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Exploring the Influence of Motivation on Academic Achievement:  
A Case Study of Master One Students in Didactics and Applied  
Linguistics

Master's Degree in Didactics and Applied Languages

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## Dedication

I dedicate this work to

Myself, for the hard work and perseverance to accomplish this  
academic work.

My beloved parents, whose believe in me before I start

My precious friends, for every shared struggle and success

My fiancée, for her endless faith and support

Finally, everyone who has encouraged me to perform, I am genuinely  
grateful.

Thank you

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## Abstract

Motivation is of paramount importance in educational settings, a component that drives students' willingness to learn, achieve, and succeed. Generally, a human being's desire is shaped by two types of motivation. Intrinsic motivation, which stems from individuals' inside interest, love, and intrinsic motivation, which is obtained from

external factors such as social pressures, rewards, and competitions. Both types significantly affect EFL students' engagement and overall performance; the following extended essay is attempts to investigate the impact of motivation on master's students' academic achievements at Belhadj Bouchaib University, Ain Temouchent, Algeria. This study used a mixed-method approach, employing an interview and a questionnaire as data collection instruments. The key findings revealed that both types of motivation, intrinsic and extrinsic, are essential in shaping students' performance; however, intrinsic motivation tends to result in higher performance. Additionally, the keys highlight that students show positive results in their learning when they are motivated. This study also discussed the ethical considerations, limitations to time and attendance, suggestions and recommendations for further studies, and implications for teaching practices.

Keywords: Academic Achievement, Extrinsic Motivation, Intrinsic Motivation, Motivation, Intrinsic Motivation.

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EFL: English as a Foreign Language 5

OIT: Organic Integration Theory 9

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SDT: Self-Determination

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# General Introduction

Motivation is a key factor in second language acquisition, affecting EFL learners' engagement, resilience, and academic success. In the realm of English as a Foreign Language EFL learning. Motivation influences the extent to which students engage, participate, and collaborate to achieve their academic targets. This research topic has raised concerns and questions, which led educators to study it in areas such as educational psychology and applied linguistics, resulting in the conclusion that higher engagement levels equal higher motivation levels.

During the last few years, the English language has gained prominence as an international language, prompting an increased priority on its teaching and learning in higher education. Thus, EFL students find motivation challenging, which impacts on their involvement and interactions. Understanding the nature of motivation among Master One students of Didactics and Applied Linguistics field in the English department of Belhadj Bouchaib University are of paramount importance to improve language learning processes and educational practices to motivate the students.

Despite the high proficiency of Master One Students of Didactics and Applied Linguistics level, many students still have difficulties maintaining consistent academic performance due to the ups and downs in their motivation. Some learners shape their motivation by intrinsic factors, such as setting goals, love, and interests, while others are influenced by external aspects, for instance; grades, exams, and social pressure. However, this phenomenon remains unclear, creating challenges for teachers to design effective language learning strategies to improve students' learning outcomes. Additionally, exploring the relative impact of these two types of motivation facilitates investigating the keys of motivation to shape the EFL students'

academic success.

This exploration aims to achieve three academic targets, as first, it attempts to explore the impact of motivation on EFL learners' engagement and academic performance, second, it investigates whether intrinsic or extrinsic motivation plays a more significant role in increasing EFL students motivation, third, to examine the relationship between motivation and students academic success. And last, to provide insights into how motivation can be as a main factor that improves language learning outcomes.

This study aims to address the following research questions:

1. What are the key factors contribute to increase or decrease motivation among EFL students?
2. How does motivation influence the academic performance EFL Learners?
3. To what extent do intrinsic and extrinsic motivations differently influence students' interaction and academic performance?

The above research questions guide the development of the following research hypotheses:

1. Setting goals, self reflection, and feedback may be as primary factors that lead to increased interaction and competence in EFL learning activities.
2. Motivated students will demonstrate better academic performance in EFL courses.
3. Intrinsic motivation will have a stronger positive effect on engagement and academic performance than extrinsic motivation.

The first chapter tends to present the literature framework on the influence of

motivation on students' academic performance and motivation, tackling the key theories related to this topic, prior results, and aspects that may influence the learners' motivation. The next chapter introduces the analysis of the gathered data, examining the connection between motivation and students' achievements through both qualitative and quantitative methods. The last chapter mentions the final results of this study, presenting the limitations, providing the implications and practical suggestions, and providing recommendations for teachers, learners, and curriculum designers to raise students' motivation, enhance learning outcomes, and improve academic achievements and success.

# 1.3 Literature Review and Theoretical Background

## 1.1 Introduction

Motivation is considered a fundamental element in linguistic competence development and high academic performance achievement among EFL students. This chapter represents a comprehensive exploration of the role and importance of motivation in the English as a Foreign Language context, emphasizing its influence on students' participation, interaction, and overall performance.

## 1.2 Definition of Motivation in The EFL Context

In the realm of English as a foreign language: Motivation serves as an inner drive or external force that boosts learners to devote more time and energy to learning, excitement, and engage actively in their learning. According to (Edward L. Deci and Richard M. Ryan, 1985) motivation integrates two types: intrinsic factors such as challenge, purpose, autonomy, and curiosity. And extrinsic factors, for instance, rewards, punishments, social pressure, and competition). Ultimately, motivation plays a key role in shaping students attitudes, engagement, and academic success in acquiring a second language.

### 1.2.1 The Importance of Motivation in Language learning

Robert Gardner (1985) and Zoltán Dörnyei (1990s–2000s) view motivation as a fundamental component in the scope of language learning, Affecting both the onset and continuity of learners' second language acquisition. First, motivation drives learning behavior. Motivation is an essential condition to start and continue the often lengthy and challenging process of learning a second language. The absence of motivation will impact not only high-ability learners but also excellent learners. Motivated learners can succeed despite deficiencies in learning conditions. Second,

enhancing engagement and persistence (Zoltán Dörnyei), in the learning process, motivated learners or active learners maintain focus and persist despite the struggles and deficiencies. This engagement ensures high performance enhancement and promotes long-term success in the area of English as a foreign language. Third, it facilitates the achievement of goals. Motivation enables learners to establish clear future objectives. Motivation enables learners to set clear goals, instrumental or integrative. These propose offer guidance and discipline, devoting them to an organized and structured learning process. Overall, motivation is an essential factor behind achieving goals and realizing potentials.

### 2.3 Overview of the Relationship between Motivation and Academic Performance

Motivation is of paramount importance for academic performance and successes; it supports the learners to participate in goal-directed activities and maintain their effort. Studies have consistently shown that both intrinsic and extrinsic motivation significantly impact academic achievement. Thus, intrinsic motivation, which comes from personal interest and desire, often has a stronger positive impact and positive response on academic performance compared to extrinsic motivation, which can be influenced by external rewards, social pressures, or competitions Richard M. Ryan and Edward L. Deci (2000). Furthermore, Fredricks, Blumenfeld, & Paris (2004) discussed that emotional engagement and psychological factors intercede in the relationship between motivation and academic performance, reinforcing its significance. Some empirical studies highlight that nurturing intrinsic motivation alongside sustaining extrinsic motivators can result in positive learning improvements across distinct

educational contexts.

#### 1.4.1 1.4 Theoretical Frameworks on Motivation

Various theoretical frameworks have been developed to deal with how motivation influences learning. Among the most influential are:

##### 1.4.1 Gardner's Socio-Educational theory

Gardner's Socio-Educational (1985) is a theory that explains the function of motivation in the field of English as a second language acquisition. It encompasses two distinct forms of motivation: integrative motivation and instrumental motivation. Despite the distinction between the two types, Gardner highlighted that both types of motivation interact with learners' differences, their attitudes toward the learning environment, and academic outcomes (pp. 10-30).

In Contrast, Gardner, R. C. (1985) indicated that integrative Motivation represents the learner's aspiration to integrate into the target language community and develop positive attitudes toward its values, norms, principles, language and people. It is mainly about an emotional connection and interest in the language that is seen as an integral part of the learner's identity. Integrative motivated Learners often attempt to achieve cultural understanding and social interaction within the intended community. On the other hand, Instrumental Motivation also developed by Gardner, R. C., is a type of motivation emphasizes more on achieving specific objectives. For instance job promotion, and academic success. Also it considers language learning as an instrument that serves as an essential instrument for

attaining external rewards rather than fostering cultural integration.

#### 1.4.2 Deci and Ryan's Self-Determination Theory (SDT)(1985)

Self-Determination theory is a framework that illustrates human motivation and personality; it was developed by Edward L. Deci and Richard M. Ryan,1985. It focuses on the difference between intrinsic and extrinsic motivation. At its core, SDT proposes that humans have three primary universal psychological needs: autonomy, competence, and relatedness.

#### 1.4.3 Intrinsic Motivation

According to Edward L. Deci and Richard M. Ryan (1985), Intrinsic motivation clarifies the application of activities for the pure enjoyment of the process without external aspects since it is inherently interesting. In other words, intrinsic motivation is the innate feeling and attitude to perform successfully. It is characterized by curiosity, interest, challenge, and the desire for mastery. Recently, many studies argue that intrinsic motivation enhances learning, creativity, performance, and psychological wellness. For instance, A child can spend hours drawing and creating his imagination on paper. This child does not need rewards or prizes to do so. SDT covers Three Psychological Needs in SDT

1. **Autonomy:** refers to the individual's need to control and own their learning where learners internally feel motivated rather than externally controlled.
2. **Competence:** is the need to feel effective and capable of achieving desires or particular objectives which fosters motivation when learners believe in their abilities.

3. Relatedness: is the need to feel connected to others, a sense of belonging, when learners feel supported by their teachers this will enhance their emotions and motivation as well.

If these needs are all fulfilled, individuals are more likely to experience intrinsic motivation.

#### 1.4.4 Extrinsic Motivation

Extrinsic motivation occurs when an individual is driven by external factors such as competition, pressures, rewards, getting a high grade, or avoiding punishment. Deci and Ryan (1985) argued that: "Extrinsic motivation comes from external sources." This quotation explains how extrinsic motivation, which sources from the influence of outside aspects, is not always the same. Deci and Ryan, in their Self-Determination Theory (SDT), created a sub-theory called Organic Integration Theory in the mid-1980s (OIT), which is the natural internalization of external goals into one's own sense of self, in accordance with the Self-Determination Theory, it is when externally motivated behaviors become personally meaningful through time to clarify that extrinsic motivation can take different shapes; some of them are more self-directed than the rest.

OIT identifies four types of extrinsic motivation, arranged on a spectrum of autonomy:

1. External regulation is a behavior when an individual is motivated only by the desire to obtain a reward or avoid a punishment.

2. Interjected regulation is an internal pressure when an individual achieves a particular objective to avoid shame or guilt.

3. Identified regulation is when an individual is motivated to accomplish a particular task because it is personally important.

4. Integrated regulation: when an individual fully accepts to complete an activity as part of their identity and value.

#### 1.5 Motivation and Academic Performance in EFL Learning

Motivation is a decisive aspect that shapes learners' academic achievements in EFL classrooms. Its presence or absence directly influences the language learning outcomes.

##### 1.5.1 The influence of Motivation on Language Learning Outcomes

Motivation is a key factor in the realm of second language acquisition. Dörnyei (2006) says that motivation boosts learners to start learning; despite the difficulties, it supports them to maintain their progress. This scholar has also tackled intrinsic motivation, explaining that an individual's interest, curiosity, and love drive him to practice any type of activity. This type of motivation facilitates learning languages more than extrinsic motivation, which states achieving tasks under the pressure of external factors such as passing a test or meeting expectations. Furthermore, Gardner (2008) discussed integrative motivation, which demonstrates that to acquire the second language; learners get in touch with native speakers, which is of paramount importance. Both types of motivation are essential to achieving academic success.

This study emphasized the role of motivation in the EFL learning context, attempting to investigate motivation's impact on EFL learners' academic achievements, exploring whether intrinsic or extrinsic motivation leaves stronger

impacts on students' achievements, and lastly, raising the awareness concerning how motivation plays a significant role in shaping EFL learners learning outcomes.

The classroom environment is one of the factors that affect students' motivation. Xie and Derakhshan (2021) explained that when teachers provide positive feedback, like praise or reward, it reinforces students' feelings to become more excited and happy to learn. If students enjoy their learning experiences, they are more likely to perform. Martin (2007) argued that motivated students usually invest more time and energy into their work. This signifies the importance of creating a positive classroom atmosphere and providing positive feedback. Furthermore, Motivation can also change learners' attitudes toward learning a second language. Sabiq (2023) points out that students without enough motivation often have trouble learning, while motivated students can face difficulties but keep moving forward.

### 1.5.2 The Role of Motivation in Improving the Four Skills

Motivation is a key component that controls the development of the four skills of learning a language: writing, speaking, reading, and listening skills. According to Gardner (1982), motivation is crucial for Proficiency in learning a second language, since it incorporates effort, desire, and a positive attitude toward becoming fluent speakers. In writing, motivation supports students to be creative, allowing them to communicate their ideas effectively. Teachers' Positive feedback also motivates learners' improvement in writing skills, as Zumbrunn et al. (2019) explored that

whether students recognize their sacrifices and efforts, they will be able to perform better. Similarly, learners are inspired to practice real-life communication when motivation is present.

Concerning reading and listening, motivation increases engagement and help them to overcome difficulties with challenging texts or audio. Intrinsic motivation leads to better understanding and memory of the material (Ebata, 2001). For example Learners who are influenced by other society's cultures are more likely to imitate, listen, and read accordingly to them. A supportive environment and materials are also helpful for boosting motivation in these areas.

#### 1.6 Empirical Studies on Motivation and Academic Achievement in EFL Settings

Studies have resulted that motivation plays an essential element in academic success in English as a Foreign Language (EFL) learning. According to Ushioda (2008), motivation is the monitor of a participant to start and pursue his goals with determination. Research by Ozer and Badem (2022) came up with the idea that higher motivation levels are related to elevated positions. Similarly, Soodmand Afshar et al. (2014) suggested that having a clear goal in a learning journey, known as instrumental motivation, is a strong key to academic success in EFL settings.

Emotional factors, such as favoritism, enhance the relationship between motivation and achievement as well. Pishghadam et al. (2013) introduced the perspective of "emotioncy," which shed light on how motivation shapes learners' preferences, attitudes, and learning styles. Additionally, some studies have confirmed that positive emotions increase students' motivation and result in high performances.

The motivational teaching methods have an essential role in improving EFL

learners' abilities and performance. Makiabadi et al. (2019) proposed that good teaching goes beyond a competent way to deliver knowledge, as it also addresses learners' emotions and mental states. Professors should provide an appropriate, positive, and emotional atmosphere to boost students' motivation, interests, and curiosity to improve academic performance.

#### 1.7 Factors Affecting Motivation in EFL Learning

There are various teaching and learning techniques or methods contribute in raising students motivation levels Among most effective of them are:

##### 1.7.1 Teacher's Role and Instructional Strategies

Over time, the role of teachers has changed. Recently, in educational settings, teachers are playing the role of a guide, facilitator, and even a learner alongside their students rather than just delivering a lesson. Their job is to create interesting and meaningful lessons that engage students within the course and promote critical thinking. As Edutopia (1991) has explained, teachers should foster a love of learning while nurturing students' social, emotional, and intellectual development. Also, teaching methods and techniques are of paramount importance to achieve academic success and improve the students' performance, such as Strategies like Project-Based Learning, and collaborative Learning, and gamification, to increase motivation levels and reinforce a student-centered approach. The application of these strategies will contribute to facilitating learning languages and support students to become independent, responsible, and autonomous.

##### 1.7.2 Classroom Environment and Peer Influence in Terms of Motivation

The classroom environment and the influence the classroom classmates have have a deep impact on shaping students' motivation. A positive, educative, and understandable classroom setting helps students continue to engage, collaborate, think critically, and perform. Friendships or peer relationships often have a big impact on students' performance and motivation, both academically and socially. As Glasgow et al. (2009) explained, when students have positive peer support, they are more likely to feel confident, participate, and collaborate with others. Alvarez et al. (2024) have confirmed that classmates can highly influence the degree of motivation; peers or classmates can either be supportive or unsupported students. Bankole et al. (2019) results show that when students observe their classmates working hard, they will feel inspired to do so (sense of competition). Altogether, these investigations discussed the role of teachers in creating positive and educative relationships between classmates and a supportive classroom atmosphere to improve students' motivation and performance.

The classroom environment and peer relationships directly influence EFL Learners' motivation, and positive peer support, teacher-facilitated collaboration, and an encouraging classroom atmosphere can promote both intrinsic and extrinsic motivation, resulting in higher interaction and participation, self-esteem, and academic success. These findings line up with the existing research study.

### 1.7.3 Assessment and Feedback Impact on Motivation

Black and William (2009) view that the way that Assessment and feedback are

provided is crucial in shaping students' motivation and emotions depending on the type used and the situation. Engaging and thought-provoking assessments can boost students' motivation, curiosity, and effort. This kind of assessment encourages students to feel more independent, confident, capable, and responsible for their learning process. Feedback, particularly constructive feedback, guides students learning step by step (called scaffolding) and supports both their internal and external motivation. In addition, feedback helps the learners learn from their errors and mistakes to develop their abilities and build good relationships with the teachers. According to Nicol and Macfarlane-Dick (2006), positive feedback helps students carry on with their learning and improve their performance and satisfaction. Teachers should avoid assessments that rely on memorization and providing negative feedback; they should contain clarifications and enough explanations to encourage good behavior and build students' confidence.

#### 1.8 Challenges in Maintaining Motivation

In education, there are several internal and external factors that can manipulate motivation levels in a negative manner. One of these internal factors is psychological barriers such as stress, anxiety, and low self-esteem. The external factors can be as the absence of necessary external support such as no competitions between students that boost their motivation to success, uncomfortable classrooms (noise, lack of teaching materials) , and poor teaching methods like a lack of teaching experiences or in certain instances, teachers feel anxious about using modern teaching ideas and struggle with classroom management, which can affect their teaching competence (Bernstein, 1983). Similarly, negative attitudes and strict teaching methods can result in the reduction of students' motivation level and shape

negative emotions and attitudes. (Levering, 2000; Wubbels & Brekelmans, 2005). Authoritarian teaching methods or overly lenient pedagogical practices can also reduce student motivation. Some investigation by Kikuchi (2009) and Trang & Baldauf (2007) discussed that traditional, authoritarian teaching approaches may result in negative effects. Teachers themselves can also feel uninspired when the needed support is absent, such as teaching materials, good working conditions, or fair salary. Aydin (2012) pointed out that financial problems, excessive times of work, and a lack of resources are common reasons for teachers' low motivation. Solving these problems is of paramount importance for new educative generations.

#### 1.9 Strategies to Enhance Motivation in EFL Contexts

Several strategies have been proposed to promote and sustain in EFL classrooms aiming to create a supportive learning environment.

##### 1.9.1 Motivational Teaching Techniques

Motivational teaching methods are crucial for protecting students' interests and helping them perform. Appropriate techniques include designing meaningful content lessons that meet students' needs for instance, students struggle with writing coherent paragraphs, so he may design a lesson that integrates vocabulary related to a particular topic, a short reading, and guided a writing activity students share their own experiences, also, building positive relationships, for example the teacher can share with the students some personal experiences with learning leading students to a high motivation level, as well as implementing dynamic and learner-centered instructional strategies, here the teacher may divide the students into small groups, provide them with a certain topics and each group a select one to elaborate and discuss it. Malouff and his team (2008) argued that when lesson content meets

students' objectives, personalizing the learning experience enhances student motivation. Additionally, these strategies help students to develop a growth-oriented perspective, which means believing that they can improve and learn from mistakes, making them more willing to face challenges. The Institute for Learning and Teaching (York Science Park, England, 2000) supports this idea as well. Malouff (2008) and his collaborators also point out that Recognition of students' efforts and accomplishments can make them feel more confident and encourage their ongoing engagement. The use of these strategies creates an appropriate classroom environment that encourages students to carry on.

#### 1.9.2 Use of Technology and Gamification

Recently, using technology and games in education is becoming more popular as a new way to make learning more fun, engaging, and effective. Gamification means playing game-like features in non-game settings such as badges and Achievements, point systems and rewards, and leader-boards. These games have shown benefits in promoting students' motivation, engagement, and participation. However, despite its effectiveness, some empirical studies have shown mixed results in terms of improving grades (Chen & Chiu, 2016; Rachels & Rockinson-Szapkiw, 2018). In other words, gamification needs more research and studies to examine and understand its functions. Ultimately, gamification is a new creative way to use technology in the classroom, making conventional lessons more interactive and funny.

#### 1.10 Conclusion

To conclude, this academic work emphasized the crucial role of motivation as

a key factor in shaping EFL students' academic achievements and success. It focused on the influence of both types of motivation (intrinsic and extrinsic motivation) in the EFL context, such as Master One students in Didactics and Applied linguistics of the English department of Beldhadj Bouchaib University. By addressing neglected areas in existing research, the following extended essay introduced the significance of motivation in EFL context, shedding light on the importance of its presence and absence, discussing various theoretical frameworks related to motivation, and proposing multiples strategies that enhance it. Additionally bringing critical insights from different studies concerning how motivation affects language learning and EFL students' academic performance.

# 3.3 Research Design and Methodology

## 2.1 Introduction

The following chapter represents the research methodology followed in the present study with the primary objective of providing a comprehensive explanation of the procedures followed, encompassing aspects such as research methodology, design, target sample, sampling methods, and the strategies utilized for data collection and analysis. As well as, it addresses the validity and reliability considerations related to the study.

## 2.2 Research Aims and Motivation

It is widely known that motivation plays a key role in shaping students' performance, so that, to find out the responsible factors that causes high or low motivation, to examine the relationship between students' motivational levels and their academic performance, and to identify which types of motivation have a stronger impact on students academic performance. Achieving these objectives will promote a deep understanding for improving the overall quality of education.

## 2.3 Research Design

According to Selltiz (1962), a research design is a plan that outlines how this empirical investigation will collect and analyze data accordingly to meet the objectives of the study and is done efficiently. Creating a research design involves following a clear and organized process incorporating important stages to ensure that the study is accurate, and ethical. Furthermore, the details may vary depending on the research type. Research design often facilitate data gathering, examining, and systematically understood.

The following outlines the research design paths to organize the current study:

### 2.3.1 Sample Population

In this research study, sampling refers to the selection of a group of individuals within a large population, Creswell, J. W. (2014). In the existent study, students of Master One Didactics and Applied Linguistics and EFL teachers in the English department of Belhadj Bouchaib University have been selected as a target population for this research. This population has already finished the license degree; some of them quit the university, some have a lack of motivation, and some are really interested in continuing this destination. So, the research study aims to examine the impact of motivation on their competence and academic performance.

### 2.3.2. Research Setting

Research setting is the place or the context of where this investigation is conducted, it provides a clear insights about where and what conditions this research will take a place, Creswell, J. W. (2014). In the following research, Belhadj Bouchaib University of Ain Temouchent of Algeria, particularly, the English department is the place where this research will be conducted.

### 2.3.3 Research Approaches

A research approach refers to a strategic outline that a researcher implements to conduct an academic research. It provides an overall plan concerning how the gathered data will be analyzed and interpreted based on the nature research problem, Creswell, J. W. (2023). The present study adopted a mixed-methods approach by

uniting both quantitative and qualitative methods to enhance a comprehension of motivation as a key factor that impacts students' performance in an EFL context.

The questionnaire is represented as a quantitative aspect, which gathers numerical data and statistics from a larger group of EFL students, helping in identifying recurring themes and evaluating the degree of motivation and its types in relation to academic achievements. Interview was implemented as a qualitative aspect attempting to collect detailed, opinions, and insights concerning EFL teachers' experiences, opinions concerning the factors that impact on high and low motivation. The combination of both methods also helps in exploring the reasons behind such students' behaviors and attitudes to make the research more reliable and to promote a thorough understanding of the research topic.

## 2.4 Data Collection Instruments

Two different types of data collection tools were incorporated in this existent research study:

### 2.4.1 Interview

Interview is a data collection instrument, a purposeful or systematic tool to gather information in a research study, to answer a question, or to investigate an ambiguity in a structured, semi-structured, or unstructured verbal interaction with a respondent (interviewee) to obtain opinions, thoughts, and information by posing questions and receiving answers, Monday, T. U. (2020). This research implemented an online, written, and structured interview of 09 questions submitted to 12 EFL teachers, aiming to collecting data from EFL teachers point of view concerning

motivation, its impact on academic achievements, the challenges, and the motivational strategies used.

#### 2.4.2 Questionnaire

A questionnaire is a structured research tool; it consists of a set of sections or prompts that facilitate the collection of numerical and quantitative data from participants, Creswell, J. W. (2014). and Applied Linguistics in the English department of Belhadj Bouchaib University. Among 30 students, 20 participants answered the questionnaire. This tool consists of different types of questions, including: Yes/No questions, Likert scale questions, multiple-choice questions, close-ended questions, and open-ended questions to ensure comprehensive, concrete, and meaningful data collection.

#### 2.4.3 Interview Analysis Procedures

First, the researcher transcribed the interviews into written texts; since the interviews were online, no hesitations or nonverbal cues were relevant. Second, the answers were read several times to take notes. Third, the texts were decoded into sentences and paragraphs to categorize and compare to each other. The fourth step was interpreting the results of the study, emphasizing how the findings answer the research questions and test hypotheses.

#### 2.4.4 Questionnaire Data Analysis Procedures

In this path, the researcher analyzed the question one by one separately using graphs and charts, making themes for each graph. Then, the questions were categorized based on three sections. Based on the three sections, the researcher

provided a summary of the outcomes that resulted from the each sections.

## 2.5 Validity and Reliability

Reliability and validity are two fundamental aspects in academic research that reinforce the credibility of the gathered data and interpretation. Reliability signifies the replicability and consistency of the research tools over time and candidates. Validity, on the other hand, refers to the degree to which a tool captures the concept it is intended to measure, Cohen, L., Manion, L., & Morrison, K. (2018). Concerning the present study, the researcher ensured the reliability by implementing standardized questionnaires to enhance clarity and coherence. Additionally, to maintain analytical consistency of EFL students' academic achievements, the researcher implemented a well-structured online, and written interview. Regarding validity, the research instruments were based on the existent theories of motivation in the EFL context, promoting content and construct validity. The triangulation of the gathered data from interview and questionnaires added a depth to the validity of the study by allowing for a more comprehensive understanding of the connection between motivation and EFL students' academic achievements.

## 2.5 Ethical considerations

To ensure the ethical integrity of this study, the research respected all research procedures for participants' rights and confidentiality. Before starting data collection procedures, a consent form was provided to the participants to ensure clarity and study purpose explanations to the students about their voluntary participation and their right to refuse at any time without consequence. The interview information and the questionnaire answers were collected privately and anonymously for academic

purposes, as well as all the data were handled with strict confidentiality to support the objectives of this research.

## 2.6 Conclusion

This chapter outlines the methodological framework to guide and well present this academic study, including research objectives, target population, setting, research design, research approach, research tools and procedures, and ultimately, validity and reliability. This section established a foundation for a further investigation of the connection between motivation and EFL students' academic achievements and success.

# Data Analysis, Suggestions and Recommendation

### 3.1 Introduction

The last chapter of this academic research delivers the data collection analysis, a summary of the key findings, and interpretations. The results collected from the classroom observation and questionnaire are structured in a systematic way according to the research questions and objectives to come up with a deep comprehension of the research investigations.

### 3.2 Data Analysis Instruments

The following paragraph will present the outcomes of the data collection instruments:

#### 3.2.1 Interview Analysis

The online interview contains 09 questions that align with the objectives of the following study and was conducted with 12 EFL teachers from the English language department of Belhadj Bouchaib University who have 08 years of teaching experience; the range was approximately 1-16. The data is analyzed using comparison and themes in accordance with the research questions and mapped to the study's hypotheses to make the findings reliable.

The first theme is teacher-student relationship. Based on the answers of the sixth, "Warned that this is not the only factor, as motivation also comes from inside and outside the learner"; the seventh, "A healthy teacher-student relationship...based on respect and trust...creates belonging"; and the ninth teacher, "Good relation makes students relax and comfortable," students' motivation increases due to respect and the supportive environment created by the teacher, which boosts students'

willingness to interact, participate, and engage.

The sixth theme represents instructional variety and relevance, based on the second, the fifth, and the twelfth teachers: "I vary the activities and use technology when convenient," "Group work and peer correction...motivate most students," and "If the teacher is not well prepared, students will notice and lose motivation." The use of various teaching methods and techniques such as group work, classroom discussions, games, and technology reinforces students' motivation to perform.

The seventh theme is autonomy and choice. According to the ninth and the tenth teachers, fostering students' autonomy to own their learning by allowing them to take their choices and responsibilities increases motivation. Teacher 08: "Instruction...should include choices because students are not the same." Teacher 10: "Make students feel autonomous through choice-based tasks." The fourth theme is feedback encourages progress. The teachers emphasized on the need of providing feedback to help students improve, as the third and the eighth teachers said, "Move away from only grades..." "Use 'feedforward' to highlight effort and progress," and "Avoid harsh comments. Focus on strengths, then guide improvement."

Theme 08, according to the teachers' observations, lack of interest, phone use or sleeping, and ignoring feedback are the signs of low motivation. Based on their teaching experiences, these signs are because of fear of failure, low self-esteem, exaggeration in theory, or the focus only on the grade rather than the competence. This outcome answers the first research question: motivation is shaped by both external and internal factors, and it also confirms the first hypothesis, indicating that motivation drives the academic achievements of EFL students.

Theme 09, High motivation equals excellent performance. The second, the fifth, and the eleventh teachers agree that when students feel motivated, they are more likely to perform: "Motivation affects readiness to learn and achievement." "Motivation plays a crucial role...students work hard, overcome challenges, and achieve more." "It's vital for their learning." This point is reported by all teachers.

The Third theme is Motivation Affects Performance. Motivation is the key to success. Teachers four and five revealed that low motivation leads to distraction and failure; they are more likely to participate, retain information, and achieve the goals. This part refers to the second question of the study and supports the second hypothesis: motivated students show persistence, focus, and high grades.

The fourth theme is intrinsic motivation is powerful; intrinsic motivation supports deeper understanding. The twelve teachers said, "Group work and peer feedback motivate through interest." These show that extrinsic motivation cannot stand without the intrinsic motivation.

Theme 05, Teaching strategies that support intrinsic motivation. EFL teachers mainly use methods that increase interest and competence for a good performance, for instance, growth mindset (Teacher 03), discussions and group tasks (Teachers 04, 06, and 12), and choice and flexibility in tasks (Teachers 08 and 10). This theme is relevant to the third research question and the hypothesis: intrinsic motivation has a stronger and lasting influence.

### 3.2.2 Interpretation

The interview findings indicate that motivation is influenced by the relationship

between teachers and students, instructional variety, autonomy, and constructive feedback in EFL classes in accordance with Dörnyei (2001) and Deci and Ryan (1985), who declared that motivation is high when individuals are autonomous, competent, and related. Motivation goes hand in hand with academic performance, supporting Gardner's (1985) and Noel et al.'s (2000) conclusions, which stated motivation increases students' engagement and perseverance. Intrinsic motivation exerts a deeper and more sustained influence than extrinsic motivation. According to self-determination theory, intrinsic motivation fosters more authentic and positive outcomes in contrast to extrinsic motivation (Deci & Ryan, 1985). Efficient teaching techniques and strategies incorporate reinforcing autonomy, varied tasks and activities, and constructive feedback to boost students' motivation to perform and achieve in EFL areas

### 3.2.3 Questionnaire Analysis

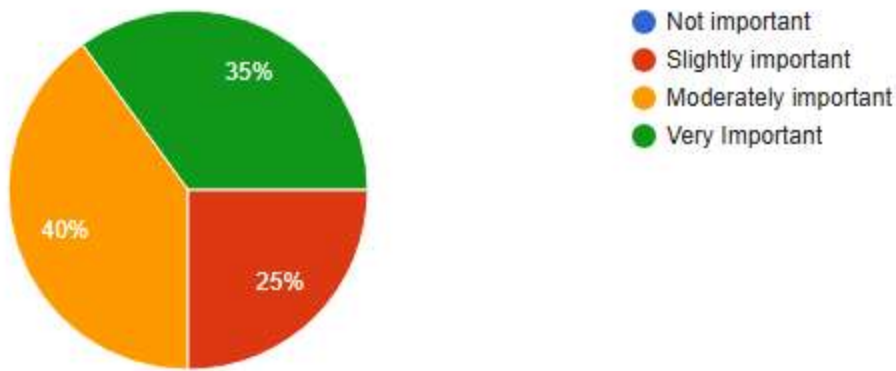


Figure 1 Learners' Perceptions and Attitudes toward Academic Achievement in EFL Context

Question one: How important is achieving academic success in your EFL courses to you?

The first question aims to assess to what extent Master One Students in Didactics and Applied linguistics are motivated by exploring how important academic success is in EFL courses. The responses indicated that 20 students. Most of the students express that academic success is moderately important; 35% of the students convey that academic achievement is of paramount importance, and the rest of the students (25%) disclose that being successful is inconsequential for them.

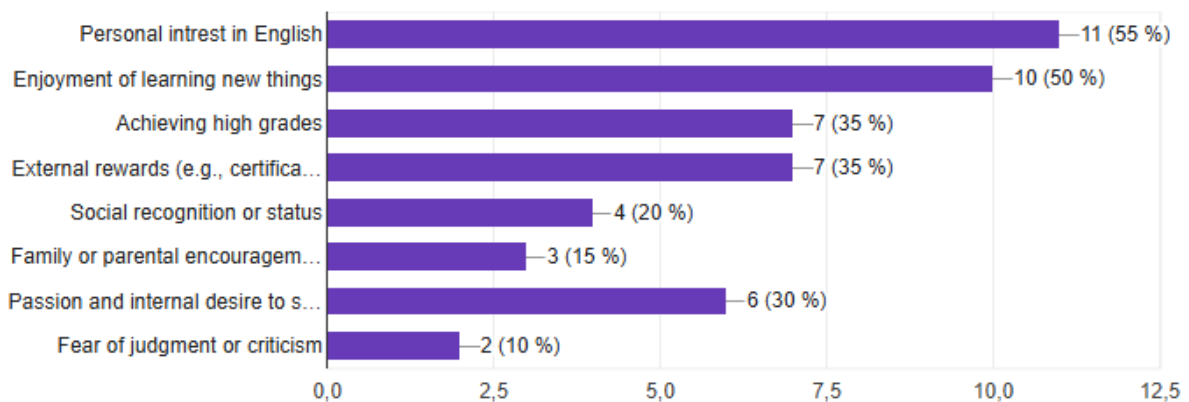


Figure 2 Key Motivational Aspects That Influence on EFL Students' Academic Performance

Question Two: What are the main factors that motivate you to study and perform well academically?

The second question aims to identify the types of motivation (e.g., intrinsic or extrinsic) that drive EFL students toward academic success by suggesting multiple factors. Based on 20 students' answers, intrinsic motivation has a more significant influence than extrinsic motivation; most of them select the factors that explain the intrinsic motivation more than the other motivation type, as it appears in the above graph.

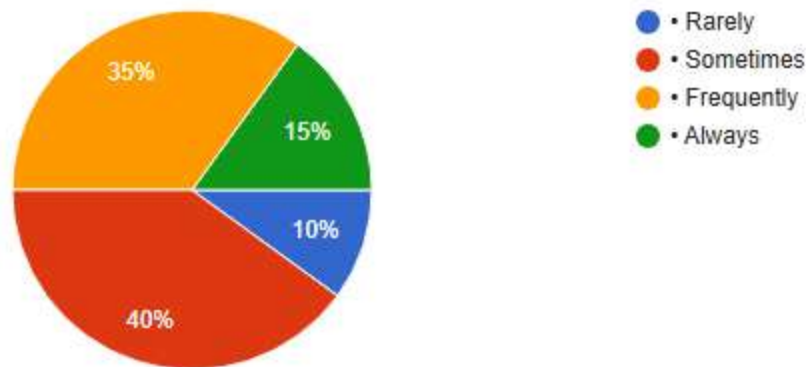


Figure 3 Motivation Frequency

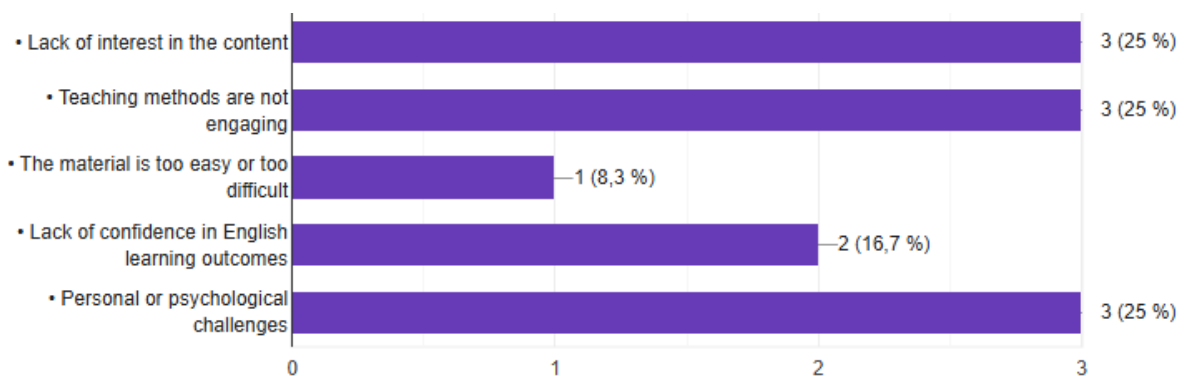


Figure 4 Reasons Behind Lack of Motivation

Question Three: How often do you feel motivated to study your EFL courses?

The third question aims to study the consistency with which students feel motivated to participate in their EFL courses, it attempts to suggest reasons behind this frequency and consistency, and promotes students to express the propositions. According to 20 students' answers the statistics show that 15% of students always feel motivated, and 35% of students feel motivated frequently. However, the rest of the students declared that they sometimes or rarely feel motivated, suggesting a lack

of interest in the content, ineffective teaching strategies, the materials are not adequate to students' preferences, lack of confidence in learning outcomes, and psychological challenges. In the last part, only one student claimed that "Lack of personal interest not specifically in the content but rather in the study atmosphere."

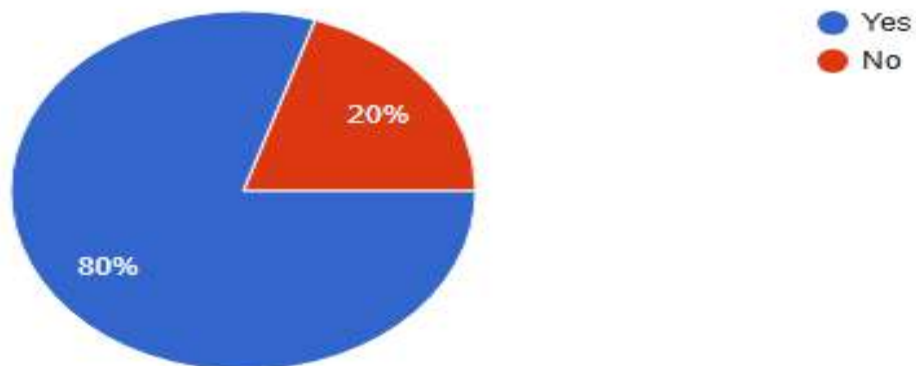


Figure 5 EFL Learners Demotivation Experiences in EFL courses

Question Four: Have you ever felt demotivated during your EFL studies?

The following question collected 20 answers, and its target is to explore the experiences and motivational challenges of students' learning process. 80% of students struggled with motivation-related obstacles due to when students get marks against their expectations, face difficulties in understanding certain lessons, psychological barriers (e.g., students' mood, stress, pressure, anxiety, emotional distress), and external factors (e.g., household problems, life circumstances).

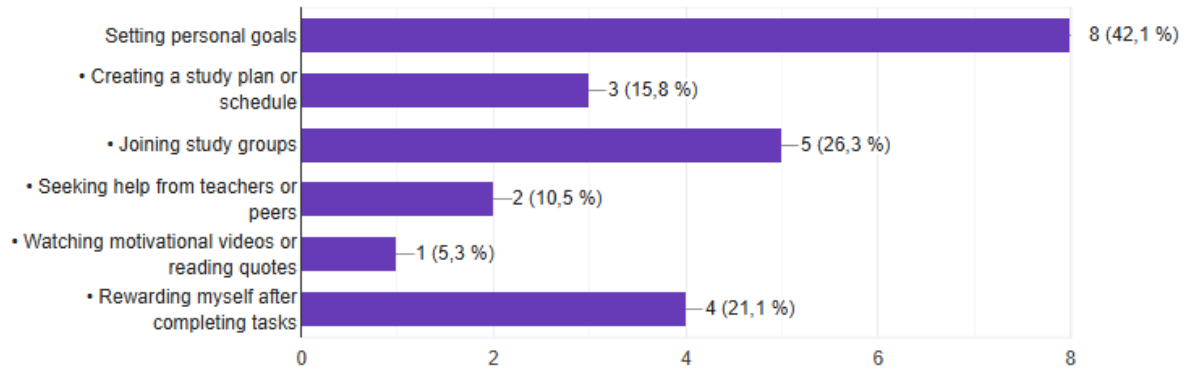


Figure 6 EFL Students' Strategies for Enhancing Academic Performance

Question five: What personal strategies have you used to boost your academic motivation? If you have other suggestions please specify.

The fifth question aims to figure out the methods, or techniques, EFL students consciously implement to raise their academic performance. 19 students answered this question. Based on the statistics, students rely on both types of motivation to enhance academic motivation. 42.1% of students set personal goals, and 15.8% create a map or schedule to study, rewarding themselves after completing tasks. 21.1% promoting self-reflection, personal growth, and academic motivation. While 26.3% of students prefer to join group discussions, 10.5% seek help from teachers or peers, and 5.3% watch motivational videos or read quotes reinforcing goal-oriented behavior, discipline, and task completion.

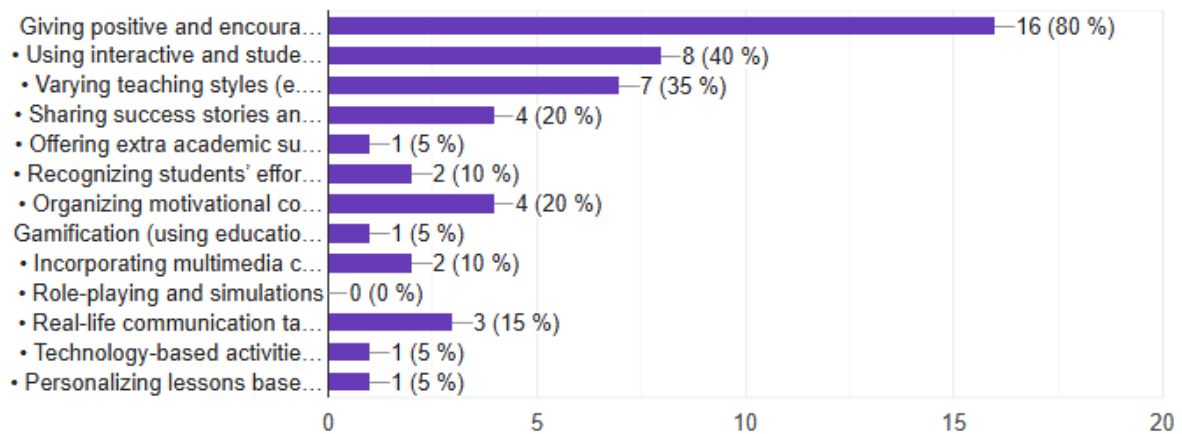


Figure 7 Motivational Strategies Used by EFL Teachers

Question Six: What strategies do your teachers use to increase your motivation in EFL classes? If you have other answers, please specify.

The seventh question intends to explore the motivational strategies used by EFL teachers to encourage their students. Based on the 20 students' answers, EFL teachers at Belhadj Bouchaib University use various and distinct motivational techniques to motivate their students. these methods are providing constructive feedback, promoting a student-centered approach, reinforcing student collaboration, sharing motivated personal stories, organizing motivational competitions and challenges, using technology, playing educational games, providing personalized lessons to meet students' needs, and creating real-life communication tasks

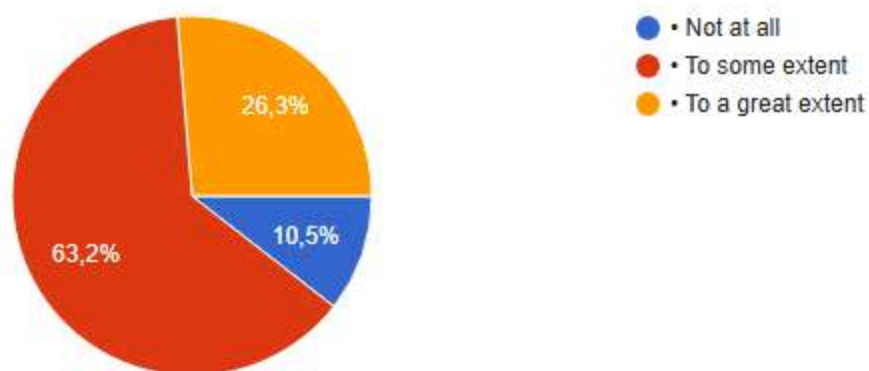


Figure 8 The Impact of Technology on Students' Academic Motivation

Question Seven: To what extent does the use of technology (e.g., smartboards, online platforms, multimedia content) motivate you to study English?

This question focuses on examining the impact of technology usage on EFL students' academic motivation. 13 students found that technology is a facilitator tool for learning languages, emphasizing that sometimes students must use their phones during sessions when they have to search or understand ambiguities. Furthermore, the learners get influenced by content creators who use foreign languages like English or see published videos that encourage learning a second language. In contrast, three students refused to use technology for learning languages, suggesting that the excessive use of smart phones and tablets may result in a lack of concentration and addiction to games or the internet. They also claimed that sometimes internet issues hinder the students' access to platforms for studying, such as the Moodle platform.

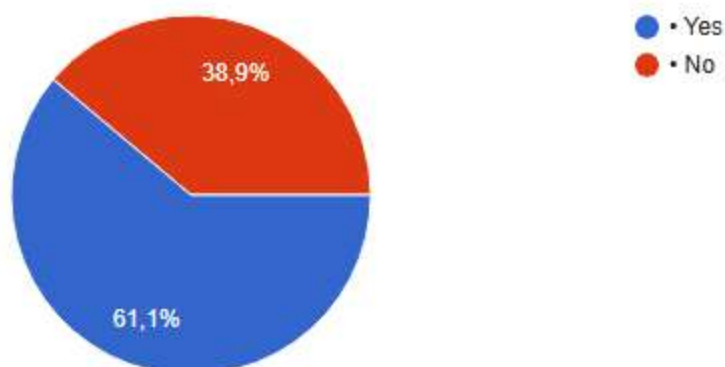


Figure 9 Students' Stultification in EFL Academic Performance

Question Eight: Are you currently satisfied with your academic performance in EFL? If no please state why

This question's objective is to assess students' current level of satisfaction with their academic performance and investigate the reasons behind this satisfaction. According to 18 responses, 61.1% of EFL students are satisfied by their performance, while 38.9% of students feel unsatisfied due to several reasons: lack of motivation, difficulty in understanding, and a gap between efforts and achievements.

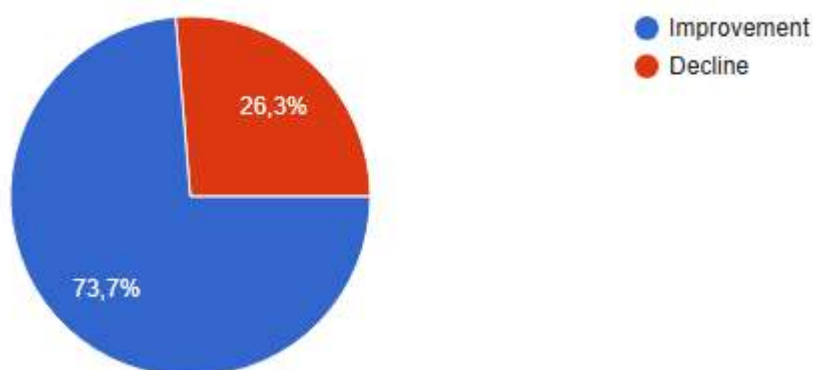


Figure 10 Exploring the factors behind EFL Students' Performance Changes

Question Nine: In your academic journey you have noticed a significant change in

your academic performance, please specify, so, what do you think are the main factors behind this change?

The following question seeks to investigate whether this level shows improvements or declines in their academic journey, and to explore the causes behind these changes. Relying on the statistics, 73.6% of students show great improvements in their performance because of their hard work and the impact of motivation, the desire to achieve goals, taking teachers' feedback into consideration and being patient, perseverance and continuation, meeting students that share the same interests, and keeping practice. While 26.3% encountered challenges in their academic improvement due to lack of motivation, self-esteem, and low competence, being ambitious, and insufficient grasp of the concept.

Question Tine: Do you believe your level of motivation directly affects your academic performance in EFL?

The last question attempts to figure out EFL students' opinions toward a direct effect on how well they do in learning English. 13 students believe that a good performance is related to the extent to which there is high motivation, while 03 students refused this idea, claiming that motivation is not the only factor that drives the students' performance.

### 3.2.4 Discussion of the questionnaire Results

The findings of the questionnaire reveal that generally Master One Students of Didactics and Applied Linguistics consider academic achievement as their primary goal; they attend for it. However, not all the students have the same learning value. Intrinsic motivation, for instance, personal interest and inner drive, based on the

analysis, are more impact than the influence of the extrinsic aspects. this supports the view of Self-determination (1985) that emphasizes motivation from within. To maintain motivation, students stated different motivational strategies, such as goal setting, learning in collaboration or attending group discussions, and taking feedback into consideration, in addition to the motivational techniques used by their teachers for creating interactive classrooms and increasing motivation. this show the importance of both intrinsic and extrinsic motivation. Concerning the use of technology, students found that it has both advantages and disadvantages that may influence their learning either positively or negatively. Many students declared their satisfaction with their academic results; however, others were discouraged because their efforts did not always match their outcomes, this shed light on the importance of students balancing their efforts with achievable goals and supportive learning practices. Ultimately, the findings confirm the value of motivation in shaping the EFL students' academic performance.

### 3.2.5 Interpretation

The following outcomes conform to various research findings which indicate that intrinsic motivation strongly predicts academic achievement (Radi, 2025). As well as Self-determination Theory (Deci & Ryan, 1985), it clarified that Motivation is a result of Autonomy, high competence, and connection, encouraging student engagement and interaction (Deci et al., 1991). Motivational strategies like goal setting and collaboration enhance intrinsic and extrinsic motivation, improving learning outcomes (Carlén, 2020). Making a balance between motivation, efforts, and setting objectives is crucial for academic satisfaction, performance, and achievements. (Ijomah, 2023).

### 3.3 Summary of the Key findings

Based on both the interview and questionnaire findings, the study indicates that motivation among EFL students is shaped by a combination of internal and external aspects. The factors that contribute to increasing students' level of motivation are teacher-student relationships, instructional variety and relevance, autonomy and choice, constructive feedback, and goal setting. A supportive, comfortable, and respectful teaching and learning environment, in which it leads students to express their thoughts with confidence and feel safe to participate, especially when teachers use motivational techniques like opening opportunities for discussions where students will listen to others' views concerning particular topics and get inspired and motivated to learn more. Games also keep the learning enjoyable and engaging, as well as other techniques such as self-directed projects and creative or strategic work, which also allow the learners to take their own decisions and be responsible for their learning. Furthermore, constructive feedback helps students to recognize their faults to perform in the next steps. However, preceding these methods, goal setting is the most important factor that promotes an individual willing to study and then be affected by the external factors. In contrast, teachers have noticed some signs signify the low level of motivation, such as distress, phone use, sleeping, and ignoring feedback. Based on their experience, these signs occur because of fear of failure, low self-esteem, overload of theory, or grades instead of competence, and technology, which depends on how it is used. As a result, setting goals, self-reflection, and feedback are primary factors that lead to increased competence and performance.

In the basics of teachers' and students' answers, higher motivation results

in persistence, participation, and better achievement, while low motivation results in distraction and weaker outcomes. So that these results corroborated the second hypothesis.

Intrinsic motivation and extrinsic motivation are both important for academic success. However, based on the findings, intrinsic motivation is more impact; if an individual desires to succeed in a competitive setting, they must first possess the motivation to achieve it. Intrinsic motivation is powerful and longer-lasting. Thus, the third hypothesis is confirmed.

Ultimately, the study's outcomes indicate that both types of motivation (intrinsic and extrinsic motivation) influence Master One students in Didactics and Applied Linguistics. However, intrinsic motivation emerges as the most effective driver of participation and academic achievement.

### 3.5 Limitations

Through conducting this investigation, the researcher faced several problems that may have affected the findings; one common and major challenge was time constraints, which limited the opportunity of incorporating extra research data collection tools like classroom observation, which could provide a clearer image concerning the research transitions. This limitation affected the study findings, reducing the amount of the collected information.

### 3.6 Suggestions and recommendations

The research findings indicate that the made efforts in this study make a

substantial impact on the teaching learning experiences of EFL students.

Based on these findings, here are some suggestions and recommendations for further study.

- 1. Investigating the role of emotional and psychological factors on EFL students' academic performance.
- 2. Explore the influence of goal setting on EFL students' academic achievement.
- 3. Discovering the dual impact of technology on EFL learners' motivation.
- 4. Investigating the impact of varied activities on students' motivation in EFL classes.
- 5 comparative studies on motivation factors among EFL learners in different institutional settings.

### 3.7 Implications

The outcomes of the following investigation offer valuable contributions for both professors and policymakers in the EFL teaching and learning context.

Comprehending the significance of motivation in shaping students' academic performance facilitates teachers in implementing more efficient and productive strategies for promoting students' motivation and engagement, ultimately developing their academic performance. These results also identify the importance of offering a supportive and motivating classroom environment that boost the students to feel confident to participate freely and take the responsibility for their learning.

Additionally, these insights can inspire the curriculum designers and decision makers to integrate motivational courses into teaching, contributing to the overall improvement of learning outcomes in higher education.

### 3.8 Conclusion

The last chapter concludes with a clear, structured, and comprehensive analysis of the findings from classroom observation and questionnaire, indicating final outcomes concerning students' motivation and academic achievements. Ethical protocols were strictly observed throughout this study to ensure a systematic approach to data analysis and the collection of valid, trustworthy data. Therefore, this investigation also faced limitations that affected data collection and the study findings such as time constraints and student absences. Ultimately, the interpretations shed light on recurring patterns, and the suggestions and recommendations provided insights to enhance future teaching and learning process, finally, this chapter aims to provide a deep understanding of the study's core outcomes.

# General Conclusion

## General Conclusion

This study investigated the role of motivation in shaping EFL students' academic achievements in the case of Master One students in Didactics and Applied Linguistics in the English department of Belhadj Bouchaib University. In the first chapter, the research introduced the study, and explained the need of this investigation indicating that; Motivation is essential in the realm of learning a second language; it shapes and influences students' engagement, success, and academic performance participation. Although English is currently well used globally by EFL Learners currently, many students struggle with its use due to motivation level, particularly at Belhadj Bouchaib University. Despite EFL students' advanced level, they face ups and downs in their motivation, influenced by such factors as inner goals or external pressures, which makes it challenging for teachers to design effective strategies and for students to develop their learning. Therefore, this academic research discovers the main role of motivation in shaping EFL learners' engagement and academic performance, examining the importance of intrinsic versus extrinsic motivation, investigating its relationship to academic success, and aiming to show how motivation can improve language learning outcomes.

Based on the collected data from teachers' interviews and students' questionnaires, the investigation indicated that motivation is controlled by two types of aspects: intrinsic and extrinsic. Among the main motivators that boost students' motivation to perform are autonomy, constructive feedback, target planning, educational relationships, varied activities, and a supportive, respectful classroom climate, which also allows EFL learners to become confident and own their learning. Whereas, there were signs of low motivation suggesting various causes such as fear of failure, lack of self-esteem, overload of theory, and pressure of grades. These

outcomes support the study's hypotheses, showing that objective formulation, self-reflection, and feedback are the keys for performing and that the internal elements have a greater impact on students' academic achievements than extrinsic motivation. The significance of these results provides clear evidence that motivation is not just a psychological element, but it is also a condition that teachers can rely on to boost Learners for learning and to attain great and remarkable outcomes.

Based on the questionnaire and interviews results, EFL learners are more persistent, engaged, and achieve great performances when they are intrinsically motivated. This shed light on the necessary for teachers to create motivated and comfortable classrooms to encourage autonomy, provide feedback, reinforce goal intention and using varied learning activities that facilitate students learning and make it more enjoyable. Taking motivation into consideration is the most suitable step can policymakers and curriculum designers suggest it to be as a central component of EFL programs to guarantee the achievements of the upcoming generations. As well as, this research gives insights for further explorations. Further studies could investigate the emotional and psychological effects of motivation on students academic success, for instance, anxiety, self confidence, and resilience. In addition, further studies can investigate deeply the dual role of technology on EFL students Performance. Ultimately, this research explored the central role of motivation in EFL context, and added both practical and theoretical knowledge that can contribute in improving teaching, learning, and curriculum design in higher education and EFL classes.



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## Appendix 01:

### The Interview Questions

1. How long have you been teaching English as a foreign language at the University?
2. According to your working experience, to what extent does motivation positively or negatively impact your students' achievement?
3. How do you identify demotivated students in your classes?
4. What strategies do you adopt to encourage low-motivated students?
5. Would you please describe your feedback approach to remediate the learning behaviour of students with low motivation?

6. Do you think that the type of relationship between teacher and students plays a role in triggering students' motivation? If so, how?

7. Could you, please, describe any motivational teaching technique that has worked well for you with low-motivated students and proved its efficiency?

8. How do you differentiate classroom instructions so as to meet students' various motivational needs according to their different learning styles?

9. What challenges have you encountered while attempting to promote students' motivation, particularly when focusing on a specific type of motivation: either the intrinsic or the extrinsic?

## Appendix 02

### Questionnaire

1. How important is achieving academic success in your EFL courses to you?

• Not important

• Slightly important

• Moderately important

• Very important

2. What are the main factors that motivate you to study and perform well academically? (Select all that apply)

• Personal interest in English

• Enjoyment of learning new things

• Achieving high grades

• External rewards (e.g., certificates, scholarships)

• Social recognition or status

- Family or parental encouragement

- Passion and internal desire to succeed

- Fear of judgment or criticism

- Other (please specify): .....

3. How often do you feel motivated to study your EFL courses?

- Rarely

- Sometimes

- Frequently

- Always

(If you answered "Rarely" or "Sometimes")

What are the aspect do you think contribute to your reduced motivation?

(Select all that apply)

- Lack of interest in the content

- Teaching methods are not engaging

- The material is too easy or too difficult
- Lack of confidence in English learning outcomes
- Personal or psychological challenges
- Other (please specify): .....

5. Have you ever felt demotivated during your EFL studies?

• Yes

• No

If yes, briefly explain the reasons: .....

## Motivation Strategies and Methods

6. What personal strategies have you used to boost your academic motivation?

(Select all that apply)

• Setting personal goals

• Creating a study plan or schedule

- Joining study groups

- Seeking help from teachers or peers

- Watching motivational videos or reading quotes

- Rewarding myself after completing tasks

- Other (please specify):.....

7. What strategies do your teachers use to increase your motivation in EFL classes? (Select all that apply)

- Giving positive and encouraging feedback

- Using interactive and student-centered activities

- Varying teaching styles (e.g., debates, projects, group work)

- Sharing success stories and role models

- Offering extra academic support outside class

- Recognizing students' efforts and progress

- Organizing motivational competitions or challenges

- Other (please specify):.....

8. What specific techniques does your EFL teacher use to boost your motivation? (Select all that apply)

- Gamification (using educational games or competitions)

- Incorporating multimedia content (videos, songs, movies)

- Role-playing and simulations

- Real-life communication tasks

- Technology-based activities (online quizzes, apps)

- Personalizing lessons based on student interests

- Other (please specify): .....

### Section 03: Technology and Motivation

9. To what extent does the use of technology (e.g., smartboards, online platforms, multimedia content) motivate you to study English?

- Not at all

- To some extent

- To a great extent

Please explain briefly:.....

10. Are you currently satisfied with your academic performance in EFL?

- Yes

- No

If no, please explain why: .....

11. Have you recently noticed a significant change in your academic performance?

- Yes

- No

If yes, please specify:

- Improvement

• Decline

12. What do you think are the main factors behind this change?

.....

13. Do you believe your level of motivation directly affects your academic performance in EFL?

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## Summary

La motivation joue un rôle primordial dans le domaine éducatif, car elle pousse les étudiants à apprendre, réussir et atteindre leurs objectifs. En général, le désir humain est influencé par deux types de motivation : la motivation intrinsèque, qui provient de l'intérêt, du plaisir et de la curiosité personnelle, et la motivation extrinsèque, qui résulte de facteurs externes tels que la pression sociale, les récompenses ou la compétition. Ces deux formes affectent fortement l'engagement et la performance des étudiants en langue étrangère. La présente étude, menée auprès des étudiants de master à l'Université Belhadj Bouchaib d'Aïn Témouchent, adopte une approche mixte basée sur des entretiens et des questionnaires. Les résultats indiquent que la motivation intrinsèque et extrinsèque influencent toutes deux la performance, mais que la motivation intrinsèque conduit généralement à de meilleurs résultats. L'étude souligne également que les étudiants obtiennent de meilleurs acquis lorsqu'ils sont motivés. Enfin, elle aborde les considérations éthiques, les limites liées au temps et à l'assiduité, et propose des recommandations pour les recherches futures et les pratiques pédagogiques.

**Mots-clés :** Réussite académique, motivation extrinsèque, motivation intrinsèque, motivation.





يُعد الدافع ذا أهمية بالغة في البيئات التعليمية فهو يُحفز رغبة الطلاب في التعلم والإنجاز والنجاح. بشكل عام تتشكل رغبة الإنسان من خلال نوعين من الدوافع: الدافع الداخلي الذي ينبع من اهتمام الفرد الداخلي وحببه والدافع الداخلي الذي ينشأ من عوامل خارجية كالضغوط الاجتماعية والمكافآت والمسابقات. يؤثر كلا النوعين بشكل كبير على مشاركة طلاب اللغة الإنجليزية كلغة أجنبية وأدائهم العام لذا تسعى هذه المقالة الموسعة إلى دراسة تأثير الدافع على التحصيل الأكاديمي لطلاب الماجستير في جامعة بلحاج بوشعيب عين تموشنت الجزائر. اتبعت هذه الدراسة نهجاً متعدد الأساليب مستخدمةً الملاحظة الصفية والاستبيان كأدوات لجمع البيانات. كشفت النتائج الرئيسية أن كلا النوعين من الدوافع الداخلي والخارجي أساسيان في تشكيل أداء الطلاب ومع ذلك يميل الدافع الداخلي إلى تحقيق أداء أعلى. بالإضافة إلى ذلك تبرز النتائج الرئيسية أن الطلاب يُظهرون نتائج إيجابية في تعلمهم عندما يكونون مُحفّزين. ناقشت هذه الدراسة أيضاً الاعتبارات الأخلاقية وقيود الوقت والحضور والاقتراحات والتوصيات لإجراء المزيد من الدراسات وآثارها على ممارسات التدريس.

الكلمات المفتاحية: التحصيل الأكاديمي المشاركة الدافعية الخارجية الدافعية الداخلية, الدافعية.