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The Role of Intrinsic and Extrinsic Motivation in EFL Achievement

The Case Study of First Year EFL Students at Chadli Bendjedid University El Tarf.

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Dedication

In the name of ALLAH, the most gracious, the most merciful

I dedicate this work to my delightful mother for her help, support, and prayers. I can never forget all she has done.

To my lovely father, you were, you are, and you will still be the source of my power, and the one who is always motivating and encouraging me to go further to achieve all my dreams.

My dear sisters who are always standing with me whenever I made a step forward in my life, and for helping and supporting me all the time and give me a great amount of motivation.

Saliha Bouamrane

Dedication

I dedicate this work to my beloved parents, Ali and Fatma, whose constant encouragement helped me complete my studies. To my husband for his endless support. To my dear sisters, with my deepest and most special thanks to my little sister Rim, whose presence means so much to me. To my kids, who remain my greatest motivation.

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Abstract

Student motivation is considered a key element in successful language learning, particularly in English as a Foreign Language (EFL) setting where exposure to English outside the classroom is limited. Despite its importance, many university EFL learners continue to face difficulties in maintaining engagement and achieving satisfactory academic results. This study explores how intrinsic and extrinsic motivation contribute to EFL students' academic achievement. The research targeted first-year students from the Department of English at Chadli Bendjedid University, El Tarf. To address the research questions, a mixed-method approach combining quantitative and qualitative data was adopted. The study was conducted during the second semester of the academic year 2025–2026 with a sample of 35 students. Data were collected through an observation and students' semi-structured questionnaire. The results indicated that both forms of motivation play a significant role in shaping students' learning behavior and academic outcomes. Findings showed that many learners depend on external encouragement such as grades, feedback, and teacher support to complete tasks, while students with stronger internal interest and enjoyment in learning English showed higher levels of participation, persistence, and achievement. Teachers also emphasize 100% the importance of balancing internal and external motivational strategies to support students' academic progress.

Keywords: EFL learners, intrinsic motivation, extrinsic motivation, academic achievement

المخلص

تعد الدافعية التشجيعية للطلاب عنصراً أساسياً في نجاح تعلّم اللغة، خاصة في سياق تعلم اللغة الإنجليزية كلغة أجنبية حيث تكون فرص التعرض للغة خارج قاعة الدرس محدودة. وعلى الرغم من أهميتها، لا يزال العديد من طلبة الجامعات يواجهون صعوبات في الحفاظ على مستوى عالٍ من التفاعل وتحقيق نتائج أكاديمية مرضية. تهدف هذه الدراسة إلى استكشاف دور كلّ من الدافعية التشجيعية الداخلية والخارجية في تحصيل طلبة اللغة الإنجليزية كلغة أجنبية. استهدفت الدراسة طلبة السنة الأولى بقسم اللغة الإنجليزية بجامعة الشاذلي بن جديد – الطارف. وللإجابة عن أسئلة البحث، تم اعتماد المنهج المختلط الذي يجمع بين البيانات الكمية والنوعية. أجريت الدراسة خلال السداسي الثاني من السنة الجامعية 2025-2026 على عينة مكوّنة من 35 طالباً. جمعت البيانات من خلال استبيان موجّه للطلبة ومراقبة على مستوى القسم. أظهرت النتائج أن كلا النوعين من الدافعية التشجيعية يلعبان دوراً مهماً في تشكيل سلوك التعلّم والنتائج الأكاديمية للطلبة. فقد تبين أن العديد من المتعلمين يعتمدون على الحوافز الخارجية مثل العلامات، والتغذية الراجعة، ودعم الأستاذ لإتمام المهام، في حين أظهر الطلبة الذين يمتلكون اهتماماً داخلياً ومتعة في تعلّم اللغة الإنجليزية مستويات أعلى من المشاركة والمثابرة والتحصيل. كما أكد الأساتذة 100% على أهمية تحقيق التوازن بين استراتيجيات الدافعية الداخلية والخارجية لدعم التقدم الأكاديمي للطلبة.

الكلمات المفتاحية: متعلمو اللغة الإنجليزية كلغة أجنبية، الدافعية الداخلية، الدافعية الخارجية، التحصيل الأكاديمي.

Table of Contents

Acknowledgments	02
Dedication	03
Abstract	05
ملخص.....	06
Table of content.....	07
List of Tables.....	12
List of Figures	13
List of Abbreviations and Acronyms	14
List of Appendix.....	15
Chapter One: the Introductory Chapter	16
Introduction	16
Background of the Study.....	16
Statement of the Problem	17
Aims of the Study.....	18
Significance of the Study	18
Research Questions	18
Research Hypothesis	19
Methodology	19
Method	19
Population	19
Sample.....	20
Data Collection Tools	20
Structure of the Study.....	20

Limitation of the study.....	20
chapter Two: The Literature Review.....	22
Motivation in Education.....	22
Definition of Motivation.....	22
Importance of Motivation.....	24
Motivation in English as a Foreign Language (EFL).....	25
Types of Motivation.....	27
Integrative Motivation.....	27
Instrumental Motivation.....	27
Intrinsic Motivation.....	28
Extrinsic Motivation.....	28
Intrinsic Motivation.....	28
Definition of Intrinsic Motivation.....	28
Self-Determination Theory.....	30
Flow Theory.....	30
Importance of Intrinsic Motivation in EFL Achievement.....	30
Factors Affecting Intrinsic Motivation in EFL Learning.....	31
Impact of Intrinsic Motivation on Academic Achievement.....	34
Extrinsic Motivation.....	35

Definition of Extrinsic Motivation.....	35
Expectancy-Value Theory.....	37
Social Cognitive Theory.....	37
Importance of Extrinsic Motivation in ESL Achievement.....	38
Factors Affecting Extrinsic Motivation in ESL Learning.....	39
Impact of Extrinsic Motivation on Academic Achievement.....	41
Short-Term Effects.....	41
Long-Term Effects.....	42
Relationship Between Intrinsic and Extrinsic Motivation.....	42
Conclusion.....	43
Chapter Three: Methodology.....	44
Introduction.....	44
Research Design.....	44
Research Variables.....	44
Population and Sample.....	44
Population.....	44
Sample.....	45
Time and Location	45

Data Gathering Tools.....	45
Research procedure.....	46
Data Analyses.....	47
Conclusion.....	47
Chapter Four: Results.....	48
Introduction.....	48
Classroom Observations results.....	48
Student's Questionnaire Results.....	51
Conclusion	61
Chapter Five: Discussion.....	62
Introduction.....	62
Discussion of the research questions and hypotheses.....	62
Implications.....	64
Recommendations and Suggestions.....	64
Conclusion.....	66
References.....	67
Appendicies.....	75

List of Tables

Table 1: classroom observation checklist results for session 1

Table 1: classroom observation checklist results for session 2

List of Figures

Figure 1: Gardner's socio-educational model

Figure 2: *Student's experience in learning English*

Figure 3: *Student's achievement in English*

Figure 4: *Student's main motivation for learning English*

Figure 5: *Student's main reason for learning English*

Figure 6: *Student's motivation frequency in English classes*

Figure 7: *Students' enjoyment of learning English without exams*

Figure 8: *Students' opinion on the effect of motivation on English exam results*

Figure 9: *Students' feelings after successfully learning new English lessons*

Figure 10: *Student's effort to improve English outside the classroom*

Figure 11: *Feeling proud after successful English use*

Figure 12: *The role of grades in motivating English learners*

Figure 13: *The impact of teacher praise on students' classroom participation*

Figure 14: *Future job opportunities as a motivation for learning English*

List of Abbreviation and Acronyms

EFL: English as a Foreign Language

L2: Second Language

IM: Intrinsic Motivation

EX: Extrinsic Motivation

AA: Academic Achievement

List of Appendices

Appendix A: Observation Checklist

Appendix B: Students' Questionnaire

Chapter One: The Introductory Chapter

Introduction

This chapter an introduction to the dissertation, beginning with the background of the study, statement of the problem, the aims of the study, the significance of the study, the research questions and the research hypothesis. Moreover, the methodology that contains; the method, population and sample and the data collection tools. At the end the structure of the study.

Background of the Study

Motivation has long been considered one of the most influential factors in the learning process. In educational psychology, learners' success is not determined solely by cognitive abilities, teaching methods, or learning environments, but also by the level and type of motivation they possess. Motivation drives students to initiate learning, sustain effort, and persist when facing difficulties. Without adequate motivation, even the most capable learners may struggle to achieve academic success. For this reason, motivation has become a central topic in modern educational research.

In the field of second and foreign language learning, motivation plays an even more critical role. Learning a second language (L2) is a complex, long-term process that requires continuous effort, practice, and exposure. Unlike other school subjects, language learning involves communication, cultural understanding, and long-term commitment. Consequently, researchers have increasingly emphasized the importance of learners' motivation in determining their success or failure in mastering a foreign language.

Among the different types of motivation, intrinsic and extrinsic motivation have received particular attention. Intrinsic motivation (IM) refers to engaging in learning for enjoyment, interest,

or personal satisfaction, while extrinsic motivation (EM) refers to learning driven by external rewards such as grades, recognition, or future career opportunities. Both types of motivation are believed to influence students' learning behaviors, attitudes, and academic outcomes. However, the extent to which each type contributes to language achievement remains a subject of ongoing research.

Integrating both intrinsic and extrinsic motivation can influence students' learning process. Intrinsic motivation IM encourages learners to engage in English learning through interest, enjoyment, and personal satisfaction, which supports deeper understanding and sustained involvement. Extrinsic motivation EM, on the other hand, pushes students to learn through external factors such as grades, rewards, and future academic or career opportunities, helping them maintain effort and focus. Together, these two types of motivation play an important role in improving learners' participation, persistence, and overall performance in EFL settings.

Statement of the Problem

Despite the recognized importance of intrinsic and extrinsic motivation in language learning, many EFL students still experience low achievement and lack of engagement in learning English. This problem is observed in Algerian universities; this applies to students at Chadli Bendjedid University who struggle with their academic achievements. These difficulties are often reflected in low participation in classroom activities, limited language practice outside the classroom, weak performance in assessments, and a lack of consistent effort in improving their English skills. These problems could be caused by several factors such as, low levels of motivation, limited exposure to the English language, lack of confidence in using English, and teaching methods that do not sufficiently encourage active participation or student engagement. Thus, students may show poor academic performance and limited progress in developing their English

language skills. This can also lead to decreased confidence and reduced interest in continuing their language learning journey.

Aims of the Study

This study aims to highlight the challenges that students face in their academic achievements, and to examine the level of intrinsic and extrinsic motivation among EFL students. In addition, to investigate the impact of both motivations on students' academic achievement, and provide pedagogical insights that may help teachers enhance students' motivation and improve learning outcomes.

Significance of the Study

This study is significant for several reasons. First, it contributes to the existing literature on motivation in EFL learning by examining the role of intrinsic and extrinsic motivation in students' academic achievement. Second, it provides teachers with insights into how different types of motivation influence learning outcomes, which may help them adopt more effective teaching strategies. Third, the findings may guide curriculum designers and educational policymakers in developing learning environments that foster students' motivation. Finally, this study may encourage further research on motivational factors in foreign language learning.

Research Questions

This study attempts to answer the following questions:

Q1: Does intrinsic and extrinsic motivation impact EFL student's academic achievement?

Q2: Does intrinsic and extrinsic motivation implementation improve student's positive attitude toward their learning?

Q 3: Should intrinsic and extrinsic motivation be part of learning process?

Research Hypotheses

H1: Intrinsic and extrinsic motivation impact student's academic achievement.

H2: Intrinsic and extrinsic motivation implementation improve student's positive attitude toward their learning.

H3: Intrinsic and extrinsic motivation should be part of the learning process

Research Methodology

Method

According to the presented problem, we are going to answer the research questions, test the hypotheses, and prove the aims of the study. therefore, descriptive research is the most appropriate type for the study following a mixed method for this study: quantitative and qualitative to investigate the impact intrinsic and extrinsic motivation on EFL student's academic achievements.

Population and Sample

The chosen population of this study is the first year EFL students of the department of English in Chadli Bendjedid University, the study is going be applied only on one group selected randomly, during the academic year 2025/2026. The group composed of 51 students out of 140.

Data Gathering Tools

During the process of gathering data, two tools are going to be used which are:

1. Observation: will be carried out inside the classroom during oral expression sessions to observe the impact and engagement of students with the intrinsic and extrinsic motivation.
2. Questionnaire: one going to be delivered to the selected group at the end of the session after the test of the intrinsic and extrinsic motivation.

Structure of the Study

This research is organized into five chapters. The first chapter serves as an introductory one and presents the background of the study, the statement of the problem, the objectives and significance of the research, as well as the research questions, hypotheses, methodology, and limitations. The second chapter reviews the existing literature related to intrinsic and extrinsic motivation in EFL learning. The third chapter focuses on the research methodology, including the research design, population and sample, and data collection instruments. The fourth chapter is devoted to the presentation and analysis of the results. Finally, the fifth chapter provides the discussion of the findings, along with conclusions, recommendations, and suggestions for further research.

Limitations of the Study

This study faced several limitations during its implementation. One of the main limitations was the timing of data collection, as it took place during the month of Ramadan, which affected students' attendance and participation in classes. As a result, not all students were present during the observation sessions, and some absences led to delays in collecting the data.

In addition, the distribution of the questionnaire and the classroom observation were affected by irregular attendance, especially toward the end of the semester. This reduced the number of participants available for the study and limited the consistency of the data collection process. Finally, a lack of full cooperation from some students was also observed, which slightly influenced the completion of certain tasks and responses.

Chapter Two: Literature Review

Introduction

This chapter explores the theoretical foundations of the role of intrinsic and extrinsic motivation in EFL academic achievement. The background of this research consists several titles. Starting with the definition of motivation, motivation in English as a foreign language, importance of motivation and types of motivation, moving to definition of the intrinsic motivation, the importance of the intrinsic motivation, next intrinsic motivation if EFL achievement, factors effecting the intrinsic motivation in EFL learning and the impact of the intrinsic motivation on academic achievement. In addition, presenting the definition of the extrinsic motivation, its importance, and the extrinsic motivation in EFL achievement, introducing the factors effecting the extrinsic motivation in EFL learning, the impact of the extrinsic motivation on academic achievement, and finally, the relation between intrinsic and extrinsic motivation.

Motivation in Education

Definition of the motivation

Motivation is the internal and external drive that initiates, directs, and sustains human behavior toward achieving specific goals. It explains why individuals start a task, how much effort they invest, and how long they persist in completing it. In educational contexts, motivation plays a crucial role in influencing students' engagement, effort, and academic success. Cheng & Dörnyei, (2007) said that motivation is "one of the key factors determining success in foreign/second language L2 learning" (p. 153).

According to Dörnyei (2001) motivation is a dynamic and evolving state within an individual that activates, guides, organizes, strengthens, and evaluates both mental and physical processes.

Through this process, a person's desires and intentions are selected, prioritized, and transformed into actions, whether these actions lead to success or failure. McDonough (2007) said that motivation is the force that drives people to take action, whether to learn English, learn how to teach it, or actually teach it. He introduced four main components of motivation: the reasons for wanting to learn, the intensity of the desire to learn, individual personal characteristics, and the nature of the task along with how demanding it is perceived to be (as cited in Solak, 2012, p.242).

According to Dörnyei and Otto (1998) motivation is an arousal state that determines individuals' wishes and desires and it may affect the process of learning negatively or positively. This definition highlights that motivation is not a fixed trait but a temporary psychological state that can change over time. Furthermore, Williams and Burden (1997) stated that motivation is a state of cognitive and emotional arousal that eventually helps individuals act consciously and provide the intention to make effort in any kind to achieve certain goals. They also asserted that "motivation is a state of cognitive and emotional arousal that leads to a conscious decision to act and give rise to a period of sustained intellectual and/or physical effort" (p. 120) (as cited in Sadeghi, 2013, p. 206).

Keller (1983) defined motivation as the people's choices in selecting or avoiding experiences or goals, and the extent to which they will attempt to do so. Solak (2012) stated that "Motivation is the driving force, which guides us to achieve goals. Motivation is one of the major factors that is required to achieve anything in life. Motivation pushes the individual to do whatever it takes to become successful" (p.241). Motivation is a complex and dynamic concept; it influences learners' willingness to start learning, the effort they invest, and their persistence when facing difficulties.

The Importance of the motivation

Motivation is essential in all areas of learning because it drives individuals to start tasks, maintain effort, and achieve their goals. Gilakjani et al (2012) mentioned that “It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our learners” (p.10).

In the academic contexts, Dital (2012) affirmed that learners who have a positive attitude toward English language learning are highly motivated both instrumentally and interactively. Al-Otaibi (2004) highlighted that motivated learners can learn a foreign language more effectively and can bear high costs and make sacrifices in order to achieve their goals in learning a second language L2. He also came to say that learners who are motivated invest considerable time and effort in reaching their foreign language learning goals, and they tend to learn the language more effectively than those who lack motivation.

Gilakjani et al. (2012) reported that motivated learners are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks, persevere through challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning (p. 9). This means that motivation is important in terms of; motivated learners are more active and responsible in their learning process, as they show persistence, autonomy, and positive influence on classroom interaction, which ultimately enhances their language learning outcomes. Korichi and Bahloul (2021) noted that

Motivation plays an important role in enhancing (EFL) students ‘performance. It is considered as a key to learning (L2) and is one of the factors affecting learners ‘success. Motivation is also crucial in school due to its powerful influence and an

integral part in the achievement of learners 'goals and a stimulator for achieving specific subjects (p. 1385).

Moreover, Chiew Fen Ng and Poh Kiat Ng (2015) indicated that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure learner achievement. If we are discussing motivation, the two terms which are synonym with it are intrinsic and extrinsic motivation.

Khaliq et al. (2023) noted that “the most important component in educational environments is motivation when it comes to a student’s achievement in their studies or tasks” (p. 388). This highlights the crucial role of motivation in the learning process, as it is a determining factor for success regardless of learners’ abilities or the quality of instruction. It shows that achievement cannot be fully guaranteed without learners’ active willingness and sustained effort to reach their goals.

Motivation in English as a Foreign Language (EFL)

Motivation plays a fundamental role in learning English as a Foreign Language EFL, as it drives learners to engage actively and persist in the learning process. It influences students’ willingness to communicate, practice, and improve their language skills. In terms of motivation, definition in EFL context Gardner (1985) stated that motivation is a complex of construct, involving effort and desire, as well as a favorable attitude toward learning the language at hand.

Gardner’s motivation theory has been highly influential in the field of L2 learning for many years. According to Gardner (2001) motivation is composed of three key components: effort, which

refers to the amount of energy learners invest in learning the language; desire, which reflects the learner's wish to achieve language goals; and positive affect, which involves enjoying the process of language learning. Gardner (1985) also emphasizes the importance of orientations, which represent the goals that guide and direct motivation toward achievement.

In this framework, two main types of orientations are identified: integrative and instrumental. Integrative orientation refers to learners' positive attitudes toward the target language community and their desire to interact with or become part of it. In contrast, instrumental orientation involves learning the language for practical and functional reasons such as obtaining better employment opportunities or academic success. In EFL contexts, both orientations play a significant role in shaping learners' motivation and influencing their language learning achievement (as cited in Lai, 2013, p.91).

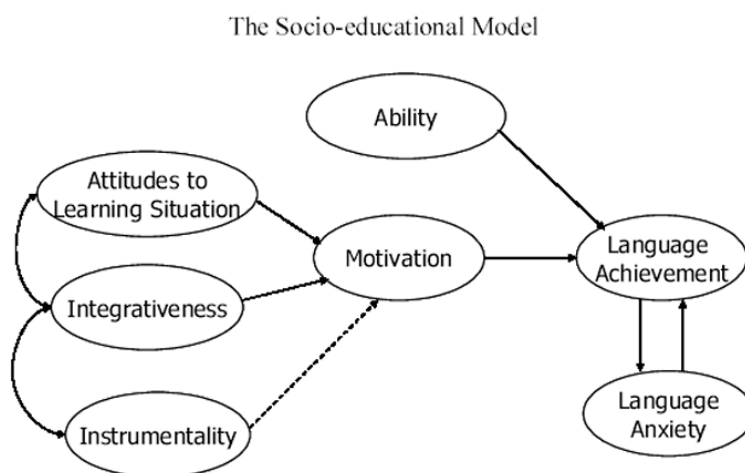


Figure 1 : Gardner's socio-educational model

Additionally, Wang (2006) claimed that “motivation is an important affective variable in second language acquisition and it has correlation with second language achievement and proficiency” (p. 32). Similarly, Dörnyei (1994) argued that motivation is “one of determinants of second or foreign language learning achievement” (p. 273). Besides, Riyanti (2019) said motivation is an important factor in language learning and influences students’ achievement in their second or foreign language learning.

Motivation is a key factor in determining learners’ success in second and foreign language acquisition, as it directly influences their performance, proficiency, and overall academic achievement in EFL contexts.

Types of the Motivation

Motivation in language learning categorized into different types based on the source and nature of the driving force behind learners’ behavior. Understanding these types is essential for explaining how students engage with and succeed in EFL learning. Tuan (2012) revealed “In L2 acquisition, the types of motivation came from cognitive and social psychology. In cognitive psychology, two types of motivation are instrumental and integrative motivation” (p.453). According to Harmer (1991) in social psychology, two main types of motivation are intrinsic and extrinsic motivation.

Integrative motivation

Daskalovska et.al (2012) indicated that integrated motivation is the learners’ ‘desire to integrate themselves into the target-language community and to identify with the culture of the speaker of the target-language. This means that, integrative motivation reflects learners’ positive

attitude toward the target language community and their willingness to interact with and become part of its culture. In EFL learning, this type of motivation encourages learners to develop deeper engagement with the language beyond classroom requirements.

Instrumental Motivation

According to Zanghar (2012) “instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency, and reflects the recognition that for many language learners it is the usefulness of L2 proficiency. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2” (p.12). This explains that instrumental motivation is driven by practical and functional reasons, where learners focus on the benefits that language proficiency can bring in real-life situations.

Extrinsic motivation

Harmer (1991) noted that extrinsic motivation comes from external influences that encourage learners to study a second language. In this case, students may be driven by practical purposes such as passing exams, obtaining better employment, or gaining admission to university. For instance, some individuals learn English to secure higher-paying jobs in international companies, while others study it to obtain scholarships for further education abroad. As a result, extrinsic motivation plays an important role in L2 achievement, as learners are often influenced by rewards or social expectations. Similarly, Vallerand (1997) defined extrinsic motivation as engaging in an activity as a means to achieve an external outcome, such as receiving good grades or avoiding negative consequences.

Intrinsic motivation

Wimolmas (nd) revealed “Intrinsic motivation refers to learning itself having its own reward” (p.907). As viewed by Vallerand (1997) students are considered intrinsically motivated when they engage in an activity in order to gain enjoyment and personal satisfaction, as well as to fulfill their curiosity through the learning experience (as cited in Korichi et.al, 2021, p.1387). This type of motivation emphasizes internal satisfaction as the main driver of learning behavior.

Intrinsic motivation

Definition of the Intrinsic Motivation

Intrinsic motivation IM refers to the internal desire that drives learners to engage in an activity for personal enjoyment and satisfaction. It occurs when students learn because they are interested in the task itself rather than external rewards. In EFL learning, it plays an important role in sustaining long-term engagement and active participation. According to Legault (2016)

intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable. IM is no instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are one and the same (p.1).

Ryan and Deci (2000) stated that IM refers to the drive to engage in or change behavior for personal satisfaction and fulfillment, where individuals participate in an activity because they find it enjoyable and rewarding in itself, without relying on external rewards.

Vansteenkiste et al. (2004) mentioned that intrinsic motivation exerts a crucial influence on learning achievement, satisfaction, and learners’ perceptions on performance expectations. This indicates that learners who are intrinsically motivated tend to show higher engagement, better

performance, and positive attitudes toward the learning process. Additionally, Elton (1988) highlighted that IM on the other hand enables a person to work independently and enthusiastically. Likewise, Ryan and Deci (2000) said intrinsic motivation is performing a task because its inherently interesting.

Bandara and Hettiwaththage (2025) explained the theories of IM which are self-determination theory and the flow theory.

Self-determination theory

Bandara and Hettiwaththage (2025) defined that “Self-determination theory (SDT) is a leading theory for understanding intrinsic motivation, which holds that individuals have three basic psychological needs (autonomy, competence, and relatedness)” (p. 7). This theory suggests that when these psychological needs are satisfied, learners are more likely to develop strong intrinsic motivation and actively engage in the learning process.

According to Bell (2016) this approach contributes to academic success by encouraging greater independent learning and fostering strong interpersonal relationships. Moreover, Ryan and Deci (2017) explain that the theory explores how social environments and individual differences shape various forms of motivation.

Flow theory

Bandara and Hettiwaththage (2025) stated that “Flow is considered an optimal psychological state characterized by the enjoyment of being deeply absorbed in what one is doing and is automatic” (p. 7). This state reflects a high level of IM where learners become engaged and focused on the activity, which can enhance persistence and improve learning outcomes.

In this context Piniel and Albert (2019) reported that this theory suggests that students' educational skills can be enhanced and further developed. Thus, fostering intrinsic motivation contributes to improving students' learning abilities and overall academic performance.

The importance of intrinsic motivation in EFL achievement

Intrinsic motivation is important because it drives learners to engage in activities out of genuine interest and personal satisfaction. Serin (2018) indicated that when students work collaboratively in the classroom, their intrinsic motivation increases because their self-confidence enhances. They also develop positive attitudes to the learning content and they respect each other more and easily accept ideas which come from others (p. 192).

In accordance to Deci and Ryan (2008) intrinsic motivation is considered the most optimal form of motivation and is associated with various benefits including enjoyment, persistence, and psychological well-being. This means that, intrinsically motivated learners are more likely to stay engaged in learning activities, overcome challenges, and experience positive emotional and academic outcomes. Serin (2018) said "The implementation of interesting activities holds an important place in generating intrinsically motivated learners" (p. 191).

Legault (2016) affirmed that intrinsic motivation characterizes behaviors that are fun, interesting, and optimally challenging. Moreover, Larson and Rusk (2011) said students often change their behavior for different reasons, and motivation plays a significant role in the learning process. Among the various types, intrinsic motivation holds a particularly important position. That is to say, intrinsically motivated learners engage in activities because they find them enjoyable and intellectually stimulating, which encourages active participation and deeper learning. Overall,

intrinsic motivation is a key factor in enhancing students' engagement, persistence, and academic achievement in EFL contexts.

Factors Affecting Intrinsic Motivation in EFL Learning

Intrinsic motivation is influenced by several psychological and contextual factors that shape learners' engagement and persistence in the learning process.

Autonomy

Deci and Ryan (2000) highlighted the autonomy factor, which considered one of the main factors affecting intrinsic motivation, and refers to learners' sense of control and freedom to make choices about their actions. Goldman et al., (2017) said in educational contexts, autonomy increases students' engagement and motivation. Moreover, Kusurkar et al., (2011) stated that it encourages students to take ownership of their learning. This explains the importance of providing learners with opportunities to make choices and participate actively in their learning process in order to strengthen their intrinsic motivation.

Competence

Many researchers such as, Bandura (2014), Deci et al. (1991), Ghanizadeh and Jahedizadeh (2015), noted that competence is another key factor influencing intrinsic motivation and refers to learners' feeling of being capable and effective in their activities. This factor strengthens self-efficacy and motivation, as students become more willing to persist and face challenges (as cited in Bandara, & Hettiwaththage, 2025, p. 9).

Relatedness

Ryan Deci (2000) explained that relatedness refers to the sense of being connected to others and feeling valued within a social environment. They emphasize that strong interpersonal relationships foster intrinsic motivation, which in turn increases students' engagement and contributes positively to academic achievement. This indicates that positive social relationships in the learning environment play a crucial role in strengthening students' intrinsic motivation and improving their learning outcomes.

Challenge

Rheinberg and Engeser, (2018), Sheehan and Katz, (2012) Csikszentmihalyi and Csikszentmihalyi, (2014) Shernoff et al., (2014) agreed that challenging tasks are those that go beyond learners' current abilities. Such tasks can promote a state of flow in which learners become fully engaged in the learning activity. They also help students build confidence and resilience, which leads to improved learning outcomes.

Interest and enjoyment

According to Oudeyer et al., (2016), Arnone et al., (2011), Renninger, (2000) interest and enjoyment refer to the natural attraction and pleasure learners experience when engaging in certain subjects or activities. This factor leads to deeper engagement and better retention of information, as interest-driven learning contributes positively to students' academic performance.

Feedback and recognition

The factor of feedback and recognition was explained by, DePasque and Tricomi, (2015) Shin et al., (2018) Jovanovic and Matejevic, (2014), they said that feedback and recognition refer to the provision of constructive comments and acknowledgment of students' progress. This factor

supports learners' sense of competence and helps create a positive and motivating learning environment, which encourages further effort and improvement.

Goal setting

Locke & Latham, (2002) explained that goal setting involves establishing clear and achievable objectives that guide learners' efforts. This process enhances motivation by providing direction and purpose, as students who set and work toward specific goals tend to be more engaged and focused in their learning.

The integration of the pre-mentioned factors in educational settings contributes significantly to improving students' motivation and enhancing their academic performance in EFL contexts.

The Impact of Intrinsic Motivation on Academic Achievements

Intrinsic motivation plays a significant role in enhancing students' academic achievement by encouraging active engagement and sustained effort in learning. Bieg et al. (2011) said IM contributes to sustained academic achievement and a lifelong commitment to learning.

Bandara and Hettiwaththage (2025) introduced the impact of intrinsic motivation on the academic achievement in two categories, which are, short-term effect and long-term effect;

- Short-term effects

Ariq et al. (2011), Goodman et al. (2011) reported that, IM enhances students' engagement and persistence in learning. It is also linked to higher self-esteem and reduced levels of anxiety and

depression (as cited in Bandara and Hettiwaththage, 2025, p. 14). This shows that intrinsic motivation not only improves academic engagement but also contributes to students' psychological well-being and positive learning experiences.

Froiland et al. (2012), Taylor et al. (2014) indicate that intrinsic motivation is associated with a lower tendency toward antisocial behavior and contributes to improved academic performance, including higher grades and better test scores. It is also linked to a stronger sense of personal relevance and value in students' studies.

- *Long-terms effects*

Intrinsic motivation does not only influence short-term academic performance, but it also has a significant impact on long-term learning outcomes. It contributes to sustained achievement, continuous engagement, and the development of lifelong learning skills.

Tariq et al., (2011), Goodman et al., (2011) indicated that intrinsic motivation is linked to sustained academic achievement over time and encourages lifelong learning and the pursuit of academic goals. In addition, Froiland et al. (2012), Taylor et al. (2014) showed that intrinsically motivated learners are more likely to continue higher education, achieve career success, and develop a lifelong learning mindset.

These findings highlight that, IM not only influences immediate academic performance but also contributes significantly to students' long-term development in EFL learning, including their academic progression and future educational and career goals.

Extrinsic motivation

Definition of Extrinsic Motivation

Extrinsic motivation EM refers to the drive to engage in an activity in order to obtain external rewards or avoid negative consequences. It is influenced by outside factors such as grades, praise, or future career opportunities rather than personal interest. Vallerand et al, (1993) stated that extrinsic motivation is any such motivation that goes beyond and aimed at achieving something through the act of learning, rather than learning itself.

Samejon (2015) discovered that many students perceive learning English as a second language as a tool to achieve long-term objectives, such as academic success or improving their economic status. This indicates that their motivation is mainly extrinsic, as it is driven by the external benefits they expect to gain from learning English. This shows that EM directs students' learning behavior toward practical and future-oriented goals. Serin (2018) noted that

Extrinsic motivation is a form of reinforcement which can improve students' performance while they strive for learning. In particular, extrinsic motivation can spark enthusiasm of students whose motivation level is low. At the same time, extrinsic motivation is helpful to develop appropriate behaviors towards learning. For instance, rather than being disruptive they engage in completing tasks in the classroom (p.192).

besides, he affirmed that, extrinsic motivators can provide people pleasure and satisfaction from completing a task. Bandara and Hettiwaththage, (2025) defined extrinsic motivation as the drive to engage in a behavior or activity due to external factors or rewards rather than internal satisfaction or interest. It spans two main stages and involves seeking external incentives or avoiding punishment to motivate behavior. In this context, Wang and Guthrie, (2004) noted extrinsic

motivation comes from outside in which a person endeavors to satisfy “external values and demands” (p.165).

EM is influenced by external rewards, reinforcement, and environmental factors that encourage EFL learners to engage in learning activities. Although it is not based on personal interest.

Expectancy-Value Theory

According to Wigfield et al. (2009) the expectancy-value theory explains motivation as being shaped by two key components: expectancy, which refers to an individual’s belief that effort, will result in successful performance, and value, which reflects the importance or significance a person assigns to a task or outcome. In other words, motivation can be understood as the connection between a student’s expectation of success in a task and the value they place on achieving it.

Eccles & Wigfield, (2020) explained that within this theory, individuals tend to be extrinsically motivated when they are convinced that their efforts will result in desired outcomes and when those outcomes are considered valuable. This suggests that learners’ motivation is strengthened when they perceive a clear link between effort, achievement, and meaningful external rewards.

Social Cognitive Theory

Bandura’s Social Cognitive Theory (1986) emphasized that motivation is shaped by observing the behavior and outcomes of others, as well as by individuals’ confidence in their own ability to succeed. It suggests that people are encouraged to act based on modeled behaviors and their belief in their personal competence. Schunk and DiBenedetto (2020) explained that seeing the

rewards or punishments experienced by others can encourage individuals to engage in similar behaviors, thereby promoting extrinsic motivation.

Motivation can be influenced by social environment and external consequences, which play a significant role in shaping learners' behavior and engagement in the learning process.

The importance of extrinsic motivation in EFL achievements

The importance of extrinsic motivation lies in its ability to encourage learners to engage in learning activities through external rewards and reinforcement. Many researchers highlighted the importance of extrinsic rewards in supporting EFL learners' motivation.

According to Zirpoli, (2008) external rewards have no detrimental effect on the development of intrinsic motivation of students. It should be noted that extrinsic rewards can not be the ultimate outcome. For the students who are not excited and enthusiastic about learning, the use of extrinsic motivation is a good start. Kohn (1993) supported this view noting that; the use of external rewards might help remove these problems and stimulate students to be motivated.

Bénabou and Tirole, (2003) emphasized the importance of EM in EFL achievements, which they stated that, extrinsic motivation is characterized by several features, including the presence of external rewards or incentives that shape behavior, an emphasis on achieving specific outcomes or goals, reliance on external feedback or evaluation, and the possibility that the behavior may decline once the external reward is no longer available. This means that EM is important in terms of initiating and sustaining EFL learners' engagement, especially in the early stages of learning, as it helps guide students toward goal achievement through external encouragement and reinforcement.

Benabou and Tirole (2003) said that “when students have extrinsic motivation towards the language they “can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively” (p. 55). In accordance to Korichi and Bahloul (2021) some students or teachers learn English to get scholarships for their higher study abroad. Therefore, in L2 achievement, extrinsic motivation plays a vital part since the individual desires to learn a L2 because of some pressure or reward from the social environment.

EM plays a significant role in supporting language learning by encouraging EFL learners to pursue academic and professional opportunities. Overall, it helps students stay engaged and focused on achieving their goals through external incentives and social expectations.

Factors Affecting Extrinsic Motivation in EFL learning

Extrinsic motivation in EFL learning influenced by a variety of external factors that shape students’ attitudes and learning behavior. These factors play an important role in encouraging learners to engage in English learning for practical and goal-oriented reasons. Rebitzer and Taylor (2011) emphasized that, recognizing the factors that affect extrinsic motivation is essential for developing effective teaching and learning strategies.

Rewards and Punishments

Rebitzer and Taylor, 2011, Rogti (2021) observed that, rewards and punishments refer to engaging in learning activities either to obtain external incentives or to avoid negative consequences. This factor is important as it directly influences students’ motivation, while its effectiveness depends on the type and timing of rewards as well as the fairness of punishments applied in the educational setting.

Amount and Timing

Grolnick (2002), that the amount and timing of rewards can significantly influence learners' motivation. Larger and immediate rewards may be more effective in encouraging engagement; however, excessively large rewards can lead to diminishing returns over time.

This shows that the effectiveness of rewards depends not only on their presence, but also on how they are designed and implemented in the learning process.

Fairness of Prizes

Another important factor influencing extrinsic motivation is fairness in the distribution of rewards. According to Rogti (2021), fairness refers to the perceived equality of rewards among learners, where students' motivation can be influenced by how fairly rewards are distributed. Motivation may decrease when learners feel that rewards are not consistent with their effort or are unfair compared to their peers.

Severity and Consistency of Punishments

Rogti (2021) affirmed that the severity and consistency of punishments could influence learners' motivation. Harsh and inconsistent punishments may reduce motivation, whereas mild and consistent ones are more effective in managing behavior. In addition, applying fair and stable punishments helps maintain students' motivation and supports positive classroom behavior.

This indicates that the way punishments applied in the classroom plays a significant role in shaping students' attitudes toward learning and their willingness to participate, highlighting the importance of using balanced and fair disciplinary strategies in education.

Goal Orientation and Achievement Motivation

Many researchers investigated the goal orientation and achievement motivation factor such as; Yahaya et al. (2010), Locke and Latham (2002), and Hattie and Timperley (2007), they explained that the external influences such as family expectations, teacher guidance, and peers shape students' goal orientation and achievement motivation. They further note that setting clear goals and providing regular feedback enhances both motivation and academic performance.

Social Influences

Wentzel and Watkins (2002) pointed that social influences, such as peer pressure and teacher expectations, can strongly shape students' motivation. They suggest that incorporating group activities, fostering students' self-confidence, and creating a supportive classroom environment can positively enhance learners' motivation and engagement.

This affirms that a positive and collaborative classroom climate can strengthen students' willingness to participate and perform. In EFL contexts, supportive teachers and encouraging peers can increase learners' effort, persistence, and readiness to use the language, which ultimately improves their learning outcomes.

The Impact of Extrinsic Motivation in Academic Achievement

Extrinsic motivation recognized as an important factor influencing EFL students' academic performance.

- ***Short-term effects***

Extrinsic motivation has been widely examined in relation to students' academic performance and classroom behavior. Researchers have explored how external incentives can shape EFL learners' effort, engagement, and goal achievement.

Both Karlen et al. (2019) and Harackiewicz et al. (2000) agreed that extrinsic motivation encourages students to complete academic tasks and work toward specific learning goals. Teachers often rely on external rewards to reinforce desired behaviors, which can lead to immediate improvements in students' effort and performance.

- *Long-term effects*

For the impact of EM in the long-term, Karlen et al. (2019) warned that excessive dependence on external rewards may gradually weaken students' intrinsic motivation. When learners become driven by rewards, their focus may shift from gaining knowledge to simply obtaining incentives. As a result, this reliance can negatively affect deep understanding and long-term knowledge retention.

The Relation between Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivation are closely connected and often work together in the learning process. According to Lemos and Veríssimo (2014) "studies of intrinsic and extrinsic motivation usually rely on a unidimensional model reflecting the degree to which students endorse intrinsic reasons over extrinsic reasons to perform academic activities" (p.931).

Locke and Schattke (2019) said that intrinsic motivation promoted by internal interests and personal satisfaction, whereas extrinsic motivation based on external rewards or incentives. Both types can work together and affect a learner's overall level of motivation and satisfaction. Amabile

(1993) Vansteenkiste et al. (2018) highlighted that self-determination Theory proposes that self-regulation becomes most effective when it is consistent with an individual's personal values, representing a strong form of extrinsic motivation. It also suggests that intrinsic motivation encourages learners to participate in activities they find enjoyable without relying on external incentives.

Moreover, research within the framework of Achievement Goal Theory like; Eccles et al. (1998) Elliot, (2005) Lemos (1996) Meece & Holt (1993) showed that students can adopt different combinations of intrinsic and more external achievement goals (as cited in Lemos and Veríssimo, 2014, p. 931). This indicate that intrinsic and extrinsic motivation are not separate but interconnected dimensions that jointly shape students' learning behavior.

Conclusion

This chapter was introduced to emphasize the role of intrinsic and extrinsic motivation and show the importance of integrating them in the classroom. In addition, how the intrinsic and extrinsic motivation enhance the academic achievement for EFL students.

Chapter Three: Methodology

Introduction:

This chapter discusses the research design, research variables, population and sample and the tools used in data collection. The study specifies the selected population and provides a detailed explanation of the data gathering methods, focusing on the tools utilized and their implementation.

Research Design

The present research adopts a mixed approach qualitative and quantitative, a descriptive research design is selected because, it describes how intrinsic and extrinsic motivation influence achievement in English as a Foreign Language (EFL). The chosen group will be observed and, in addition, a questionnaire is distributed to them.

Research Variables

This research consists two variables: one dependent and two independent. The dependent variable is English as a foreign language EFL achievement. In addition, the two independent variables are the intrinsic and extrinsic motivation.

Population and Sample

Population

The study population is LMD first year EFL students of the department of English in Chadli Bendjedid University- EL Tarf city. First year students were selected as the target population for several pedagogical and research-related reasons. First, this stage represents a critical transition from secondary school to university learning, during which students begin to experience new academic demands, learning strategies, and levels of autonomy. Because of this transition,

motivation plays a particularly important role in shaping their academic engagement and achievement.

Second, first year EFL students often display diverse motivational profiles. They enter university with different backgrounds, expectations, and attitudes toward learning English, making them an appropriate group for exploring both intrinsic and extrinsic motivational factors.

Sample

First year EFL students are divided into four groups. For the purpose of this study, one group consisting of 51 students was randomly selected to participate in the research. The participants are first-year university students studying English as a Foreign Language and share approximately the same academic level and learning background.

Time and location

The research was conducted at Chadli Bendjedid University in the Department of English. Data were collected during oral expression sessions, and was carried out over two classroom sessions, as this setting allows the observation of students' participation, engagement, and interaction in English learning. The study took place during the second semester of the academic year 2025/2026.

Data Gathering Tools

In order to achieve the objectives of this study, data were collected at Chadli Bendjedid University, using two main research instruments: classroom observation and a questionnaire. These tools were selected to explore the role of intrinsic and extrinsic motivation and its impact on EFL achievement.

For the observation, the researchers participated during oral session and examined the effect of intrinsic and extrinsic motivation on students' behavior, engagement, participation. The first sample of the observation (appendix A) is used in the first session to observe student's interaction before the implementation of the intrinsic and extrinsic motivation, and another one in the second session after the implementation phase.

One questionnaire provided to the students, designed to collect data regarding their motivation in learning English as a Foreign Language. Its main purpose is to explore students' intrinsic and extrinsic motivational factors and to examine how these factors influence their academic achievement in English. It also aims to identify students' attitudes toward learning English, their levels of engagement inside and outside the classroom, and the main reasons that encourage or discourage their motivation. In addition, the questionnaire seeks to gather learners' perceptions about the relationship between motivation and academic performance, as well as their suggestions for improving motivation in EFL classrooms.

Research Procedure

Data collection was carried out in two oral expression sessions

Session 1: The researchers focused on observing students' interaction, participation, and general behavior in relation to their motivation in learning English. Attention was given to how students responded to classroom activities, how actively they engaged in speaking tasks, after they were intrinsically and extrinsically motivated. At the end of the session, the questionnaire distributed to the selected group of students, who completed it during the class period.

Session 2: In the second session, further classroom observation done during another oral expression class. The researchers again observed students' interaction and behavior development, with particular focus on their level of engagement and participation in speaking activities.

Data Analysis

The data collected through classroom observation and questionnaire were analyzed qualitatively and quantitatively. The responses from the questionnaire were organized and classified according to themes related to intrinsic and extrinsic motivation. In addition, the observational data were analyzed descriptively by identifying patterns in students' behavior, interaction, and engagement during oral expression sessions. The aim of this analysis was to interpret how different types of motivation influence students' achievement in EFL learning.

Conclusion

This chapter presented the methodological framework adopted in this study. It outlined the qualitative approach and descriptive design used to explore the role of intrinsic and extrinsic motivation in EFL achievement. It also described the selected sample of first-year EFL students at Chadli Bendjedid University, as well as the research setting and timing of the study. Furthermore, the chapter detailed the data collection instruments, namely classroom observation and questionnaire, and explained how they were implemented during oral expression sessions. Finally, the procedure of data collection and analysis was clarified to ensure a systematic understanding of how the study was conducted.

Chapter Four: Results

Introduction

This chapter presents the analysis of the results obtained qualitatively and quantitatively from the tools used. The results are introduced and described in accordance to the classroom observation and the student's questionnaire to answer the research questions and test the hypotheses

Classroom Observation Results

The classroom observation was conducted in two sessions, the first one with 35 students (69%) out of 51. The aim was to examine student's attitudes toward learning the English language, their interaction with the teacher and their level of engagement during classroom activities. The first classroom observation carried out without motivational factors, the researchers was only observing students in their normal classroom environment. The results of the first session as presented in Table 1 below 50% of students sometimes showed interest and attention during English activities, while 55% of them mostly participated voluntarily in classroom discussions.

Regarding asking questions to understand the lesson better, 44% of students sometimes did so. In addition, around 50% of students tried to use English even when they made mistakes, showing a moderate willingness to practice the language. During the classroom observation the researchers proposed the idea of "rewards" such as "grades", in this context 60% of students showed clear interest in the suggestion, they started to ask "how" and "what should we do".

Student's attitude and interaction

students' attitudes and interaction in class were average. half of the students showed interest in English activities, and most of them took part in class discussions. Many students tried to use English even when they made mistakes, but their attention and focus were not always stable.

Table 1*Classroom Observation checklist results for session 1*

Observation Items	Observation %			
	Yes	Mostly	Sometimes	Rarely
Students show interest and enthusiasm during English activities.	25%	21%	50%	4%
Students voluntarily participate in classroom discussions.	35%	55%	1%	0
Students ask questions to understand the lesson better.	20%	32%	44%	4%
Students try to use English even when they make mistakes.	20%	30%	50%	0
Students work hard to complete tasks and assignments.	55%	40%	5%	0
Students show interest in rewards such as grades or praise.	60%	35%	5%	0
Students stay focused and engaged throughout the lesson.	40%	10%	50%	0
Students demonstrate effort to improve their English performance.	60%	37%	3%	0

In session 2 a clear positive change in students' attitudes and classroom interaction. As in table 2, Most students demonstrated high levels of interest and enthusiasm during English activities, with nearly all learners becoming more active participants in the classroom. Voluntary

participation in discussions increased significantly, and students became more willing to ask questions and seek clarification. A very large majority also tried to use English even when making mistakes, showing greater confidence and engagement.

Table 2

Classroom observation checklist results session 2

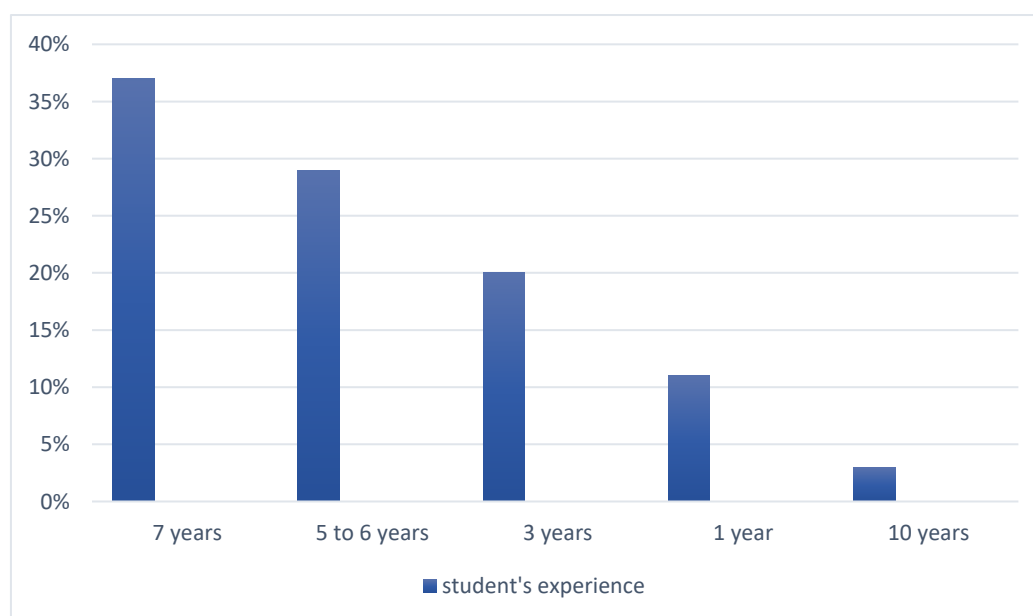
Observation Items	Observation %			
	Yes	Mostly	Sometimes	Rarely
Students show interest and enthusiasm during English activities.	90%	10%	0	0
Students voluntarily participate in classroom discussions.	95%	5%	0	0
Students ask questions to understand the lesson better.	95%	4%	1%	0
Students try to use English even when they make mistakes.	100%	0	0	0
Students work hard to complete tasks and assignments.	80%	13%	7%	0
Students show interest in rewards such as grades or praise.	100%	0	0	0
Students stay focused and engaged throughout the lesson.	90%	10%	0	0
Students demonstrate effort to improve their English performance.	100%	0	0	0

Question 1: How many years have you been learning English?

This question highlights student's experience with learning the English language, the results as represented in figure 2, 37% of students reported having studied English for 7 years, while 29% indicated 5 to 6 years. In addition, 20% of participants stated that they had been learning English for 3 years, whereas 11% reported one year of learning. Only 3% of students indicated 10 years of English learning experience.

Figure 2

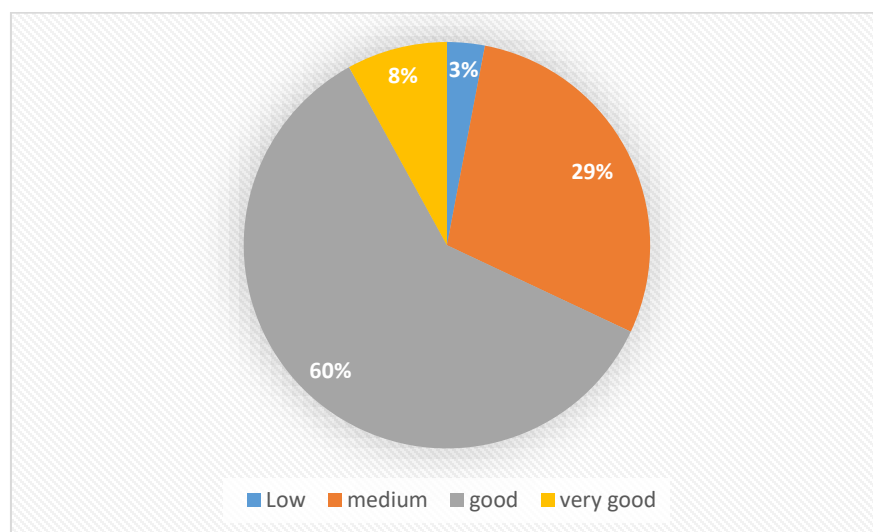
Student's experience in learning English



Question 2: How would you describe your achievement in English?

Figure 3

Student's achievement in English



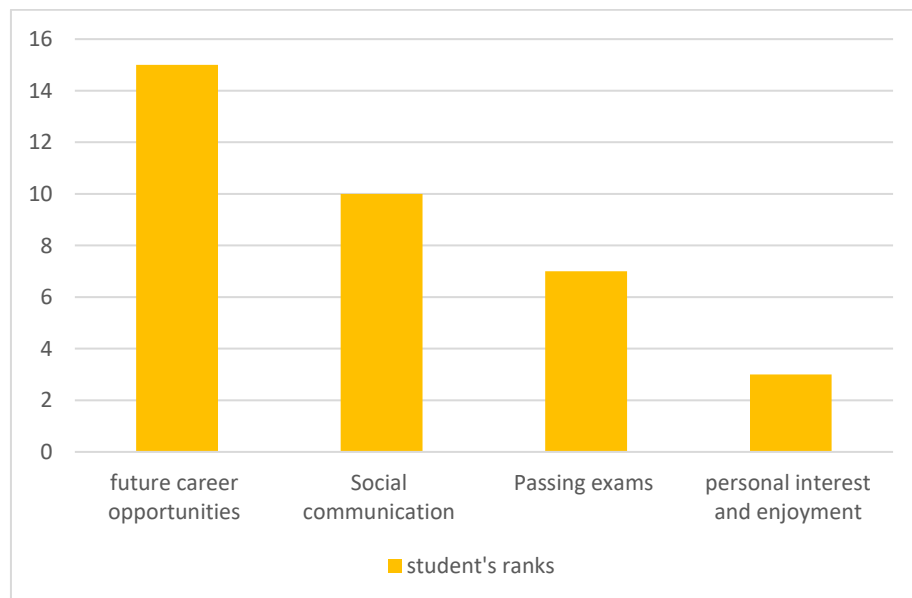
According to the outcomes in the pie chart above, 3% of students rated their achievement as low, while 29% described it as medium. Additionally, 60% of the participants evaluated their level as good, whereas only 8% considered their achievement to be very good.

Question 3: Rank the following reasons for learning English according to their importance to you (1–4).

This question aims to identify the main motivations that drive students to learn English, the result in figure 4 show that future career opportunities ranked first with 15 students choosing it as their main reason for learning English. Social communication came in second place with 10 students. Passing exams was ranked third by 7 students. Finally, personal interest and enjoyment came in last place, selected by 3 students.

Figure 4

Student's main motivation for learning English

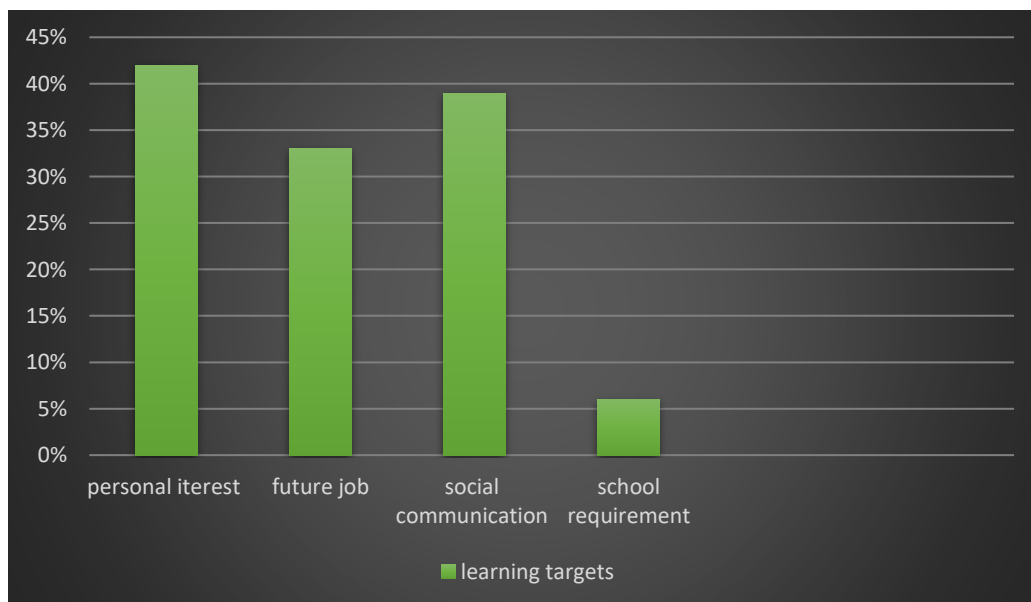


Question 4: Which reasons motivates you the most to learn English?

Through this question the researchers wanted to present the main reasons that motivate students to learn the English language.

Figure 5

Student's main reason for learning English



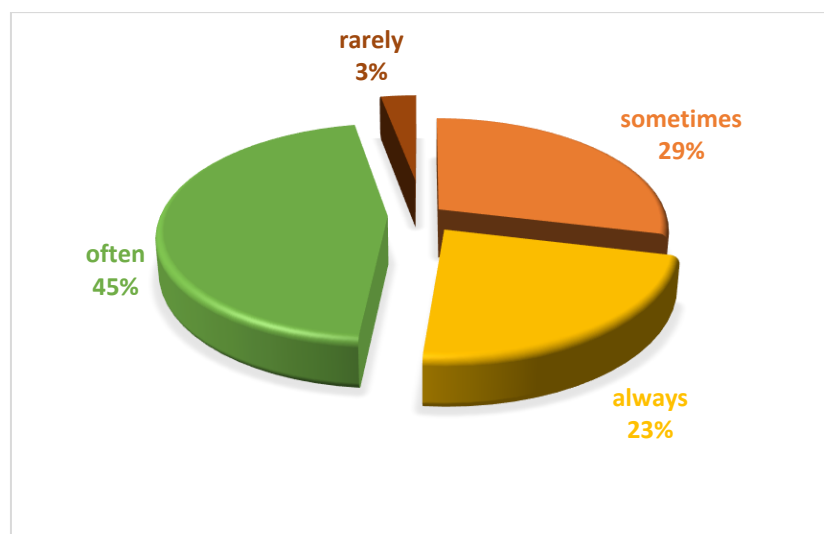
The results in figure 5 show that personal interest represents 42% of the responses, while future job opportunities account for 39%. Social communication follows with 33%, whereas school requirements record the lowest percentage at 6%.

Question 5: How often do you feel motivated during English classes?

This question examines how frequently students feel motivated during English classes. The findings in figure 6 show that 46% of students often feel motivated during English classes. About 29% stated that they sometimes feel motivated, while 22% indicated that they always feel motivated. Only 3% of the students mentioned that they rarely feel motivated during English lessons.

Figure 6

Student's motivation frequency in English classes

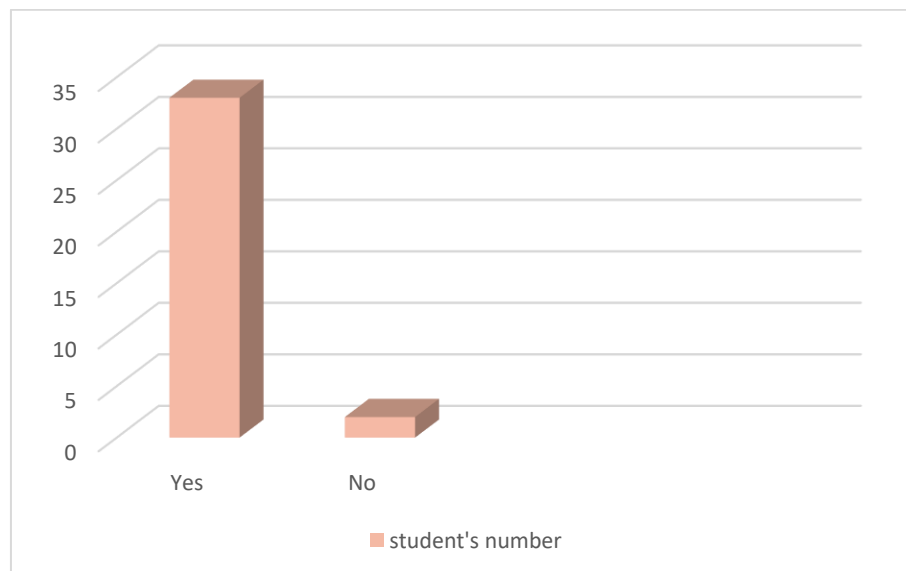


Question 6: Do you enjoy learning English even when there are no exams? If no, please explain why?

This question presents whether students enjoy learning English outside exam pressure.

Figure 7

Students' enjoyment of learning English without exams



As in figure 7 the majority of students enjoy learning English even when there are no exams, as 33 students answered Yes. Only 2 students answered No. One of them explained their answer by saying: “because I don’t have any motivational learning”.

Question 7: Students’ lack of motivation in English learning may be due to (you can choose more than one)?

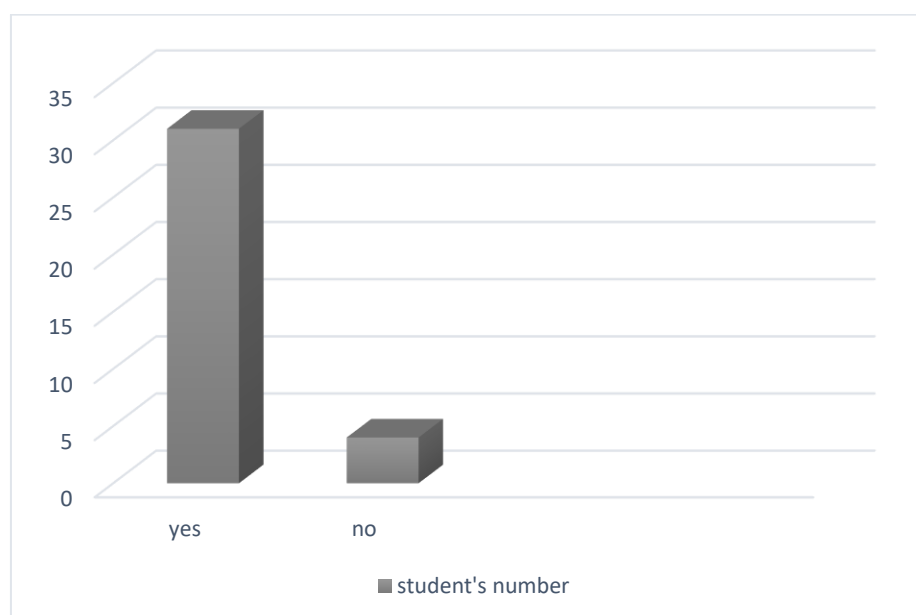
The results in this question as follows, the most frequently reported cause of lack of motivation is fear of making mistakes, representing around 35%. It is followed by lack of rewards or encouragement with approximately 28% of responses. Lack of interest in lessons comes next with 22%, while difficulty of the language is the least selected reason with 15%.

Question 8: Do you think your motivation affects your results in English exams? Justify your answer.

In this question the researchers wanted to investigate whether students believe that motivation influences their performance in English exams. As in figure 8, 31 students believed that motivation affects their results in English exams, while only 4 students answered negatively. Students who answered Yes explained that “motivation pushes you to mentally perform better.” Another mentioned “yes, I do, because I always succeed”.

Figure 8

Students' opinion on the effect of motivation on English exam results

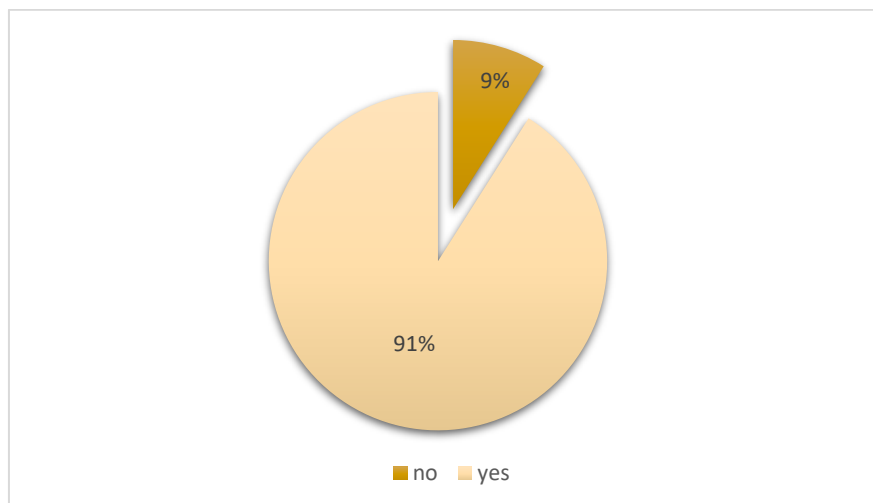


Question 9: Do you feel happy when you succeed in learning new English lessons?

The question aims to uncover student's emotional reaction toward their success. The results in figure 9 show that most students feel positive after learning new English lessons. 91% of the students answered Yes, in contrast, only 9% answered No.

Figure 9

Students' feelings after successfully learning new English lessons



Question 10: Do you try to improve your English outside the classroom (movies, internet, music)?

By means of the question researchers wanted to know if the students make their own efforts to practice the language in different settings.

Figure 10

Student's effort to improve English outside the classroom



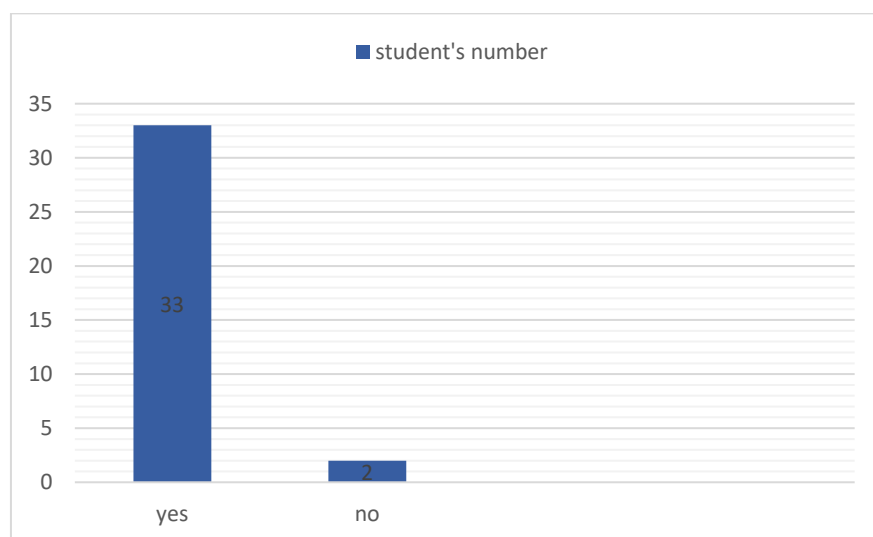
In accordance to figure 10 a large majority, 86% of the participants practice English through activities such as watching movies, using the internet, or listening to music. 9% indicated that they do not practice English outside class, while 6% did not provide an answer.

Question 11: Do you feel proud when you understand or speak English successfully?

The question aims to explore students' emotional reactions to their success in learning and using English.

Figure 11

Feeling proud after successful English use



In figure 11 most students feel positive about their progress. 33 students answered yes, while only 2 students answered no.

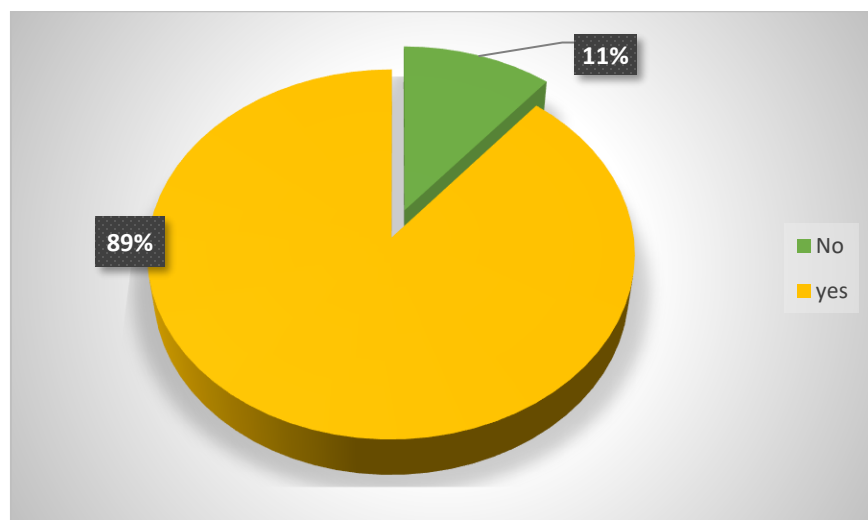
Question 12: Do good grades motivate you to study English?

By this question the researchers targeting whether academic achievement and grades play a role in motivating students to learn English. In figure 12 the findings show that 89% of students

said that good grades motivate them to study English, while 11% reported that grades do not motivate them.

Figure 12

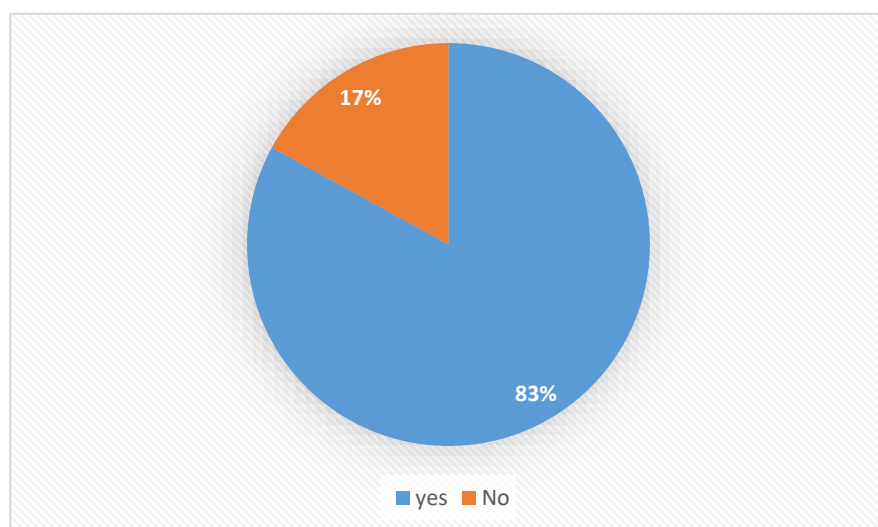
The role of grades in motivating English learners



Question 13: Does teacher praise encourage you to participate more in class?

Figure 13

The impact of teacher praise on students' classroom participation



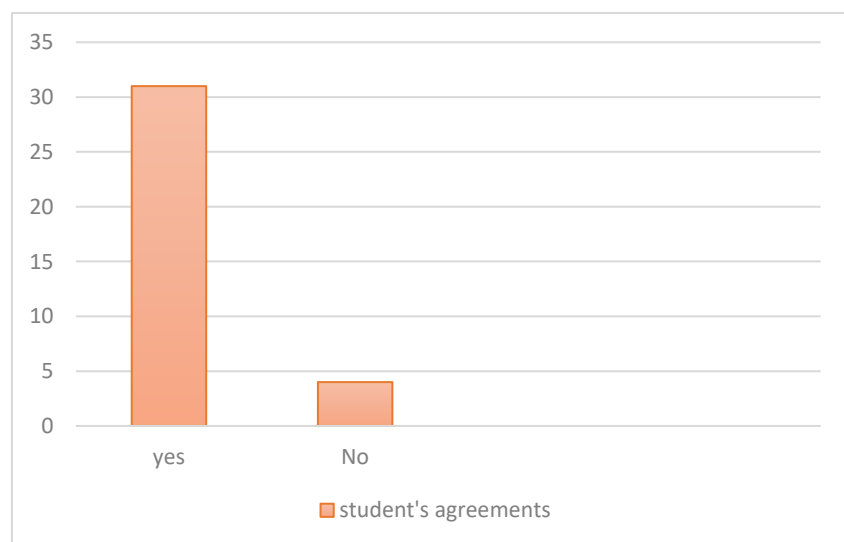
Through this question is intended to investigate in case teacher praise motivates students to participate more actively in English classes. As presented in figure 13 The findings show that 83% of students said that teacher praise encourages them to participate more in class, while 17% answered no.

Question 14: Do future job opportunities motivate you to learn English?

In this question students had to choose yes or no, figure 13 show that 31 students said yes agreeing that future job opportunities can be a motivational reason, while 4 students said no.

Figure 14

Future job opportunities as a motivation for learning English



Question 15: Please add any suggestion or opinion about how teachers can increase students' motivation in EFL achievement.

The analysis of students' responses reveals several main categories of suggestions regarding how teachers can increase motivation in EFL classes. The most frequent suggestion around 35%

emphasizes the importance of creating a positive and supportive classroom environment where teachers are kind, encouraging, and build good relationships with students.

Another group of responses 30% focused on the use of interactive classroom activities such as games, videos, group work, role play, and real-life situations. A third category 20% highlighted the role of encouragement and academic support, such as giving feedback, motivation, advice, and rewards for participation. 15% of responses referred to the importance of student autonomy and general motivation, including ideas such as allowing freedom in expression, encouraging daily learning, and recognizing motivation as a key factor in language development.

Conclusion

This chapter presented the results obtained from the classroom observation and the student questionnaire. Both tools provided the needed data to answer the research questions and test the hypotheses.

Chapter Five: Discussion

This chapter presents the discussion of the main findings of the study; it interprets the results obtained from classroom observation and the student questionnaire emphasizing the effectiveness of the intrinsic and extrinsic motivation on student's EFL achievement. This chapter confirms whether the hypotheses are confirmed or denied. Moreover, it includes the implications of the results as well as some recommendations and suggestions.

Discussion of the Research Questions and Hypotheses

Based on the data collected, students need to be motivated intrinsically or extrinsically. Additionally, it is evident that the use of both types of motivation can affect EFL student's academic achievements, optimizing their performance, develop their interaction and foster their positive attitudes toward their studies and teachers.

The impact of Intrinsic and Extrinsic Motivation on Student's Academic Achievements

The analysis of the data collected through the tools used shows that both intrinsic and extrinsic motivation are important in students' academic achievement in EFL learning. The results reveal that students are mainly driven by future career opportunities and social communication, which reflect strong extrinsic motivational factors, while personal interest also appears as an important intrinsic factor, though less dominant.

The findings also indicate that students who feel motivated, enjoy learning English, and feel proud of their progress tend to perform better and show more engagement in their studies. Overall, the findings suggest that both types of motivation contribute to students' academic achievement, with extrinsic motivation appearing slightly stronger, while intrinsic motivation remains essential for sustaining long-term learning engagement.

The Effect of Implementing the Intrinsic and Extrinsic Motivation inside the Classroom

Based on the participants responses, students' attitudes toward learning English became more positive when motivational factors were present. The questionnaire results showed that most students feel motivated by rewards, teacher praise, good grades, and future job opportunities, which indicates the importance of both intrinsic and extrinsic motivation in shaping learners' attitudes. Students also expressed positive feelings such as happiness, pride, and willingness to improve their English inside and outside the classroom.

The classroom observation confirmed these results. During the second session, students showed higher engagement, stronger participation, and greater willingness to use English compared to the first session. This clear change demonstrates that motivational strategies can create a more positive classroom atmosphere and encourage active learning.

Intrinsic and Extrinsic Motivation as Part of the Learning Process

As the students reported different motivational factors such as personal interest, teacher praise, good grades, and future career opportunities influence their willingness to learn English. These findings highlight that both intrinsic motivation "interest, enjoyment, pride" and extrinsic motivation "rewards, grades, encouragement" are present in students' learning experiences.

The observation sessions also supported this idea, as students became more active, engaged, and confident when motivational elements were introduced in the classroom. This indicates that motivation is not separate from learning but works as an essential part that supports participation, effort, and progress. Consequently, both types of motivation appear to function together as key components of the EFL learning process.

Implications

Motivation plays a central role in students' academic success and their engagement in learning English as a foreign language. The findings of this study highlight the importance of both intrinsic and extrinsic motivation in improving students' attitudes, participation, and overall academic achievement. The results showed that motivated students tend to participate more actively in classroom activities, show greater interest in learning, and make continuous efforts to improve their English performance.

The study also indicates that creating a supportive and encouraging classroom environment can significantly enhance students' willingness to communicate and engage in learning tasks. When students feel encouraged through praise, good grades, and future career opportunities, their motivation increases and they become more committed to their learning process. Therefore, integrating motivational strategies into the teaching process is essential to foster positive attitudes toward learning and to support students' academic development. Encouraging both intrinsic and extrinsic motivation can help learners become more confident, engaged, and successful in their English learning journey.

Recommendations and Suggestions

For teachers

- Teachers should create a positive and supportive classroom atmosphere where students feel comfortable to participate and express their ideas.
- It is recommended to use motivating teaching techniques such as group work, role-play, discussions, and interactive tasks to increase students' engagement.

- Teachers should provide regular encouragement, praise, and constructive feedback to strengthen students' confidence and participation.
- Linking classroom learning to real-life situations and future career opportunities can help students see the value of learning English.
- Teachers should vary their teaching methods and include enjoyable activities such as games, videos, and collaborative tasks to keep students interested and motivated.

For students

- Students should try to practice English regularly inside and outside the classroom through media, internet resources, and daily communication.
- They should focus on improving their skills gradually and not be afraid of making mistakes while learning.
- Students are encouraged to set personal learning goals and stay committed to achieving them.

For future researchers

- Future studies are recommended to investigate motivation and academic achievement over a longer period of time.
- Researchers may also explore other motivational strategies and their impact on different language skills.

For educational administration

- Educational institutions are encouraged to support teachers with training on motivational teaching strategies.
- Providing suitable learning environments and resources can help increase students' motivation and improve learning outcomes.

Conclusion

This study aimed to investigate the role of intrinsic and extrinsic motivation in improving students' academic achievement and their attitudes toward learning English as a foreign language. To achieve this objective, different data collection tools were used and the obtained results were analyzed and discussed in the previous chapters. The findings confirmed the validity of the research hypotheses and showed that both intrinsic and extrinsic motivation in EFL classrooms is essential for enhancing students' academic achievement and encouraging positive learning attitudes. Motivation, therefore, remains a key element for successful language learning and effective classroom practice.

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Appendices

Appendix A

Classroom Observation Checklist

Date:.....

Group:.....

Observation Items	Observation			
	Yes	Mostly	Sometimes	Rarely
Does Students show interest and enthusiasm during English activities?				
Students voluntarily participate in classroom discussions.				
Students ask questions to understand the lesson better.				
Students try to use English even when they make mistakes.				
Students work hard to complete tasks and assignments.				
Students show interest in rewards such as grades or praise.				
Students stay focused and engaged throughout the lesson.				
Students demonstrate effort to improve their English performance.				

General notes:

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Appendix B

Student's Questionnaire

Dear students,

This questionnaire aims to collect first-year EFL students' opinions about motivation in learning English as a Foreign Language. Your responses will help us understand how intrinsic and extrinsic motivation affect students' academic achievement. Please answer honestly, as your answers will be used for research purposes only and will remain strictly confidential.

SECTION ONE: General Information

1. How many years have you been studying English?

.....

2. How would you describe your achievement in English?

a. Low ☐ b. medium ☐ c. Good ☐ d. Very good ☐

3. Rank the following reasons for learning English according to their importance to you (1–4):

a. Personal interest and enjoyment ☐

b. Passing exams ☐

c. Future career opportunities ☐

d. Social communication ☐

4. Which reason motivates you the most to learn English?

a. Personal interest ☐

b. School requirements ☐

- c. Future job ☐
- d. Social communication ☐

SECTION TWO: Students' Motivation in Learning English

5. How often do you feel motivated during English classes?
- a. Always ☐ b. Often ☐ c. Sometimes ☐ d. Rarely ☐
6. Do you enjoy learning English even when there are no exams?
- a. Yes ☐ b. No ☐

If no, please explain why:

.....

7. Students' lack of motivation in English learning may be due to: (you can choose more than one)
- a. Fear of making mistakes ☐
- b. Lack of interest in lessons ☐
- c. Difficulty of the language ☐
- d. Lack of rewards or encouragement ☐
- e. Others, please specify

.....

8. Do you think your motivation affects your results in English exams?
- a. Yes ☐ b. No ☐

Justify your answer:

.....

SECTION THREE: Intrinsic and Extrinsic Motivation

10. Do you feel happy when you succeed in learning new English lessons?

a. Yes ☐ b. No ☐

11. Do you try to improve your English outside the classroom (movies, internet, music)?

a. Yes ☐ b. No ☐

12. Do you feel proud when you understand or speak English successfully?

a. Yes ☐ b. No ☐

13. Do good grades motivate you to study English?

a. Yes ☐ b. No ☐

14. Does teacher praise encourage you to participate more in class?

a. Yes ☐ b. No ☐

15. Do future job opportunities motivate you to learn English?

a. Yes ☐ b. No ☐

SECTION FOUR: Suggestions

16. Please add any suggestion or opinion about how teachers can increase students' motivation in EFL achievement:

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