinsic orientation

Because I enjoy learning English

Because of the pleasure I get when hear and read English

For the satisfaction I feel when I speak and write in English

For the enjoyment I experience when I achieve a new goal in English learning

Because learning English is a fun activity in and of itself

Identified orientation

Because learning English is important for my personal growth

Because learning English can open new opportunities and possibilities for me

For the value it holds in my self-development

Because learning English is important for my current and future studies

Because learning English allows me to read and hear English-based materials that are necessary for my personal success

Controlled motivation

Introjected orientation

Because I would feel guilty if I didn't understand English

Because I would feel ashamed if I'm not successful in English learning like my friend(s)/family

Because people around me (the teacher/peers/parents) expect me to learn English

Because people around me (the teacher/peers/parents) would think I'm a failure if I didn't speak English

Because I feel pressured by the people around me (the teacher/peers/parents) to learn English

External orientation

Because I want to get a prestigious job that requires English proficiency

Because I want to get better marks in the English course

Because English is just a required course that I want to pass

Because I don't want to fail the final exam in the English course

Because there will be negative consequences if I fail to learn English

*(Alamer, 2021a,b)

Reference

Alamer, A. (2021a). Basic psychological needs, motivational orientations, effort, and vocabulary knowledge: A comprehensive model. *Studies in Second Language Acquisition*. <https://doi.org/10.1017/S027226312100005X>.

Alamer, A. (2021b) Construct validation of self-determination theory in second language scale: The bifactor exploratory structural equation modeling approach. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.732016>