



Universidad
del Valle



Cuadernos de
Administración

Journal of Management

Print ISSN: 0120-4645 / E-ISSN: 2256-5078 / Short name: cuad.adm.

Pages: e2112952 / Vol: 39 / Issue: 77 / Sep. - Dec. 2023

Faculty of Administration Sciences / Universidad del Valle / Cali - Colombia

Aspects that influence extrinsic and intrinsic motivation to acquire an online language course of a foreign language*

Aspectos que influyen en la motivación extrínseca e intrínseca para adquirir un curso de idiomas online de una lengua extranjera

¹ **Gerson Jaquin Cristancho Triana**

Researcher and Professor, Marketing and Advertising Program, Universidad ECCI, Bogota, Colombia
e-mail: gcristancho@ecci.edu.co

² **Laura Sofia Corredor Aponte**

Member, ConsumoLab research group, Universidad ECCI, Bogotá, Colombia. e-mail: lauras.corredora@ecci.edu.co

Article of Scientific and Technological Research

Submitted: 01/07/2023

Reviewed: 23/08/2023

Accepted: 29/08/2023

Published: 06/12/2023

Thematic lines: Marketing

JEL classification: M31, I29

<https://doi.org/10.25100/cdea.v39i77.12952>

Abstract

Learning a foreign language has become a necessity involving the professional and experiential development of people, for this reason this research aims to analyze whether extrinsic and intrinsic motivation is influenced by advertising actions and the aspects that are considered to buy an online language course. For this, descriptive research was developed, with a quantitative approach and a questionnaire was applied in digital format to 555 participants from the city of Bogota, who expressed an intention to study a foreign language learning programme on a virtual platform. From a confirmatory factor analysis and structural equations, the results suggest that intrinsic and extrinsic motivation are influenced by the advertising actions of the platforms, extrinsic motivation is not influenced by the aspects considered to acquire a language course and additionally intrinsic motivation affects the extrinsic motivation to choose such platforms. Future studies may focus on measuring the influence of attitudes and social networks on consumption.

Keywords: Online learning; Consumption; Social influence; Motivation; Advertising.

* Result of the research project "The perceptions, motivations and attitudes of the Colombian consumer towards the consumption of products and services in different contexts as an effect derived from the pandemic by Covid 19" identified with the PIDi-code09-2022 of the Universidad ECCI.

¹ Holds a degree in Marketing Engineering, Universidad Piloto de Colombia, Master in Management of Organizations, Universidad Central, Colombia. Leader, ConsumoLab research group, Universidad ECCI, Colombia.

² Holds a degree in Marketing and Advertising Design Technology, ECCI, Colombia.

Resumen

El aprendizaje de una lengua extranjera se ha convertido en una necesidad que involucra el desarrollo profesional y experiencial de las personas, por tal razón esta investigación tiene como objetivo analizar si la motivación extrínseca e intrínseca está influenciada por las acciones de publicidad y los aspectos que se tienen en cuenta para comprar un curso de idiomas online. Para esto se desarrolló una investigación descriptiva, con enfoque cuantitativo y se aplicó un cuestionario en formato digital a 555 participantes de la ciudad de Bogotá, quienes manifestaron una intención de cursar un programa de aprendizaje de una lengua extranjera en una plataforma virtual. A partir de un análisis factorial confirmatorio y de ecuaciones estructurales, los resultados sugieren que la motivación intrínseca y extrínseca son influenciadas por las acciones de publicidad de las plataformas, la motivación extrínseca no es influida por los aspectos que se tiene en cuenta para adquirir un curso de idiomas y adicionalmente la motivación intrínseca incide en la motivación extrínseca para escoger dichas plataformas. Estudios futuros pueden orientarse en medir la influencia de las actitudes y las redes sociales para su consumo.

Palabras Clave: Aprendizaje en línea; Consumo; Influencia social; Motivación; Publicidad.

1. Introduction

Several studies have addressed motivation towards learning a foreign language, focusing on the effects of intrinsic motivation (Gamlo, 2019; Namaziandost *et al.*, 2019; Lamb and Arisandy, 2020) and extrinsic motivation (Escobar *et al.*, 2019; Liu, 2020) on language learning. These studies have utilized methodologies based on digital tools such as applications, social networks, or specialized platforms. However, all of these studies are centered from the perspective of education and pedagogy, rather than from the viewpoint of educational marketing, where marketing actions by providers of foreign language teaching services directly influence motivated behaviors toward consumption.

Motivation for learning can be defined as an individual's active behavior driven by the desire to learn or acquire new knowledge. It becomes evident that motivation influences thinking, and consequently, learning outcomes (Kukar-Kinney *et al.*, 2016). In this sense, the actual possibility of an individual achieving their goals, and knowing how to act to successfully face tasks and problems, plays a crucial role in managing prior knowledge

and ideas about the content to be learned, its meaning, and utility (Escobar *et al.*, 2019).

In this context, motivations for second language learning can be directed by personal and social factors, considering that proficiency in another language, particularly English, is in high demand in the professional and academic world today (Ryan and Deci, 2000). Although not the most spoken language globally, English is the most sought-after when it comes to job opportunities since its knowledge is essential for the workplace. High-paying jobs often require a B2 or C1 level of proficiency. Among the professions that demand this level of proficiency are tourism, finance, and everything related to technology (Rodríguez *et al.*, 2021).

In this regard, there is a surge in the emergence of online platforms offering services for second language learning. These platforms conduct aggressive marketing campaigns both in traditional media and in the digital realm. The perspective of online or digital learning has shifted due to the COVID-19 pandemic lockdown (Vázquez-Martínez *et al.*, 2021). This has led to the rise of influencers and content creators on social media platforms to facilitate second language learning (Suryasa *et al.*, 2017; Izquierdo and Gallardo, 2020).

Hence, the objective of this research is to analyze whether extrinsic and intrinsic motivation is influenced by advertising actions and the factors considered when purchasing online language courses among individuals aged 18 to 40 in the city of Bogotá. This type of study has not been extensively conducted in the Latin American context and contributes to a better understanding of consumption behavior and motivations in the digital context.

2. Consumer Motivation

Motivation towards consumption is an effect caused by need, which is the absence or lack of something, generating a state of tension that leads to actions in the pursuit of fulfilling that deficiency (Maslow and Lewis, 1987). It is an impulse to do things where the execution of the task itself serves as the reward. According to the theory proposed by

Deci and Ryan (1985), there are several stages through which a person can transition from a phase where motivation is purely external to a final stage where they can integrate and embrace the purpose of their activity as their own.

2.1. Intrinsic Motivation

The theory of intrinsic motivation is based on human needs such as hunger, thirst, and basic psychological needs. It is related to social psychology and the self-determination theory, which provides a framework for the study of motivation and suggests that people achieve self-determination when they satisfy their needs for competence, relatedness, and autonomy (Gómez, 2021). Once satisfaction of all these needs is achieved, humans begin to emerge from this self-determination created by themselves without feeling that it is based on the fulfillment of responsibilities (Deci and Ryan, 2012).

The main objective of self-determination theory is to understand human behavior in such a way that this knowledge can be generalized to all situations that humans in all cultures may encounter, affecting any area, sphere, or vital domain (Ryan and Deci, 2000). In this sense, the theory focuses on motivation as the primary element to analyze, assessing the existence of a pool of energy generated by different human needs that will later acquire a direction or orientation toward satisfying those needs. Therefore, it exerts an inherent tendency to seek novelty and challenge, to extend and exercise one's own capabilities, to explore, and to learn (Stover *et al.*, 2017). In other words, those who decide to learn another language do so because of its relevance in their professional lives (Butz and Stupnisky, 2017). Other studies indicate that the motives driving bilingual individuals to study another language are extrinsic, although it is important to note that knowing and improving in the language can lead to intrinsically motivating gratifying emotions (Zardain, 2015; Lin *et al.*, 2017).

2.2. Extrinsic Motivation

Extrinsic motivation comes from the external environment and serves as a driving

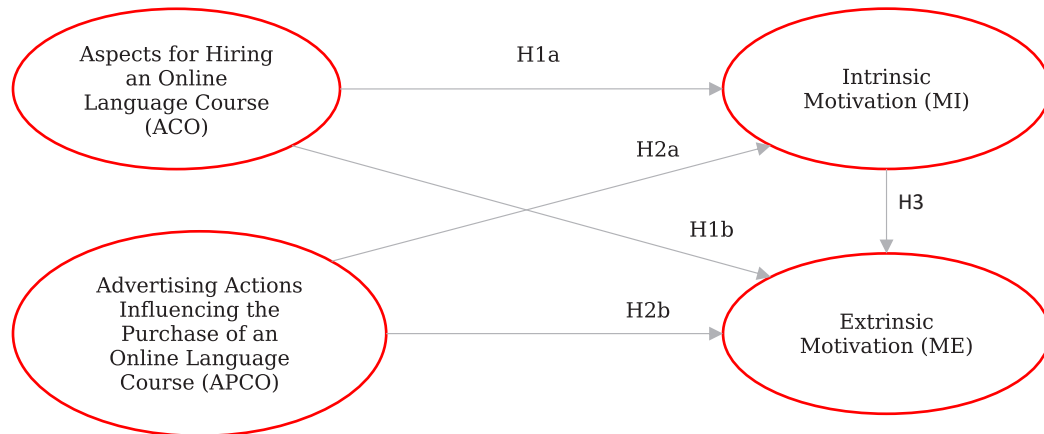
force to accomplish something (Ryan and Deci, 2000), where social rewards are the result of this type of motivation, and all kinds of emotions related to outcomes are supposed to influence extrinsic motivation. Within these outcome-related emotions, prospective and retrospective emotions are distinguished (Deci and Ryan, 2012). Prospective emotions are those immediately and directly linked to task outcomes, while retrospective emotions are reactions to the task itself that also interfere with them, reinforcing motivation towards the outcome, such as pride or happiness in response to success. Emotional intelligence is crucial in this regard as it teaches how to handle situations that hinder the need for learning (Alonso and Pino-Juste, 2014).

In the context of learning another language, this study aims to understand extrinsic motivation towards recognition and status due to proficiency in a foreign language. However, most studies focus on the context offered by the online course itself, such as methodology, content, and resources (Anders, 2018; Sergis *et al.*, 2018; Gómez, 2021). In this sense, the external context that can motivate a student to take such courses from a social or social consequence perspective is a field that has not been extensively explored and requires development from a consumption perspective for a better understanding of such consumption (Liu, 2020).

2.3. Aspects for Hiring an Online Language Course

Several studies focus on examining the aspects considered when purchasing services from an online platform. However, from the perspective of foreign language learning, some of these aspects are viewed from the platform's standpoint, such as ease of platform use (Fan *et al.*, 2021), flexibility in methodology (Huang *et al.*, 2017), and content quality (Mohammadi, 2015). Additionally, the use of digital tools to facilitate interaction with students and technological learning resources (Pikhart and Kimova, 2020) is also considered.

Other studies concentrate on factors like quality and the degree of satisfaction (Fan *et al.*, 2021). These factors are grounded

Figure 1. Proposed Theoretical Model

Source: Authors' own elaboration.

in perceived trust and utility since they relate to performance expectations and the level of learning, such as versatility in mastering a second language. This is why a trial or demonstration class is a way to alleviate uncertainty and plays a positive role in the intention to purchase (Chen *et al.*, 2021). However, for others, social influence and aspects related to interaction with the teacher and other students become crucial because methodologies with exclusivity in guidance and teaching are preferred (Zhu *et al.*, 2020).

2.4. Advertising Actions Influencing the Purchase of an Online Language Course

Educational marketing involves developing strategic actions to benefit brands in the education sector (Kotler and Fox, 1985). Therefore, online language learning platforms adopt these communication strategies to generate interest in this method of learning a foreign language, highlighting the latent needs resulting from not having proficiency in a foreign language.

In this sense, brand actions such as website design, commercial activities, brand reputation (Cristancho *et al.*, 2019), are relevant in the educational context and evoke situations where both personal and social contexts can become encouraging agents for encouraging the consumption of these services. Commercials featuring

the use of a foreign language (Planken *et al.*, 2010; van Hooft *et al.*, 2017) or invoking situations where proficiency in this language is essential exert influence on motivation for consumption. In this regard, Figure 1 illustrates the proposed theoretical model with its respective hypotheses.

- **H1a:** Aspects for purchasing an online course influence intrinsic motivation to buy an online language course.
- **H1b:** Aspects for purchasing an online course influence extrinsic motivation to buy an online language course.
- **H2a:** Advertising actions of online language course platforms influence intrinsic motivation to buy an online language course.
- **H2b:** Advertising actions of online language course platforms influence extrinsic motivation to buy an online language course.
- **H3:** Intrinsic motivation influences extrinsic motivation to buy an online language course.

3. Methodology

This research is descriptive in nature with a quantitative approach as it aims to analyze the influence between leisure needs, advertising actions, and the factors

considered when acquiring an online language course on intrinsic and extrinsic motivation. The target group consisted of men and women aged 18 to 40 in the city of Bogotá, who expressed an intention to take a course for learning a foreign language in the digital context. A non-probabilistic convenience sampling method was used, resulting in 555 participants.

As a data collection instrument, a digital survey was used, divided into two parts. The first part included seven items to describe the respondents' demographic information. The second part comprised 33 items with Likert scale responses (1= strongly disagree, 5= strongly agree). To assess intrinsic motivation, questions related to personal needs for learning a foreign language were used (e.g., "It improves my quality of life"). For extrinsic motivation, questions involving the social context in terms of recognition for proficiency in a foreign language were used (e.g., "Others will perceive me as successful").

For brand advertising actions and factors for purchasing an online language course, a pilot study (n=375) was conducted, identifying that among the most representative factors for buying an online language course were the learning methodology, the degree of class personalization, the ease of managing one's own schedule, payment convenience, price, user reviews, seller contact method, and the possibility of a free trial. Regarding brand advertising actions, aspects such as brand reputation, credibility, highlighting the benefits of learning a second language, and price-related actions such as discounts were found to be the most accepted.

Data analysis was performed using SPSS v26 for descriptive analysis, exploratory factor analysis (EFA), and Cronbach's Alpha calculation. Amos v24 was used for confirmatory factor analysis (CFA), and hypothesis testing was conducted through structural equation modeling methodology.

4. Results

The population that participated in the study can be characterized by age groups, with individuals aged 18 to 25 years (n=278, 50.1%) and 26 to 40 years (n=277, 49.9%). The

majority of participants were female (n=309, 55.7%) as opposed to male (n=246, 44.3%). They were distributed across socioeconomic strata as follows: 1 (n=16, 2.9%), 2 (n=222, 40.0%), 3 (n=272, 49.0%), 4 (n=42, 7.6%), 5 (n=2, 0.4%), and 6 (n=1, 0.2%).

Regarding income, most participants fell within the range of 1 to 2 SMMLV (n=249, 44.9%), followed by less than 1 SMMLV (n=172, 31.2%), and 2 to 4 SMMLV (n=132, 23.9%). In terms of occupation, the majority were employed (n=218, 39.3%), followed by those who both studied and worked simultaneously (n=119, 21.4%), those who were solely students (n=122, 22%), and those who were self-employed or had other occupations (n=96, 17.4%).

For the educational level, most had completed a technical and/or technological degree (n=227, 40.9%), while a portion had only completed primary or secondary education (n=151, 27.2%), followed by those with a bachelor's degree (n=146, 26.3%), and postgraduate degrees (n=31, 5.6%). Lastly, as for the preferred foreign language for learning, it was determined that English was the most predominant choice (n=454, 81.9%), followed by French (n=60, 10.8%), and other languages (n=41, 7.3%).

Next, an EFA (Exploratory Factor Analysis) was conducted to validate the instrument's dimensionality. This was achieved using the Principal Component Analysis method with Varimax rotation. The goodness-of-fit indicators for the model were satisfactory, both for the Kaiser-Meyer-Olkin measure (KMO=0.961) and for Bartlett's test of sphericity ($\chi^2=17998$; $df=528$; $p \leq 0.0001$). The model converged into 4 factors, explaining 71.39% of the variance. However, the initial result produced 4 variables (V19, V20, V21, and V30) with factor loadings below 0.7, so they were removed from the study (citation). When CFA (Confirmatory Factor Analysis) was applied, all variables obtained factor loadings greater than 0.7.

In order to assess the internal consistency of each construct, an analysis based on Cronbach's Alpha coefficient was conducted, yielding satisfactory results for each factor with values exceeding 0.88. These results can be observed in Table 1.

Table 1. Factor Loadings and Cronbach's Alpha

Construct	Variable	Factor Loading	Alpha
Intrinsic Motivation (MI)	V1	0.903	0.975
	V2	0.893	
	V3	0.872	
	V4	0.907	
	V5	0.86	
	V6	0.842	
	V7	0.856	
	V8	0.869	
	V9	0.878	
	V10	0.802	
	V11	0.889	
	V12	0.808	
	V13	0.83	
	V14	0.805	
Extrinsic Motivation (ME)	V33	0.939	0.912
	V32	0.893	
Advertising Actions Influencing the Purchase of an Online Language Course (APCO)	V18	0.826	0.873
	V17	0.785	
	V16	0.814	
	V15	0.743	
Aspects for Hiring an Online Language Course (ACO)	V22	0.89	0.938
	V23	0.871	
	V24	0.842	
	V25	0.852	
	V26	0.816	
	V27	0.707	
	V28	0.755	
	V29	0.755	

Source: Authors' own elaboration.

In Table 2, the results of indicators for convergent validity are observed, and it is noted that for each construct, the proposed Composite Reliability (CR) index achieved results above 0.7, and the Average Variance Extracted (AVE) exceeded 0.5, which are considered satisfactory (Fornell and Larcker, 1981). As for discriminant validity, it is observed that the Maximum Shared Variance (MSV) had values lower than AVE, thus meeting the criteria proposed by Hair *et al.* (2012). Additionally, it is noted that the square root of AVE is higher than the correlations between constructs (Fornell and Larcker, 1981).

For the development of the causal model, the bootstrapping technique with 2000 subsamples was used to test the proposed hypotheses. This technique allows projecting more samples from the initial one in order to test hypotheses at a descriptive level (Ledesma, 2008). The absolute fit indices ($\chi^2=786.0$, $p<0.001$; CMIN/DF=2.629, and RMSEA=0.054), incremental fit indices (NFI=0.956; TLI=0.962; CFI=0.972), and parsimony fit indices (PNFI=0.708; PCFI=0.72) are satisfactory according to the criteria proposed by McDonald and Ho (2002), Hooper *et al.* (2008), and Byrne (2013).

Table 2. Convergent and Discriminant Validity

	CR	AVE	MSV	MaxR(H)	ACO	APCO	ME	MI
ACO	0.94	0.661	0.262	0.947	0.813			
APCO	0.873	0.632	0.409	0.878	0.487***	0.795		
ME	0.913	0.84	0.58	0.92	0.398***	0.461***	0.917	
MI	0.975	0.738	0.58	0.977	0.512***	0.443***	0.761***	0.859

Note: ***= $p < 0.001$.

Source: Authors' own elaboration.

Table 3. Hypothesis Testing

Hypothesis				Path	S.E.	C.R.	P	Result
H1a	ACO	→	MI	0,385	0,07	8,486	***	Accepted
H1b	ACO	→	ME	-0,051	0,058	-1,289	0,198	Rejected
H2a	APCO	→	MI	0,261	0,065	5,54	***	Accepted
H2b	APCO	→	ME	0,178	0,052	4,433	***	Accepted
H3	MI	→	ME	0,707	0,039	17,32	***	Accepted

Note: ***= $p < 0.001$.

Source: Authors' own elaboration.

In the resulting causal model, it is observed that the coefficient of determination for MI ($R^2=0.602$) is higher than that for ME ($R^2=0.314$). Additionally, it is noted that the rejected hypothesis is H1b ($p < 0.198$), meaning that the factors considered when purchasing an online language course do not influence extrinsic motivation. However, the rest of the proposed hypotheses were accepted, as shown in Table 3. Regarding indirect effects, it is observed that the relationships between APCO and MI towards ME are complete, as they obtained satisfactory levels of significance ($P < 0.001$). Therefore, extrinsic motivation is mediated by intrinsic motivation when it arises either from advertising actions. However, when this relationship starts with the factors considered when acquiring an online language course and is mediated by intrinsic motivation, the mediation is partial because when evaluating H1b, it was rejected.

5. Discussion

Studies addressing the relationship between both intrinsic and extrinsic motivation have traditionally been approached from the perspectives of pedagogy and

education. However, this study provides a different perspective from the context of marketing. In this regard, the results align with what Ryan and Deci (2000) proposed, as motivations for learning a second language through an online platform stem from both intrinsic and extrinsic motivations.

Thus, the findings are consistent with the propositions made by Escobar *et al.* (2019), who stated that aspects associated with intrinsic motivation, such as improving one's professional position, living abroad, and being able to communicate with others, are relevant factors influencing the decision to take a language course. These factors can be influenced by the aspect's consumers consider when acquiring a course, which supports the acceptance of hypothesis H1a and aligns with what Chen *et al.* (2021) proposed. On the other hand, the brand's actions in terms of its communication directly affect both intrinsic and extrinsic motivation. This communication becomes an element that evokes trust and security by highlighting the platform's attributes. When consumers evaluate these attributes, they identify that the platform offers what they are looking for, motivating them and increasing the likelihood of consumption. This is evident

through the acceptance of hypotheses H2a and H2b, and it is consistent with studies conducted by Zhu *et al.* (2020) and Fan *et al.* (2021).

Finally, it can be observed that intrinsic motivation is viewed from the perspective of retrospective emotions, where individual aspects related to learning capabilities, derived from the benefits offered by the platform in terms of methodology and flexibility, as well as social recognition, generate a feedback loop that fuels motivation for how they want to be seen by others. Therefore, hypothesis H3 is accepted and aligns with the theory proposed by Deci and Ryan (2012).

6. Conclusions

Motivation to learn a foreign language through an online platform is directly related to how other people perceive and think of individuals when they acquire this competence. Learning a second language not only allows individuals to expand their job opportunities but also to feel that they have overcome challenges, with others viewing them as role models and, in a way, as a source of motivation to succeed.

In this sense, it was evident that a strategy for learning a foreign language using virtual platforms should be aligned with the motivations of potential learners. To achieve this, it is necessary to innovate and apply methodologies based on didactic models (Yu, 2022) and virtual games (Jurkovič, 2019; Cornellà *et al.*, 2020). This approach will make learning more engaging and enable students to feel proactive in their learning journey (Suryasa *et al.*, 2017).

Motivation for learning a foreign language is crucial in today's society as it enables individuals to build and rebuild knowledge, leading to communication skills and habits. This, in turn, opens doors to new businesses and cultures (Barack *et al.*, 2016). With motivation being bidimensional (intrinsic and extrinsic), it serves as a tool for understanding personal and knowledge-related relationships, attitudes (Zheng *et al.*, 2018), and global knowledge. Most participants in this study chose to learn this

language for career-related reasons, as it has become a necessary tool in the modern workplace.

Lastly, it's worth mentioning and recommending that this research could pave the way for further investigations related to motivation and interest in learning on online platforms from a marketing perspective. This could lead to the development of theories that explain if this effect is similar in different consumption contexts, such as higher education, and if other variables such as attitudes and the impact of social media communication can be precursors to consumption.

7. Conflict of interest

The authors declare no conflict of interest.

8. Source of Financing

This research is sponsored by Research Office of Universidad ECCI (Perceptions, Motivations, and Attitudes of the Colombian Consumer Regarding the Consumption of Products and Services in Different Contexts as a Result of the COVID-19 Pandemic," identified with the code PIDi-09-2022).

9. References

- Alonso, J. D., Pino-Juste, M. R. (2014). Motivación intrínseca y extrínseca: análisis en adolescentes gallegos. *International Journal of developmental and Educational Psychology*, 1(1), 349-358. <https://doi.org/10.17060/ijodaep.2014.n1.v1.380>
- Anders, A. D. (2018). Networked learning with professionals boosts students' self-efficacy for social networking and professional development. *Computers & Education*, 127, 13-29. <https://doi.org/10.1016/j.compedu.2018.08.009>
- Barak, M., Watted, A., & Haick, H. (2016). Motivation to learn in massive open online courses: Examining aspects of language and social engagement. *Computers & Education*, 94, 49-60. <https://doi.org/10.1016/j.compedu.2015.11.010>
- Butz, N. T., Stupnisky, R. H. (2017). Improving student relatedness through an online discussion intervention: The application of self-determination theory in synchronous hybrid

- programs. *Computers & Education*, 114, 117-138. <https://doi.org/10.1016/j.compedu.2017.06.006>
- Byrne, B. M. (2013). *Structural equation modeling with Mplus: Basic concepts, applications, and programming*. Routledge.
- Chen, Y., Ding, D., Meng, L., Li, X., & Zhang, S. (2023). Understanding consumers' purchase intention towards online paid courses. *Information Development*, 39(1), 19-35. <https://doi.org/10.1177/02666669211027206>
- Cornellà, P., Estebanell, M., y Brusi, D. (2020). Gamificación y aprendizaje basado en juegos. *Enseñanza de las Ciencias de la Tierra*, 28(1), 5-19. <https://raco.cat/index.php/ECT/article/view/372920>
- Cristancho, G. J., Cancino, Y. A., Palacios, J. J., & Manjarrez, C. I. (2019). Brand positioning as a factor in the choice of the candidate for higher education. *Revista Espacios*, 40(41). <https://www.revistaespacios.com/a19v40n41/19404112.html>
- Deci, E. L., Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134. [https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6)
- Deci, E. L., Ryan, R. M. (2012). Motivation, personality, and development within embedded social contexts: An overview of self-determination theory. In R. M. Ryan (Edi.), *The Oxford handbook of human motivation* (pp. 85-107). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195399820.013.0006>
- Escobar, F. G., Muñoz, L. D., & Velandia, A. J. S. (2019). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon*, 5(9), e02394. <https://doi.org/10.1016/j.heliyon.2019.e02394>
- Fan, X., Duangekanong, S., & Xu, M. (2021). Factors Affecting College Students' Intention to Use English U-learning in Sichuan, China. *AU-GSB E-JOURNAL*, 14(2), 118-129. <https://doi.org/10.14456/auigsbejr.2021.20>
- Fornell, C., Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50. <https://doi.org/10.1177/002224378101800104>
- Gamlo, N. (2019). The Impact of Mobile Game-Based Language Learning Apps on EFL Learners' Motivation. *English Language Teaching*, 12(4), 49-56. <https://doi.org/10.5539/elt.v12n4p49>
- Gómez, M. S. (2021). Estrategias de motivación extrínseca. Percepciones del estudiante de ELE norteamericano: estudio de caso en España. *Revista de Lenguas Modernas*, (34), 23-37. <https://doi.org/10.15517/rml.v0i34.41194>
- Hair, J., Sarstedt, M., Ringle, C. M. & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the Academy of Marketing Science*, 40(3), 414-433. <https://doi.org/10.1007/s11747-011-0261-6>
- Hooper, D., Coughlan, J., & Mullen, M. (2008). Structural Equation Modelling: Guidelines for Determining Model Fit Structural equation modelling: guidelines for determining model fit. *Electronic Journal of Business Research Methods*, 6(1), 53-60. <https://academic-publishing.org/index.php/ejbrm/article/view/1224>
- Huang, L.-Q., Zhang, J., & Liu, Y. (2017). Antecedents of student MOOC revisit intention: Moderation effect of course difficulty. *International Journal of Information Management*, 37, 84-91. <https://doi.org/10.1016/j.ijinfomgt.2016.12.002>
- Izquierdo-Iranzo, P., Gallardo-Echenique, E. E. (2020). Estudigramers: Influencers del aprendizaje. *Comunicar*, 28(62), 115-125. <https://doi.org/10.3916/C62-2020-10>
- Jurkovič, V. (2019). Online informal learning of English through smartphones in Slovenia. *System*, 80, 27-37. <https://doi.org/10.1016/j.system.2018.10.007>
- Kotler, P., Fox, K. (1985). *Strategic Marketing for Educational Institutions*. Prentice Hall.
- Kukar-Kinney, M., Scheinbaum, A. C., & Schaefer, T. (2016). Compulsive buying in online daily deal settings: An investigation of motivations and contextual elements. *Journal of Business Research*, 69(2), 691-699. <https://doi.org/10.1016/j.jbusres.2015.08.021>
- Lamb, M., Arisandy, F. E. (2020). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, 33(1-2), 85-108. <https://doi.org/10.1080/09588221.2018.1545670>
- Ledesma, R. (2008). Introducción al Bootstrap. Desarrollo de un ejemplo acompañado de software de aplicación. *Tutorials in Quantitative Methods for Psychology*, 4(2), 51-60. <https://doi.org/10.20982/tqmp.04.2.p051>
- Lin, C. H., Zhang, Y., & Zheng, B. (2017). The roles of learning strategies and motivation in online language learning: A structural equation modeling analysis. *Computers &*

- Education*, 113, 75-85. <https://doi.org/10.1016/j.compedu.2017.05.014>
- Liu, I. F. (2020). The impact of extrinsic motivation, intrinsic motivation, and social self-efficacy on English competition participation intentions of pre-college learners: Differences between high school and vocational students in Taiwan. *Learning and Motivation*, 72, 101675. <https://doi.org/10.1016/j.lmot.2020.101675>
- Maslow, A., Lewis, K. J. (1987). Maslow's hierarchy of needs. *Salenger Incorporated*, 14(17), 987-990.
- McDonald, R. P., Ho, M. H. R. (2002). Principles and practice in reporting structural equation analyses. *Psychological Methods*, 7(1), 64. <https://doi.org/10.1037/1082-989X.7.1.64>
- Mohammadi, H. (2015). Investigating users' perspectives on e-learning: An integration of tam and its success model. *Computers in Human Behavior*, 45, 359-374. <https://doi.org/10.1016/j.chb.2014.07.044>
- Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English. *Journal of Language & Education*, 5(3), 83-101. <https://doi.org/10.17323/jle.2019.9809>
- Pikhart, M., Klímová, B. (2020). eLearning 4.0 as a sustainability strategy for generation Z language learners: Applied linguistics of second language acquisition in younger adults. *Societies*, 10(2), 38. <https://doi.org/10.3390/soc10020038>
- Planken, B., Van Meurs, F., & Radlinska, A. (2010). The effects of the use of English in Polish product advertisements: Implications for English for business purposes. *English For Specific Purposes*, 29(4), 225-242. <https://doi.org/10.1016/j.esp.2010.06.003>
- Rodríguez E. A., González, D., y González, H. (2021). Idiomas y TIC: competencias docentes para el siglo XXI. Un análisis comparativo con otras profesiones. *Revista de Educación*, (393), 379-405. <https://doi.org/10.4438/1988-592X-RE-2021-393-498>
- Ryan, R. M., Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67. <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R., Deci, E. L. (2000). La Teoría de la Autodeterminación y la Facilitación de la Motivación Intrínseca, el Desarrollo Social, y el Bienestar. *American psychologist*, 55(1), 68-78. <https://doi.org/10.25100/cdea.v39i77.12952>
- https://kibbutz.es/wp-content/uploads/2000_ryandeci_spanishampsych.pdf
- Sergis, S., Sampson, D. G., & Pelliccione, L. (2018). Investigating the impact of Flipped Classroom on students' learning experiences: A Self-Determination Theory approach. *Computers in Human Behavior*, 78, 368-378. <https://doi.org/10.1016/j.chb.2017.08.011>
- Stover, J. B., Bruno, F. P., Uriel, F. E., y Fernandez Liporace, M. M. (2017). Teoría de la Autodeterminación: una revisión teórica. *Perspectivas en Psicología*, 14(2), 105-115. <http://perspectivas.mdp.edu.ar/revista/index.php/pep/article/view/332>
- Suryasa, W., Prayoga, I. G. P. A., & Werdistira, I. (2017). An analysis of students motivation toward English learning as second language among students in Pritchard English academy (PEACE). *International journal of social sciences and humanities*, 1(2), 43-50. <https://doi.org/10.29332/ijssh.v1n2.36>
- van Hooft, A., van Meurs, F., & Spierts, D. (2017). In Arabic, English, or a Mix? Egyptian Consumers' Response to Language Choice in Product Advertisements, and the Role of Language Attitudes. In V. Zabkar, M. Eisend (Eds.), *Advances in Advertising Research VIII. European Advertising Academy*. Springer Gabler. https://doi.org/10.1007/978-3-658-18731-6_11
- Vázquez-Martínez, U. J., Morales-Mediano, J., & Leal-Rodríguez, A. L. (2021). The impact of the COVID-19 crisis on consumer purchasing motivation and behavior. *European Research on Management and Business Economics*, 27(3), 100166. <https://doi.org/10.1016/j.iedeen.2021.100166>
- Yu, X. (2022). A multi-dimensional analysis of English-medium massive open online courses (MOOCs) video lectures in China. *Journal of English for Academic Purposes*, 55, 101079. <https://doi.org/10.1016/j.jeap.2021.101079>
- Zardain, A. S. (2015). La motivación extrínseca desde la teoría conductista en adultos jóvenes bilingües y monolingües. *Revista Psicología Científica.com*, 17(5). <https://www.psicologiacientifica.com/motivacion-extrinseca-teoria-conductista-adultos-jovenes-bilingues-monolingues>
- Zheng, C., Liang, J. C., Li, M., & Tsai, C. C. (2018). The relationship between English language learners' motivation and online self-regulation: A structural equation modelling approach. *System*, 76, 144-157. <https://doi.org/10.1016/j.system.2018.05.003>

Zhu, Y., Zhang, J. H., Au, W., & Yates, G. (2020). University students' online learning attitudes and continuous intention to undertake

online courses: A self-regulated learning perspective. *Educational Technology Research and Development*, 68, 1485-1519. <https://doi.org/10.1007/s11423-020-09753-w>

How to cite this paper?

Cristancho Triana, G. J., Corredor Aponte, L. S. (2023). Aspects that influence extrinsic and intrinsic motivation to acquire an online language course of a foreign language. *Cuadernos de Administración*, 39(77), e2112952. <https://doi.org/10.25100/cdea.v39i77.12952>

Cuadernos de Administración journal by Universidad del Valle is under licence Creative Commons Reconocimiento-NoComercial-SinObrasDerivadas 4.0. Based in <http://cuadernosdeadministracion.univalle.edu.co/>