

**Integrative and Instrumental Motivation
Among ENS and LMD Learners. A
Comparative Study at Relizane University
(First-Year Students).**

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Dedication 1

Praise be to Allah, with love, thanks, and gratitude, for the beginning and the end.

Today, I crown my final moments on this path, which held many obstacles within. Yet, despite them, my feet continued to move forward with patience, ambition, determination, optimism, and faith in Allah.

To that great man, to the one who was my backbone and supported me with all love, who brought out the best in me and always encouraged me to reach my ambitions.

To my beloved mother, who never left me alone. Thank you for your support, thank you, my dear, thank you for being my mother.

With all my love, I dedicate my graduation to my great, strong self that endured every setback despite the difficulties.

And to every person who believed in me, encouraged me, and supported me throughout this journey, this achievement is also yours.

Mrs. Belgeundouz Zahia.

Dedication 2

“In the Name of Allah, The Most Gracious, The Most Merciful”

First and foremost, I thank Allah, the Most Merciful, for granting me the strength, patience, and perseverance to accomplish this work.

I lovingly dedicate this dissertation to my dear parents, whose endless sacrifices, prayers, and unconditional support have been the foundation of all my achievements. Words cannot express my gratitude for everything you have done for me.

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Abstract

Recently, motivation has been considered a key determinant of success in foreign language learning. It affects how learners engage with the language and attain their goals. Educational systems play an essential role in shaping these variations among learners. This work explores the motivational orientations of EFL students at the University of Ahmed Zabana in Relizane, concentrating on a comparative analysis between ENS and LMD students. The study seeks to identify the extent of integrative and instrumental motivation among the two groups and how their specific educational systems affect their attitudes toward learning English. To achieve these objectives, the data were collected using a mixed-methods approach. A questionnaire was administered to sixty (60) students (30 from each ENS group and 30 from LMD), and semi-structured interviews were conducted with ten learners (5 from the ENS group and 5 from the LMD group). The results showed that both ENS and LMD learners are strongly and highly motivated to learn English; however, their orientations differ. ENS students present a strong balance of instrumental and integrative motivation, focusing on practical, professional goals and career prospects. In contrast, LMD students are driven by personal interests and culture, showing strong integrative motivation. Despite a high motivation, many students still face challenges in language proficiency; for instance, many of them face difficulties in speaking, they lack confidence, have a limited vocabulary, and inadequate practice. The findings highlight the essential role of teachers in augmenting students' motivation through facilitating tasks, fostering communication, and ensuring a positive learning environment for them to learn the English language successfully.

Keywords: EFL students, Motivation, Integrative motivation, Instrumental motivation, ENS and LMD system, English language learning.

الملخص

في الآونة الأخيرة، اعتُبرت الدافعية عاملاً أساسياً محدِّداً لنجاح تعلم اللغة الأجنبية، إذ تؤثر في كيفية تفاعل المتعلمين مع اللغة وتحقيق أهدافهم. كما تلعب الأنظمة التعليمية دوراً مهماً في تشكيل هذه الفروقات بين المتعلمين.

يتناول هذا العمل توجهات الدافعية لدى طلبة اللغة الإنجليزية كلغة أجنبية بجامعة أحمد زبانة في غليزان، مع التركيز على تحليل مقارن بين طلبة نظام ENS وطلبة نظام LMD. وتهدف الدراسة إلى تحديد مدى توفر الدافعية التكاملية والدافعية الأدائية لدى المجموعتين، وكيف تؤثر أنظمتهم التعليمية الخاصة في اتجاهاتهم نحو تعلم اللغة الإنجليزية. ولتحقيق هذه الأهداف، تم جمع البيانات من خلال اعتماد منهجية تجمع بين الطريقتين الكمية والنوعية. حيث وُزَّع استبيان على ستين (60) طالباً (30 من طلبة ENS و30 من طلبة LMD)، كما أُجريت مقابلات شبه موجهة مع عشرة طلاب (5 من ENS و5 من LMD). وأظهرت النتائج أن طلبة ENS و LMD يتمتعون بدافعية قوية وعالية لتعلم اللغة الإنجليزية، غير أن توجهاتهم تختلف. إذ يُظهر طلبة ENS توازناً واضحاً بين الدافعية الأدائية والتكاملية، حيث يركزون على الأهداف العملية والمهنية وأفاق العمل، في حين أن طلبة LMD مدفوعون بالاهتمام الشخصي والثقافة، مما يعكس دافعية تكاملية قوية لديهم. وعلى الرغم من ارتفاع مستوى الدافعية، لا يزال العديد من الطلبة يواجهون تحديات في الكفاءة اللغوية؛ فعلى سبيل المثال، يعاني كثير منهم من صعوبات في مهارة التحدث، ونقص الثقة بالنفس، وضعف الرصيد اللغوي، وقلة الممارسة. وتُبرز النتائج الدور الأساسي للمعلمين في تعزيز دافعية الطلبة من خلال تسهيل المهام، وتشجيع التواصل، وضمان بيئة تعليمية إيجابية تساعد على تعلم اللغة الإنجليزية بنجاح.

الكلمات

المفتاحية:

طلبة اللغة الإنجليزية كلغة أجنبية، الدافعية، الدافعية التكاملية، الدافعية الأدائية، نظام ENS ونظام LMD، تعلم اللغة الإنجليزية

Résumé

Récemment, la motivation a été considérée comme un déterminant clé de la réussite dans l'apprentissage des langues étrangères. Elle influence la manière dont les apprenants s'engagent avec la langue et atteignent leurs objectifs. Les systèmes éducatifs jouent également un rôle essentiel dans la formation de ces différences entre les apprenants. Ce travail explore les orientations motivationnelles des étudiants d'anglais langue étrangère à l'Université Ahmed Zabana de Relizane, en se concentrant sur une analyse comparative entre les étudiants du système ENS et ceux du système LMD. L'étude vise à identifier le degré de motivation intégrative et instrumentale chez les deux groupes, ainsi que la manière dont leurs systèmes éducatifs spécifiques influencent leurs attitudes envers l'apprentissage de l'anglais. Afin d'atteindre ces objectifs, les données ont été recueillies en adoptant une approche méthodologique mixte. Un questionnaire a été administré à soixante (60) étudiants (30 du groupe ENS et 30 du groupe LMD), et des entretiens semi-directifs ont été menés avec dix apprenants (5 du groupe ENS et 5 du groupe LMD). Les résultats ont montré que les étudiants ENS et LMD sont fortement motivés à apprendre l'anglais ; toutefois, leurs orientations diffèrent. Les étudiants de l'ENS présentent un équilibre marqué entre la motivation instrumentale et intégrative, car ils se concentrent sur des objectifs pratiques, professionnels et les perspectives de carrière, tandis que les étudiants du LMD sont principalement motivés par l'intérêt personnel et la culture, ce qui reflète une forte motivation intégrative. Malgré ce niveau élevé de motivation, de nombreux étudiants rencontrent encore des difficultés liées à la compétence linguistique ; par exemple, beaucoup d'entre eux éprouvent des difficultés à l'oral, manquent de confiance, disposent d'un vocabulaire limité et pratiquent insuffisamment. Les résultats soulignent le rôle essentiel des enseignants dans le renforcement de la motivation des étudiants à travers la facilitation des tâches, la promotion de la communication et la mise en place d'un environnement d'apprentissage positif favorisant la réussite dans l'apprentissage de la langue anglaise.

Mots-clés : Étudiants EFL, Motivation, Motivation intégrative, Motivation instrumentale, Système ENS et LMD, Apprentissage de la langue anglaise.

List of Abbreviations

SLA	Second Language Acquisition
L2	Second Language
EFL	English as a Foreign Language
ENS	École Normale Supérieure
LMD	Licence – Master – Doctorate
AMTB	Attitude/Motivation Test Battery
CBA	Competency-Based Approach

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The General Introduction

The General Introduction

Motivation is generally considered one of the most important key factors of success in Second Language Acquisition (SLA). In Algerian higher education, especially at Relizane University, students of English are divided into two main systems: The École Normale Supérieure (ENS) and the Licence-Master-Doctorate (LMD) system. Both groups share the same objective, which is mastering the English language; however, their motivation differs. There is a factor that differentiates motivation between the two groups, namely the differences in their academic environments and future career aspirations. This study is based on Gardner's socio-educational model, which distinguishes between two types of motivation: Integrative Motivation, which refers to the desire to communicate with the target language culture, and Instrumental Motivation, which refers to learning for achieving practical goals such as academic success and improving career opportunities. Despite the importance of motivation, it has been observed that there is a lack of studies focusing on these two groups at Relizane University. This study suggests that students' motivation varies depending on their academic system and future goals. ENS students are generally oriented toward the teaching profession, whereas LMD students tend to pursue more diverse career paths, which may lead to a variation in their level of motivation to learn the language.

To discuss this problem, the current study aims to answer three main questions:

- What type of motivation (integrative or instrumental) is more dominant among ENS and LMD first-year learners?
- To what extent do these two groups differ in their motivational orientations?
- What are the main factors that influence their drive to learn English?

Based on these questions, the study examines the following hypothesis:

- ENS learners are more instrumentally driven while LMD students are integratively motivated.
- There is a significant difference in motivational orientations between the two groups
- Motivation is shaped by factors such as career goals, exposure to the language, and attitudes toward English-speaking countries.

The key objectives of this research are:

The General introduction

- To identify the dominant types of motivation among ENS and LMD first-year students.
- To compare motivational orientations between ENS and LMD students.
- To determine the main factors that influence first-year ENS and LMD motivation to learn English.

In order to meet these objectives, the study uses a mixed-method approach, utilizing a structured questionnaire adapted from Gardner's AMTB for quantitative data and Semi-Structured interviews for deeper qualitative understanding.

The study is significant because it helps to understand how motivation varies across different educational contexts in Algeria. It will help educators and policymakers design more engaging and context-appropriate English programs. It may also assist teachers in adapting their methods to increase both integrative and instrumental motivation among learners.

This thesis is divided into three main chapters. Chapter One provides a review of the relevant literature on motivation in foreign language learning, focusing on Gardner's socio-educational model and Self-Determination Theory. Chapter Two describes the research methodology, including participants, data collection tools, and procedures. Chapter Three presents the results and discusses the findings in relation to the theoretical framework. The thesis ends with a General Conclusion, references, and appendices.

Chapter one

Motivation in Second Language Learning: Theoretical Background and Educational Context in Algeria

1.1 Introduction

In Second Language Acquisition (SLA), motivation has been consistently regarded as one of the most important determinants of learners' success, persistence, and overall achievement. It is central to how learners start, maintain, and control their efforts in learning a foreign language, especially English as a Foreign Language (EFL). Over the past decades, researchers in applied linguistics and educational psychology have paid much attention to understanding why some learners are successful in second language acquisition and why others are not, even when they are exposed to the same learning conditions. In this sense, motivation has been identified as an important mediating variable between the cognitive, social, and affective dimensions of language learning. Motivation is not a simple or unidimensional concept. It is a complex and dynamic psychological process that involves internal desires, external influences, and contextual factors. It decides how much effort students are willing to put in, the approaches they take, and how they persevere when they experience difficulties.

In general, motivated learners in language learning settings are more involved, actively participating, and willing to communicate, while demotivated learners may be reluctant, anxious, and make little progress. Thus, understanding motivation is the key to improving teaching practices and learning outcomes. From several psychological perspectives, motivation has been studied theoretically. Early behaviourist theories stressed the importance of external reinforcement and rewards in affecting learning behaviour, while humanistic approaches stressed the importance of personal growth, self-actualization, and individual needs. Current theories such as Self-Determination Theory emphasise the importance of the balance between intrinsic and extrinsic motivation and the degree to which learners feel autonomy, competence, and relatedness in their learning process. Of all these frameworks, Gardner's socio-educational model is one of the most influential in SLA research because it explains how attitudes to the target language community, integrative orientation and motivational intensity all combine to influence language achievement. Motivation is more important in the case of learning English because acquiring a foreign language is a complex and long-term process. "Learning English takes time; it takes effort, it takes practice, it takes interaction with real communicative situations". Thus, learner motivation is often a key factor in whether the learning process is continued or abandoned. Motivational orientations of learners are affected by cultural interest, career opportunities, academic requirements, and personal goals. English has become more important in the educational system in Algeria, particularly with the recent reforms that have introduced it at an earlier stage of schooling. However, the motivation levels of the learners

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vary greatly depending on social background, classroom environment, teaching methods, and individual differences. Some students are highly motivated by future academic or career goals, and others may struggle with a lack of exposure, limited resources, or negative learning experiences. Hence, motivation study in the Algerian EFL context is a crucial step towards a better understanding of the learners' needs and towards the enhancement of teaching strategies. In simple terms, motivation is important in second language acquisition because it affects the initial decision to learn a language and the long-term commitment and success of the learners. Thus, the present study aims at investigating the theoretical bases of motivation, its types and models, and its role in English language learning, particularly in the Algerian educational context.

1.2 The concept of motivation

The term *motivation* is derived from the Latin word *movere*, which means “to move,” and it can be viewed as the interaction between motive and action. Motivation is a vital factor that influences the degree of success an individual can attain. According to Ormrod (2008), motivation is an internal psychological state that stimulates action, guides behaviour toward particular objectives, and supports persistence in ongoing activities. Similarly, William G. Scott (2014) defines motivation as a process of stimulating people to act in order to accomplish desired goals.

Therefore, it can be understood that motivation is not a single element but a dynamic process that influences individuals' effort, direction, and persistence in different activities, particularly in learning contexts.

1.2.1 The definition of motivation in psychology

Motivation in psychology refers to the internal and external factors that energize, direct, and sustain behaviour toward achieving goals. It is a central concept that integrates aspects of emotion, personality, learning, and memory (Shuman & Baird, 2024).

This concept has been studied by several psychologists, each emphasizing different aspects of motivation. Psychologists usually describe motivation as having three key functions, namely activation, persistence, and intensity.

. Activation

Entails embarking on a behaviour, such as enrolling in a psychology course (Cherry, 2026). A person might have goals or desires but would never begin working toward them in the absence of activation. In other words, activation is the determination to launch an action (Kumari, 2025). Therefore, activation is the starting point of motivation.

. Persistence

Refers to sustaining effort over time, or the ability to continue working toward a goal even when a person feels bored, tired, or faces challenges (Cherry, 2026). It pushes a person to continue, not give up, and keep going despite difficulties. For example, a student may find studying very difficult and boring, but persistence helps them continue studying until they succeed in their exams. Without persistence, many goals are abandoned before they are achieved.

. Intensity

Can be described as the extent of effort, energy, and mental focus an individual devotes to a behaviour or task (Kumari, 2025). It varies from one person to another and is influenced by factors such as an individual's interest, goals, the importance of the task, time pressure, or rewards. For example, two students may study for the same exam for two hours. One studies with high intensity, fully concentrated, taking notes, and reviewing actively, while the other studies with low intensity, easily distracted, and passively reading (Cherry, 2026). Although the time spent is the same, the outcomes are likely to be different because of the difference in intensity. Therefore, intensity contributes to the quality and strength of performance, not just its duration.

According to B. F. Skinner, motivation in school learning includes triggering students' learning behaviour, providing positive feedback or small rewards, regular reinforcement, and guiding students' actions toward desirable learning outcomes. Likewise, Deci and Ryan said that motivation refers to the reasons behind behaviour, which depend on the level of self-determination. Furthermore, Carl Rogers approached motivation from the perspective of the actualizing tendency, in which he believed that it is part of human nature. That stimulates them toward developing their capacities and readiness. In contrast, Abraham Maslow explained that motivation arises from human needs, starting with basic needs up to self-actualization. Taken

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together, these definitions point out that motivation has a crucial role in affecting learners' behaviour and engagement, developing from both external factors such as reinforcement and internal factors such as personal needs, self-determination, and willingness for self-development.

1.2.2 The Definition of Motivation in English as a Foreign Language (EFL)

Motivation is considered one of the most significant factors influencing success in second language acquisition. It is a dimension of ambition for learning. Teaching a second language can be difficult if the learner does not have a drive to learn a language (Nurhidayah,2015). The concept of motivation is used for explaining the success or failure of a language learner (Pazyura,2020). “Consequently, examining the importance of motivation in second language acquisition becomes crucial for understanding learners’ academic success.” Motivation is a significant issue for investigation because it contributes to the success of language learners. Most teachers and researchers have widely accepted motivation as one of the most influential variables on the extent and success of second/foreign language learning. It is the basic impulse to start learning the L2, and later it serves as the leading force to maintain the long and monotonous learning process. It also affects learners’ persistence: motivated learners do not give up easily when they face difficulties; instead, they keep practicing even when learning becomes challenging. Moreover, motivation plays a significant role in enhancing learners’ confidence and willingness to take risks when using the language. For instance, motivated learners are more willing to speak with others, make mistakes, and learn from them, which helps develop their communicative competence. In addition, Motivation significantly affects the level of active, personal engagement in L2 learning; for instance, it affects the frequency of students' use of the L2 learning strategies and the time spent when interacting with native speakers. Thus, in the absence of appropriate motivation, individuals cannot reach Long-term goals.

1.3 Gardner's socio-educational model

In the field of second language acquisition, Gardner’s motivation theory is considered one of the most influential frameworks. According to Gardner, motivation is composed of three major components: effort, the desire to achieve a learning goal, and enjoyment of the learning process. Gardner developed the model in the Canadian bilingual context, so, during discussions

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with his thesis supervisor, W.E. Lambert, who was doing research on Bilingualism, Gardner expressed the idea that it would be so hard for someone to successfully learn a second language if they didn't like the group who spoke the language. So this idea later became the foundation of his thesis. In the 1960s, Gardner started to develop his Socio-educational model, which emphasizes the role of attitudes and motivation in SLA (Second Language Acquisition). The model has been revised and updated up to the present day. It was first presented in 1979, revised in 1985, and then again in 2000 based on findings from many empirical studies. According to this model, ability and motivation are the two main individual difference variables that influence language learning. In this model, learners with higher levels of ability (intelligence and language aptitude) tend to achieve greater success at learning the language than those with lower ability. Likewise, learners with higher motivation will perform better than students with lower levels; thus, they invest more effort, show greater persistence, are attentive, enjoy the learning process, and are more goal-oriented.

The socio-educational model also shows that ability and role are relatively independent factors, because some learners may be high in one and low in the other. Both variables, ability and motivation, are related to the formal and informal learning contexts. So, the formal one is all about structured instruction for unstable classroom learning, while informal context involves everyday language use outside or experienced, such as listening to the radio, watching movies, etc. It is presumed that while both ability and motivation play important roles in formal learning contexts, motivation would be more influential in informal contexts, since it shapes whether learners choose to engage in language use outside the classroom.

Gardner's socio-educational model is composed of several interrelated components, which can be explained as follows:

1.3.1 Motivation

According to Gardner and Lambert (1959), L2 motivation that is tied to language learning is different from that involved in other learning processes because language is strongly linked to socio-cultural identities and socio-political factors. Motivation to learn a second language plays a major role, and it is the primary determinant in the socio-educational model. However, motivation is a multifaceted concept, which makes it difficult to be evaluated by one measure (Gardner, 2010a). According to Tremblay and Gardner, in order to ask about the relationship between motivation and proficiency, researchers should explain why this influence happens by identifying the mediators that lead to proficiency. They proposed that the three

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"motivational behaviours" of effort, persistence, and attention intervene between the apparently distant factors of language attitudes, motivation, and achievement. This Construct, as acknowledged by Gardner (2010a), is a multifaceted concept that cannot be evaluated by one measure. In fact, it should be assessed by multiple measures. Hence, motivation, as conceptualized by Gardner (1985), refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language" (p. 10). For this reason, motivation in the sense of the socio-educational model, according to Gardner (2010a), is analysed in terms of the following three components: 1) The desire to learn the language, 2) Attitudes toward learning the language, 3) Motivational intensity. Thus, according to Gardner (1985), the four elements of a goal, desire to achieve the goal, positive attitudes, and effort are fundamental for a student to be considered as motivated.

1.3.2 Integrativeness

While the main concept of this model is Motivation (Tremblay & Gardner, 1995), its major concern is the individual's willingness or ability to discover characteristics of another community, which plays a crucial role in the process of SLA (Gardner, 2010a). The motivational component is impacted by variables that influence an individual's eagerness to deal with foreign behaviour patterns (Gardner & Lalonde, 1985, August, p.1). This facet is regarded as the cultural component of second language learning, which is represented in the construct of integrativeness (Gardner, 2010a). Integrative motivation, as cited by Gardner (2001b), plays an important role in the process of SLA according to many researchers. This notion, as explained by Gardner (2005, as cited in MacIntyre et al., 2009), consists of two vital characteristics of integrativeness and motivation, which means that Integrativeness refers to "the way the learner connects to the target culture in various ways" (Cook, 2008, p. 223). Similarly, Gardner says (2001b), it refers to the learner's readiness to learn the second language and being familiar with its community and culture (p. 5). Both integrativeness and attitudes are considered strong variables that enhance motivation to learn a second language; consequently, motivation and language capacity impact language proficiency (Gardner, 2001a).

1.3.3 Orientation

Gardner (2001b) argues that Orientations are categories of reasons for studying a language; however, these reasons do not guarantee success by themselves. Rather, success is achieved through motivation, effort, and persistence (p.16). Gardner and Lambert (1959)

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introduced the "orientation index" that seeks to determine the categories of motivation related to success in language. This index divides individuals as integratively or instrumentally oriented. As noted by Gardner (2001b, p.2), "there exists a fundamental differentiation between integrative motivation and an integrative orientation". Nonetheless, it seems that Orientations and factors for studying a second language have been strongly related to motivation by some researchers. However, motivation is the key variable and not orientation. Integrative orientation represents "the willingness to learn a language to interact with members of the L2 community" (Noels, 2001, p.44). On the other hand, Instrumental orientation corresponds to "an enthusiasm in learning the language for practical reasons that do not include identification with the other language community". (Gardner, 2001b, p. 8)

1.3.4 Attitude toward the learning situation

As reported by Gardner (2001b), attitudes towards any feature of the language learning situation are related to Attitudes Toward the learning situation. For instance, in the framework of school, these attitudes could be focused on the teacher, the course, classmates, the materials, extra-curricular activities associated with the course, etc. (Gardner, 2001b, p. 6)

1.4 The Attitude /Motivation Test Battery

The Attitude/Motivation Test Battery (AMTB) is one of the most influential instruments in the field of second language acquisition. It was developed by Gardner and his colleagues (1981) to measure the effect of motivation on second language learners and the four main factors. The AMTB was designed within Gardner's socio-educational model, which explains that success in language learning is influenced not only by ability but also by social and psychological factors. The battery evaluates learners' attitudes and motivation through numerous Likert-scale questions, in which participants are asked to report their degree of agreement, reactions, or feelings toward statements about learning the language, the instructor, and the target language community. In addition, the battery focuses on four essential variables: integrativeness, attitudes toward the learning situation, motivation, and language anxiety.

1.5.1 Key Strength of Gardner's model

1. Supported by scientific research: Gardner's model is backed by many empirical studies. It is associated with the AMTB, which gives reliable measurements and helps

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researchers test the model empirically (Gardner, 2006). There are many studies supporting Gardner's socio-educational model, such as Gardner, Lalonde, & Pierson (1983) and Semmar (2002).

2. Realistic model: One of the important strengths of this model is that it is not static, but dynamic. This point was claimed by Gardner and many scholars such as MacIntyre, Ellis (2000), and Baker (1992).

3. Providing a useful and practical model, Gardner always tried to keep the model simple. He said: "The model tries to focus only on the defining attributes in the interest of parsimony" (Gardner, 2001b, p. 6).

4. No limitation of the model in the EFL context. Many criticisms were brought up about the model, which have already been answered by Gardner (2005b). They believed that the model works only in a bilingual context. So, Gardner claimed that it can be applied in an EFL context. Moreover, Gardner (2006) stated that the socio-educational model is suitable for both foreign and second language contexts.

1.5.2 Weaknesses of Gardner's Model

Although the socio-educational model has been studied for many years, it was initially criticized by Au (1988) and Oller (1981); they criticized its conceptual definitions. In the 1990s, three papers were published to criticize Gardner's socio-educational model. One of the weaknesses of the model is the lack of development. Scholars such as Zoltán Dörnyei criticized Gardner's theory, since it did not develop and remain unmodified over time, especially during the "cognitive revolution" in psychology. In this respect, Gardner says: "Revolutions in psychology come and go, and though the socio-educational model is not phrased in cognitive terms, this does not mean that the findings and the model are no longer relevant" (Gardner, 2010a, p. 203).

1.6 Motivation learning theories

1.6.1 Self-determination theory

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SDT is a method of explaining human motivation and personality that relies on empirical methods while using an organismic metatheory that emphasizes the role of humans' evolved internal capacities in shaping personality development and supporting behavioral self-regulation (Ryan, Kuhl, & Deci, 1997). SDT is primarily focused on the basis of psychological requirements of autonomy, competence, and relatedness as well as their crucial role in self-determined motivation, well-being, and growth (Legault, 2017). Ryan and Deci (2000, p. 68) argue that " *the theory focuses on the degree to which human behaviors are volitional or self-determined, that is, the extent to which people endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice* ", this is basically saying that human motivation is stronger when people feel that they are acting out of their own choice, they personally agree with what they are doing and they feel in control of their actions. The fundamental elements of SDT, specifically, its six mini-theories, work together to explain human behavior across different life domains, including work (Fernet 2013), relationships (La Guardia and Patrick 2008), education (Reeve and Lee 2014), religion (Soenens et al. 2012), health (Russell and Bray 2010), sports (Pelletier et al. 2001), and Stereotyping and prejudice (Legault et al. 2007). Thus, SDT confirms the significance of internal psychological factors in enhancing personal growth and effective functioning.

1.6.2 The Behaviourist Theory

The behaviourist theory points out that stimuli and responses by means of a reward system referred to as " point system ", that may increase students' ambition to learn and worship (Khoir & Ikhwan, 2022). Similarly, Zuhri & Sumaryati (2022) said that the application of behaviourist learning theory in everyday learning with the use of motivation, reinforcement, Stimuli, and exercises can result in learners' behavioural changes. For instance, becoming motivated to learn, interacting, and improving memory. Four key aspects of learning are highlighted by behaviourist Skinner. First, every stage of the learning process should be consistent with previously acquired behaviours. Second, in order for learning to be successful, students must receive regular rewards and reinforcement, at least in the beginning, until their behaviour is influenced and shaped by environmental reinforcement patterns. Third, the learner should receive feedback right away. Finally, "stimulus-discriminations" for the most likely route to success should be provided to the learner (Skinner, 1984).

1.6.3 Abraham Maslow theory Hierarchy of Needs

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Abraham Maslow (1908–1970) was an American psychologist and behavioural scientist who proposed the "Hierarchy of Human Needs" theory, a theory about human motivation and behaviour. He proposed a five-level model of human needs, often known as hierarchical levels within a pyramid. Then, he criticized the traditional method of developing theories; he said that his theory was based on a major advancement in psychology by supplementing both Freudian pessimism and neo-behaviourist relativism (Maslow as quoted in Hoffman 1988, p. 191). Abraham Maslow identified five levels of the hierarchy of needs in a pyramid, which is shown in the following diagram:

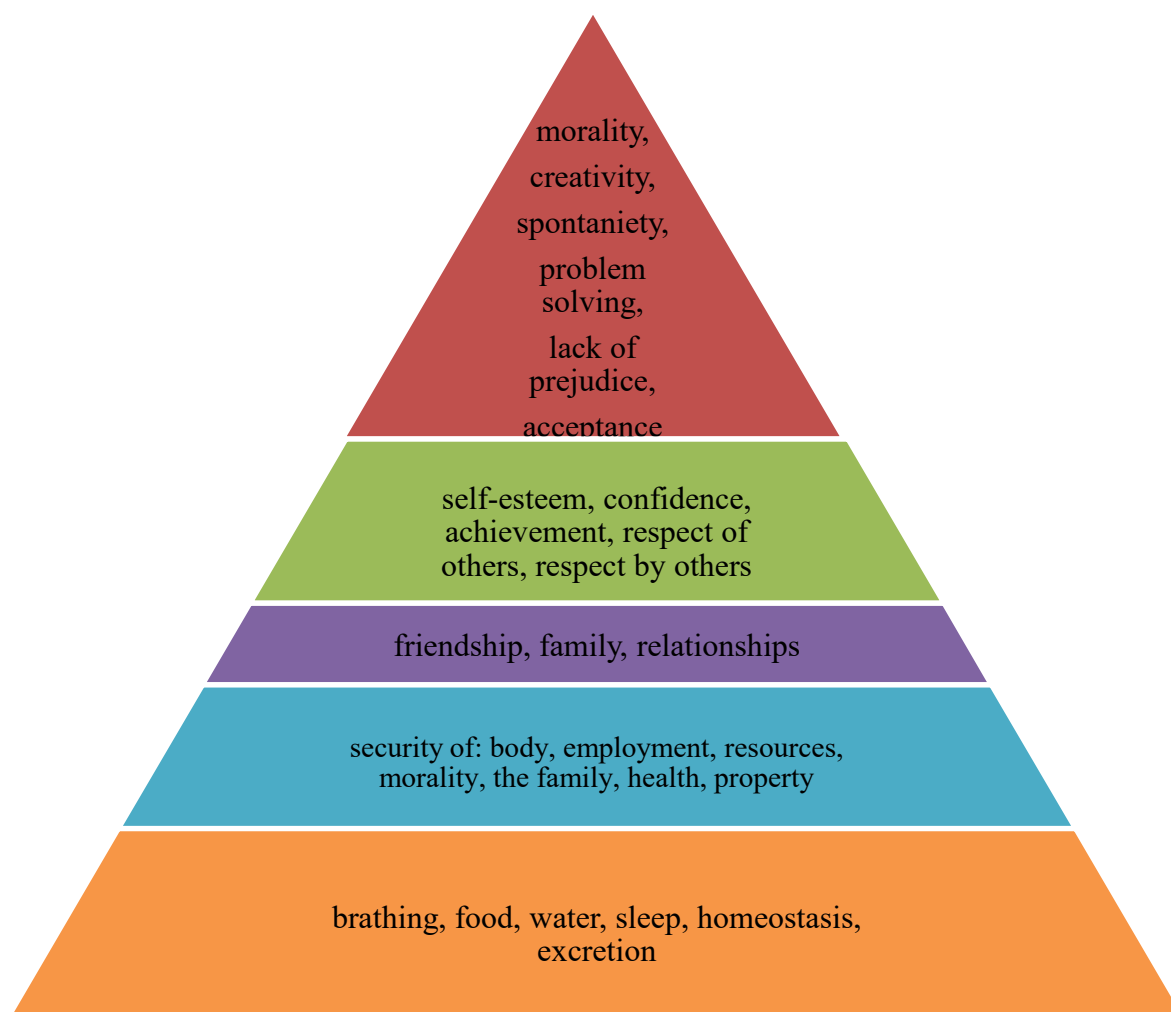


Figure1.1: Maslow's Hierarchy of Needs

He explained this latter in the following points: First, physiological needs are considered the basic needs in human life, such as food, water, sleep, clothes, and shelter. It is also called biological needs; for example, a hungry person, for him, nothing matters, he just thinks about his hunger or food. Then, security/safety needs have a relationship with psychological fears of

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loss of job or property. For instance, an employee needs to be safe. This need comes after the physiological needs. Furthermore, social needs come after safety and are related to relationships with others. For instance, employees want to have good relationships with their colleagues and managers. Additionally, esteem needs include the need for respect; in other words, the need to be respected by others and the need to be valued. It is also about wanting to have status, confidence, etc. Finally, self-actualization needs (or self-realization theory), this type focuses on growth, self-direction, self-expression, Maslow said: "what a man can be he must be" (Abraham Maslow, 1954).

1.7 Types of motivation

1.7.1 Intrinsic Motivation

Edward Deci released the construct of intrinsic motivation in the 1970s. Intrinsic motivation is regarded as self-initiated as it is marked by feelings of enjoyment, interest, and satisfaction in the activity itself (Ryan & Deci, 2020). It occurs when a person engages in an activity for its own sake. It is generally associated with curiosity, creativity, and a sense of personal fulfilment. In other words, it means deciding to do something because you are interested in it and enjoy doing it.

1.7.2 Extrinsic motivation

Extrinsic theory indicates that people participate in particular behaviours or activities as a result of promised rewards or pressures, instead of finding them personally interesting or satisfying (Bandhu et al., 2024). Extrinsic motivation is regarded as being influenced by external factors and identified by the existence of external factors such as grades, money or praise that function as a stimulus to take part in a behaviour or practice (Bandhu et al., 2024). The framework demonstrates that individuals are involved in tasks so as to gain reinforcement or prevent punishments (Deci et al., 1991; Ryan & Deci, 2000; Ryan & Deci, 2020). Extrinsic motivation can be structured into controlled motivation and integrated motivation. Controlled motivation includes participating in an activity as a consequence of external rewards or the interest in eliminating punishment. Integrated motivation, on the other hand, occurs when a behaviour is implemented for external rewards but is also in accordance with a person's personal interests and values (Ryan & Deci, 2020).

1.7.3 Achievement motivation

Hill and O'Dell (2024) explain that achievement motivation is the internal drive that prompts individuals to attain success and accomplish targeted goals. It is influenced by personal dispositions and environmental factors. This psychological concept includes the behaviours and cognitive processes related to striving for achievement, illustrating how individuals define standards of excellence, whether internally or externally. For instance, a student studies hard because he wants to get an excellent mark, even when he faces difficulties, he keeps working because he is motivated by success and his personal goals.

1.7.4 Affiliation motivation

According to Psychology Town (n.d):

Affiliation motivation is "an individual's natural tendency to seek out and form connections within social groups, driven by factors such as cooperation, friendship, mutual interests, and social acceptance."

Affiliation motivation is all about the need for social belonging and acceptance. This concept was first introduced by Henry Murray in 1938. He argued that it is one of several basic human needs; for instance, a new university student may first feel alone but then start making friends and joining groups, which reflects the need for social belonging.

1.7.5 Integrative motivation

Integrative motivation is a type of motivation in foreign language learning. The concept was first developed by the Canadian psychologist Robert Gardner in the late 1950s, with his colleague Lambert, during their studies on bilingualism in 1959. Generally, it is defined by Robert Gardner (1985) as referring to a learner's desire to be part of the target language community. In other words, the learner does not study the language simply to get a job or pass an exam; however, because they are interested in the language's speakers' culture, they want to connect with them and even become a part of their community. Basically, it involves associating and socializing with native speakers (Nguyen, 2019). Furthermore, Kusumaningrum (2020) stated that integrative motivation is strongly related to the learner's effort, their interest in the target language, and their intention to interact with native speakers. Also, Azan and Tanggarajm (2020) agreed with Kusumaningrum by claiming that learners with integrative motivation show highly positive perspectives and have an internal desire to acquire and learn the second language

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in order to achieve understanding and be engaged with native speakers. Integrative motivation is characterized by several features, starting with First, Cultural Interest is an important component of integrative motivation because it refers to the learner's curiosity and interest in the traditions, arts, customs, values, and daily life of the target language community. According to Robert Gardner (1985), integrative motivation includes interest in the target language group. For example, learners study Turkish because they like its culture and customs. Then, the Desire to communicate with Native Speakers encourages learners to achieve their goals; they can achieve meaningful communication by practicing language tasks. Thirdly, Intrinsic Motivation / Internal Drive is related to intrinsic motivation because learners are interested in learning the language. This is an internal desire to acquire a second language to understand its speakers. Finally, the enjoyment of Learning increases the learner's engagement and decreases frustration. In many cases, we find that learners who enjoy learning are the ones who invest more time and effort.

1.7.6 Instrumental motivation

People have various reasons for learning a foreign language, including practical purposes such as employment or academic requirements, as well as personal interest in the language and its community (COERLL, n.d.). In this context, learner's motivation is essential in forming their level of readiness and enthusiasm to enhance their skills in understanding, writing, and speaking the target language (Engin, 2009). Among the different types of motivation in the literature, instrumental motivation refers to learning a language for practical and goal-oriented purposes. For instance, when learners study a language mainly to get a job or fulfil academic requirements, they are considered to be instrumentally motivated (Nurhidayah, 2020). Instrumental motivation is generally linked to external goals such as passing examinations, obtaining material rewards, or meeting institutional requirements (Williams & Burden, 1997). Similarly, Gardner and Lambert (1972) describe it as learning a language for tangible incentives, such as employment opportunities or academic success. Likewise, Dörnyei (2005) emphasizes that instrumental motivation is determined by pragmatic benefits and career development. Overall, instrumental motivation can be understood as a goal-directed form of motivation that is principally influenced by external rewards and practical advantages such as academic achievement, professional opportunities, and institutional requirements.

1.8.1 The differences between Instrumental and Integrative Motivation

To understand the main differences between the two types of motivation, it is essential to organize their distinct features. According to Ramírez and García (2024), these two orientations differ in terms of goals, duration, and psychological sources. The following table will summarize these distinctions:

Aspect/Types of Motivation	Instrumental Motivation	Integrative Motivation
Definition	A desire to learn a language for practical and functional reasons.	A desire to learn a language to integrate into the target culture and community.
Type of drive	Extrinsic (external rewards)	Intrinsic (internal desire)
Main Goal	Achieving clear and specific goals (job, promotion, exam)	Cultural understanding and social connection
Time focus	Short-to medium-term goals	Long – term commitment
Focus Area	Exams, academic success, and career development	Traditions, values, and meaningful communication
Effect on Learning	Encourages learners to achieve their goals efficiently	Encourages active participation and persistence

Table1.1: The differences between Instrumental and Integrative Motivation

1.8.2 The common points between instrumental and integrative Motivation

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The distinction was originally proposed by Robert Gardner and Wallace Lambert, but despite their differences, both orientations share several important features:

Both instrumental and integrative motivation were determined by a clear objective. The goal in instrumental motivation is practical (e.g., passing exams). Integrative motivation its goal is social or cultural (e.g., interacting with native speakers). This means that in both cases, learners have a clear purpose in mind for learning, for instance, a student studies English to obtain a scholarship (instrumental), another student studies English to communicate with Americans online (integrative). In both situations, learning is directed toward a meaningful goal.

Both types develop the learner's effort, time investment, Persistence and willingness to overcome challenges. Despite of whether the reasons are practical or social, motivated learners tend to pursue learning even when they encounter difficulties.

Research in SLA has shown that both orientations can positively impact language proficiency, academic performance, and skill development. The basis of motivation differs, but the results are the same.

1.9 Motivation in the Algerian EFL context

1.9.1 Overview of English Teaching in Algeria

English is mandatorily taught throughout the Algerian Primary, Middle, and Secondary schools, and universities. It is considered the second foreign language, besides French, in the national educational system (Slimani, Salah, 2016). A significant majority of teachers expressed that pupils have distinct rates of readiness to learn. This readiness is known as "Motivation ". In this respect, Gardner, Robert C (1985, as cited in Berns, Margie 2010, p 164) defines motivation as the combination of effort plus desire to achieve the goal of learning the language, plus favourable attitudes towards learning the language. According to the Algerian official syllabuses for English, June 1999, there are four main categories of objectives of teaching and learning English as a foreign language: socio-cultural objectives -Humanistic objectives - educational objectives -academic objectives. These syllabi aim at providing the Algerian learners with the necessary language skills to communicate effectively in ordinary social and professional situations, both in oral and written forms. At the same time, it seeks to support

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those who continue their higher education by using the foreign language as a means of developing their academic knowledge in fields such as English studies, translation, or journalism.

In addition, for learners who enter the workforce, it enables them to independently consult and understand written materials such as documents and work-related notices connected to their professional activities (Peoples Democratic Republic of Algeria – Ministry of National Education, 1999; Slimani, 2016). Previously, English was mainly taught at middle school and above. Since the 2022–2023 school year, Algeria has officially introduced English as a subject at the primary level (starting in 3rd grade, around 8–9 years old), training pupils early in English alongside Arabic and French. The teaching method presented is the competency-based approach (CBA), where the focus is on developing basic communication skills through planning task-based and communicative lessons (Slimani, 2016). After that, the pupils at middle school are supposed to attend more than 250 hours of English teaching classes during the four years of studying. Pupils at this level gain the basic English structures and vocabulary required to express the main functions of the language as well as the four linguistic skills: listening, speaking, reading, writing (People's Democratic Republic of Algeria- Ministry of National Education, 1999). By the end of their first two years in secondary school, the pupils are supposed to have attended 296 hours of English (156 for the literary streams and 140 for the scientific streams), and they are supposed to have acquired more knowledge in the four linguistic skills (People's Democratic Republic of Algeria- Ministry of National Education, 1999)

1.9.2 Importance of motivation in EFL

Motivation is considered one of the most important factors in foreign language teaching and learning. It is the driving force that stimulates and sustains an individual's behaviour toward a particular goal. It is considered to be one of the primary reasons for success and failures in foreign language learning (Richards and Schmidt, 2002, p. 343). Even most teachers and researchers have seen motivation as one of the key factors that influence the success of foreign language learning. In addition, success in learning English depends on the learner's motivation. For instance, highly motivated learners are the ones who overcome challenges and practice. Moreover, there are different types of motivation, such as intrinsic motivation, which comes from inside the learner; for example, when the learner is interested in English, enjoys learning languages, or has personal goals. Then, extrinsic motivation, which comes from outside, such as getting a job, getting good grades, passing exams, etc. On the other hand, low and high

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motivation are essential in determining how learners are motivated. For instance, low motivation makes learners lose their interest in learning, which leads to slowing their progress. So, motivation is very important for learners; without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals (Dörnyei & Csizér, 1998, as cited in Huang, 2007).

1.9.3 Factors influencing students' motivation

Students' motivation can play an essential role in influencing their success and progress in learning English as a foreign language. This element is influenced by a combination of different factors. These factors explain why students show varying levels of interest and achievement in learning English (Ningtiyas & Rahmawati, 2024). First, according to Ningtiyas & Rahmawati (2024), motivation can be categorized into internal and external types (extrinsic and intrinsic). The internal type is typically related to personal interest in learning English. However, the external one is linked to future goals such as higher education and jobs. Then, previous learning experience in learning English plays a significant role in influencing learners' motivation. For instance, positive experiences foster their confidence, unlike negative ones, which reduce and decrease their interest in learning English (Ningtiyas & Rahmawati, 2024, p. 1009). Moreover, the social environment is another important factor that influences student motivation. For example, family, friends, and society, all of these can affect student motivation when they become a strong element of support. So, supportive social contexts help learners to develop positive attitudes toward learning English (Ningtiyas & Rahmawati, 2024, pp. 1012–1013). Furthermore, psychological aspects such as self-confidence, anxiety, and self-efficacy have a considerable impact on students' motivation. For instance, high confidence fosters and encourages active participation, whereas anxiety can negatively influence their performance. Finally, the classroom environment can also affect students' motivation because when students are in a supportive classroom, this motivates them and improves their overall engagement.

1.10 Motivation among ENS and LMD students

1.10.1 Overview of the ENS system

The “École Normale Supérieure” (ENS) in Algeria is a public higher-education institution. According to Gaoua (2013, p. 1), the English department trains students for five

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years and awards them the degree of Teacher of English as a Foreign Language. The program for training teachers at the ENS lasts three years for primary school teachers, four years for middle school teachers, and five years for secondary school teachers. Gaoua (2013, p. 2) stated that the primary goal of the ENS is to prepare and train students for teaching positions in primary, middle, and secondary schools. Unlike the LMD system, the ENS system is a specialized and practical approach to training qualified teachers in Algeria for the education sector.

1.10.2 Overview of the LMD system

The LMD system reveals a new restructuring in Algeria's higher education system centered on three degrees: Licence, Master, and Doctorate. It was officially adopted in Algeria in September 2004 as part of a comprehensive reform with the goal of modernizing and aligning higher education with international standards (Mehiri, R., 2017; Melouk, M., 2013). The training system of (LMD) is based on a distinctive structure that relies on specific divisions, namely: The Licence degree is broken down into three phases. The first, which lasts for two semesters, is devoted to learning about the university, adjusting to it, and identifying the available specializations by studying the common core system, such as the social sciences or humanities (S. Saad & D. Djefafla, 2024). The second phase, which likewise lasts two semesters, is devoted to expanding the student's understanding of science and progressively assisting them in pursuing their chosen specialism (S. Saad & D. Djefafla, 2024). Lastly, the student can gain knowledge and skills in the field they have chosen to study during the third stage (S. Saad & D. Djefafla, 2024). All students who meet the admission requirements and have a bachelor's degree can pursue a two-year master's degree in one of two specializations: the research master's, which prepares students for scientific research that will qualify them for academic activity in the university or economic sector. The professional master's degree, which is the second area of concentration, is distinguished by giving students sufficient instruction in particular subjects with the goal of preparing them for entry into the workforce (S. Saad & D. Djefafla, 2024). The three-year doctoral program comprises expanding one's expertise in the field under study, by preparing students to work in the academic community, whether in universities or specialized institutions, it gives them the training they need for advanced scientific research (Yakoubi, K., &Rrfafa, 2021; Melouk, 2013).

1.11 Conclusion

To conclude, motivation is an essential factor that plays a central role in learning a second language, as it influences students' success and engagement. This chapter has shown that motivation is a complex but crucial factor in EFL (English as a Foreign Language). It is not only about deciding to learn a language but also about continuing even when students face obstacles and challenges. Different theories explain how motivation works in EFL; among them, Gardner's socio-educational model is the most relevant to this study because it has provided valuable insights into the role of motivation in language learning. The chapter has also discussed different types of motivation, including intrinsic, extrinsic, integrative, and instrumental, highlighting students' reasons for learning a language. In addition, in the Algerian EFL context, it is clear that motivation can be influenced by several factors, such as teaching method, social environment, and personal goals.

Overall, motivation is a key element to achieve success in English language learning. In this case, educators need to encourage learners to participate and achieve good results in their language learning.

Chapter Two

Methodology and Data Analysis

Chapter two Methodology and Data Analysis

2.1. Introduction

This chapter examines the research design, data collection methods, sampling techniques, and data analysis procedures employed to explore the nature of integrative and instrumental motivation among first-year ENS and LMD English students at Relizane University. Furthermore, it examines how the academic system (ENS vs LMD) influences students' motivation to learn English.

2.2. Research design

This research opted for a mixed-method approach where two research instruments were designed to collect data from the participants. Both questionnaires and Semi-Structured interviews were conducted with first-year students from both ENS and LMD systems at Relizane University. Both were meant to measure learners' instrumental and integrative motivation and the factors influencing them. For data analysis, the researchers utilize a mixed-methods approach to conduct the data analysis, quantitative and qualitative analyses.

2.3. Research setting and sample

The study was conducted at the University of Relizane Ahmed Zabana. The research was directed toward first-year students enrolled in two different programs: ENS (École Normal Supérieure) and LMD (License, Master, Doctorate) in the department of English. This setting was chosen because the two programs have different academic orientations, which may affect learners' motivation to learn English.

2.4 Participants and Sampling

The population of this study consists of all first-year ENS and LMD English students at the University of Relizane. The sample of the study included 60 first-year students. 30 ENS students and 30 LMD students. All participants took part in answering the questionnaire, and a selected number of them participated in the semi-structured interviews. The participants were selected voluntarily.

2.5 Data Collection Instruments

To answer the research questions and to meet the objectives. The researchers opted for both qualitative and quantitative instruments. A questionnaire and Semi-Structured interviews were designed for first-year students at ENS and LMD systems in the department of English to gather relevant data for the study.

2.5.1 Description of students' Questionnaire

The present Questionnaire in this study aimed at gathering data about students' instrumental and integrative motivation to learn English. The Questionnaire as a whole is divided into five main sections. The first one focused on students' general information (Gender, Age, Educational systems, field of study, and years of learning English).

The second section deals with Integrative motivation (Interest in culture, people, communication), including one question along with five Likert-scale statements, allowing students to express their level of agreement from “strongly agree” to “strongly disagree.”

The third section aimed at exploring students' instrumental motivation (practical benefits). Five Likert-scale statements are included to measure how strongly students perceive English as a tool for achieving personal and professional goals.

The fourth section examines students' attitudes toward Learning English. It includes two open-ended questions and one closed-ended question.

The last section identifies the challenges students face while learning English and gathers their suggestions to enhance motivation. It includes one multiple-choice question with an open-ended option, followed by two open-ended questions that allow students to freely express their opinions and recommendations.

2.5.2 Description of Student's interview

The purpose of this interview is to examine ENS and LMD students' motivation to learn English at Relizane University. The interview is organized into two main sections. The first section, entitled "personal information ", aims to collect general data about the participants, such as their gender, age, educational system (ENS or LMD), and the number of years they have been studying English. The second section focuses on students' motivation to learn English

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and includes a group of open-ended questions that enable participants to express their views. This section investigates why students chose to study English at university, their curiosity to communicate with native speakers, and their point of view concerning the role of English in promoting job opportunities. It also studies the main factors that motivate them to learn English, as well as the difficulties that may reduce their motivation. These questions help in gathering rich qualitative data about their attitudes and motivational orientations toward learning English.

ENS Students' Questionnaire Analysis.

Section 1 /Personal information.

-Student's Gender.

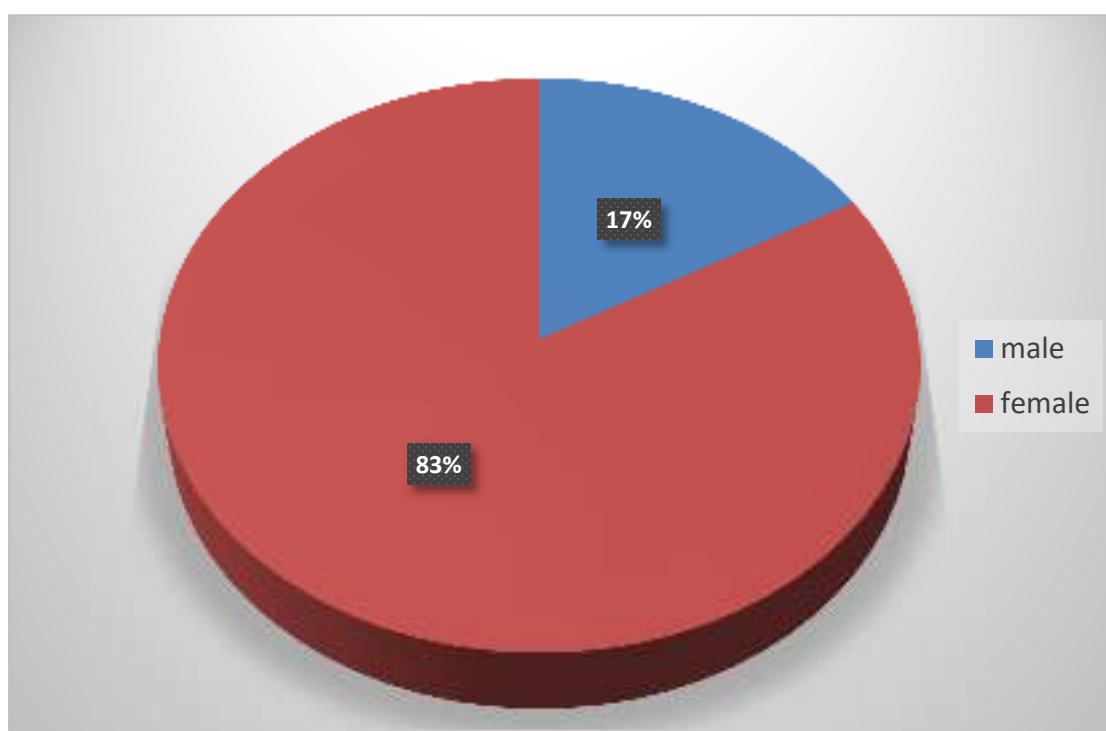


Figure2.1: Student's Gender.

Out of the total respondents, 16.67% are males and 83.33% are females. This shows that the sample is dominated by females more than males.

-Students' Age.

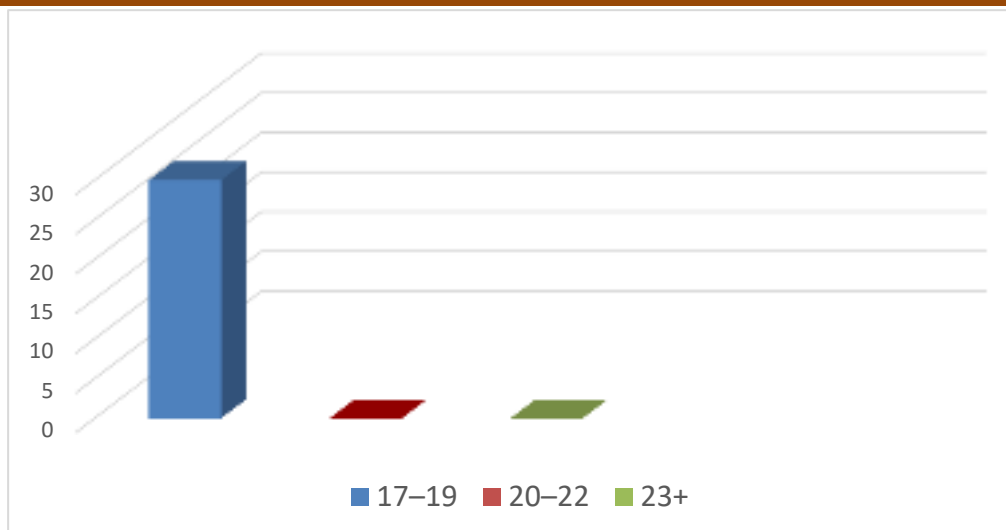


Figure 2.2: Student's Age.

Based on the data, all the students are aged between 17 and 19 years old (30 students). While there are no students in the 20-22 age group and no students aged 23 or above (0%). This means that all the students are young and in the same age group. by females more than males.

Q1- How long have you been studying English?

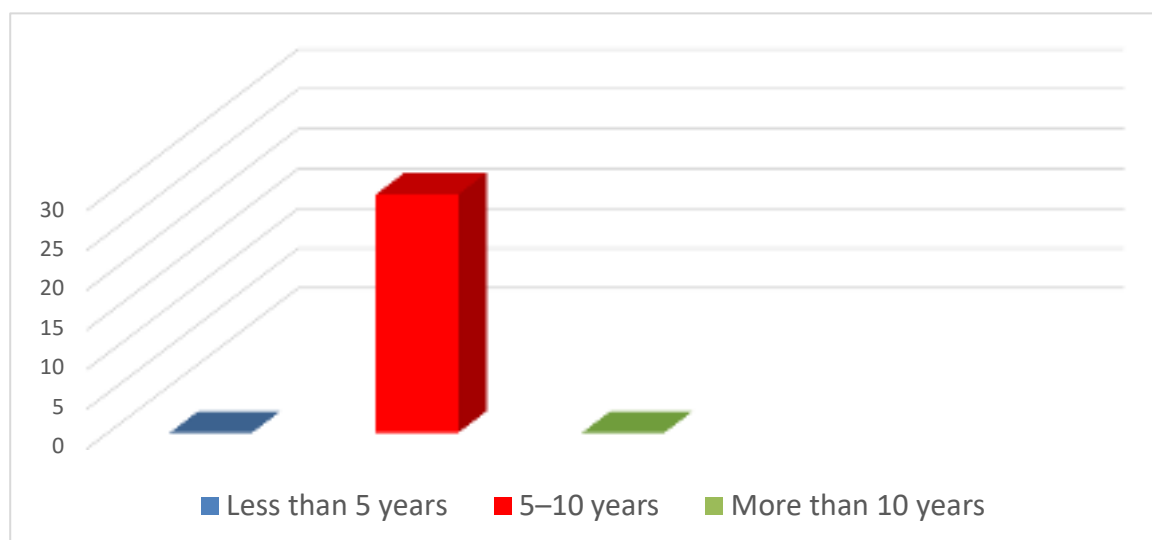


Figure 2.3: Students' Duration of Learning English.

The results show that 0% of students have been studying English for less than 5 years. While most of them, representing 90%, have between 5 and 10 years of experience in studying English. A few students (10%) have more than 10 years.

Section 2: Integrative Motivation (Interest in Culture, people, communication)

Q1- Why do you learn English?

-Communicating with native speakers.

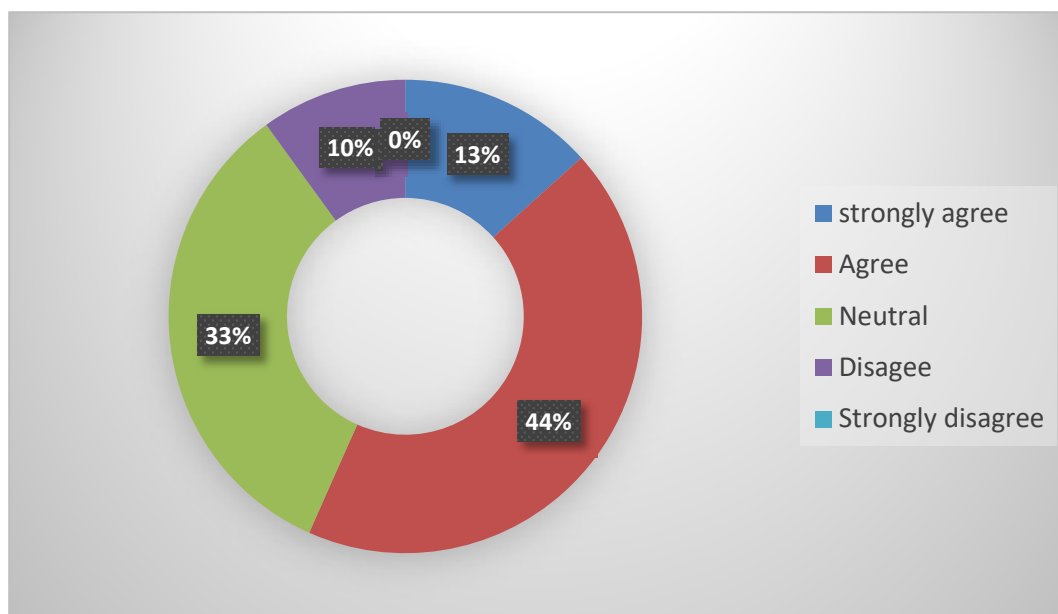


Figure 2.4: Communicating with native speakers.

The results show that the majority of learners have a positive attitude toward communicating with native speakers. While 53.32% of them chose neutral. However, only a small percentage, 10% they were strongly disagreed, and no student selected strongly disagree (0%).

-Understanding lifestyles and traditions.

Options	Frequency	Percentage
Strongly agree	08	26.67%
Agree	14	46.67%
Neutral	05	16.67%
Disagree	02	6.67%
Strongly disagree	01	3.33%
Total	30	100%

Table 2.1: Understanding lifestyles and traditions.

According to the obtained data, it is observed that the majority of the respondents, 77% (Strongly Agree and Agree), are highly motivated by cultural integration; they see the language

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as a window to different lifestyles and traditions. 16.67% of them are totally neutral. Meanwhile, 6.67% of participants disagree, and the rest strongly disagree with this idea.

-Curiosity about other cultures.

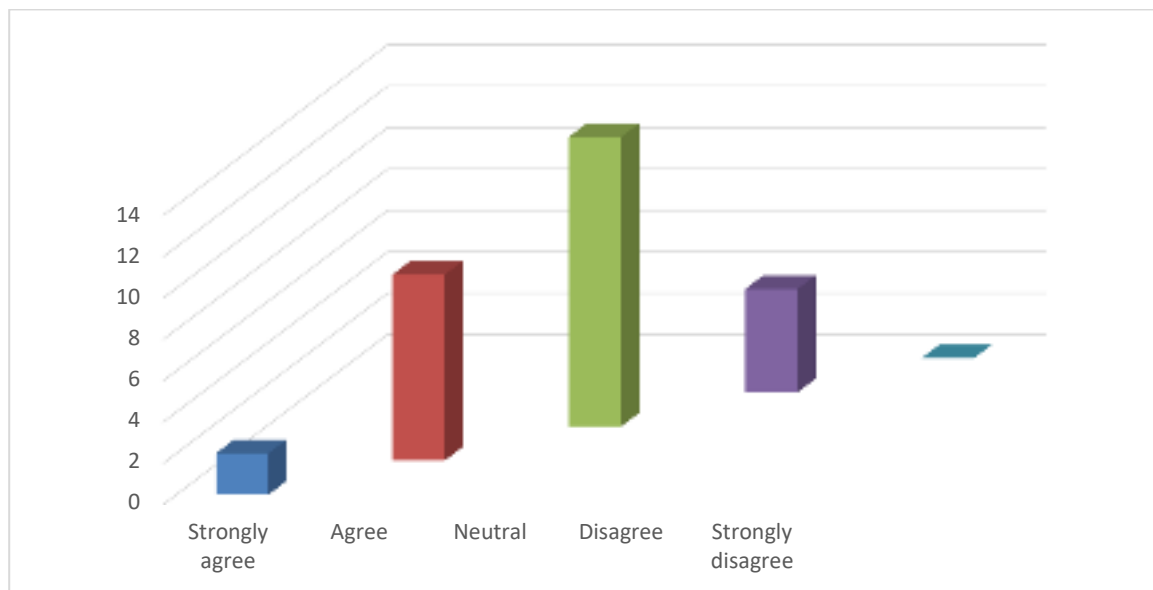


Figure 2.5: Curiosity about other cultures.

Based on the result shown above, 36.67% of participants are curious about foreign cultures. However, the majority (46.67%) remained neutral, which means maybe they are not interested in knowing about the natives' culture. While only (16.67%) are not interested at all, with (0%) strongly disagreeing.

-Liking the language itself.

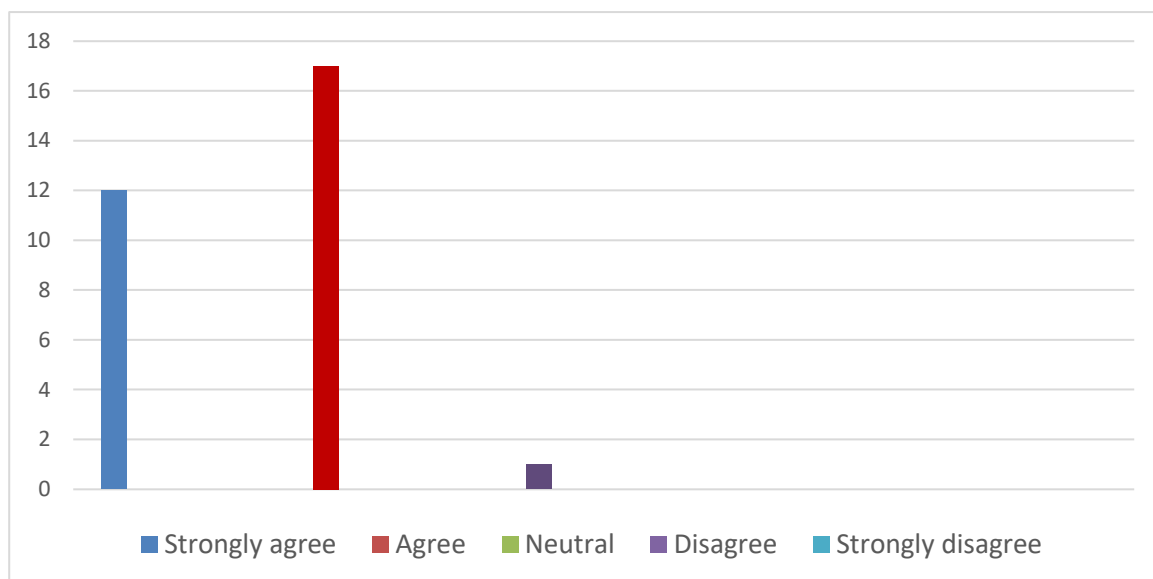


Figure 2.6: Liking the language itself.

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Based on the collected data, it is clear that the majority of participants (96.67%) are motivated and interested in learning the language because they love it, maybe since childhood. Meanwhile, a very few percent of learners are neutral about this idea (3.33%), and there is no disagreement.

-Desire to travel to English-speaking countries.

Options	Frequency	Percentage
Strongly agree	02	6.67%
Agree	12	40%
Neutral	07	23.33%
Disagree	06	20%
Strongly disagree	30	10%
total	30	100%

Table 2.2: Desire to travel to English-speaking countries.

From the results above, it is noted that the ENS group is very motivated to travel to English-speaking countries. 40% of the respondents agree; this shows that they see travel to English-speaking countries as a way to improve their language skills as future teachers. However, 23.33% of them are neutral, meanwhile 20% of respondents totally disagree with this idea, whereas the remaining 10% of them are strongly disagree.

Section 3: Instrumental Motivation (Practical and Goal-oriented reasons).

Q1- Why is English important for your future goals?

-English for future Employment Opportunities.

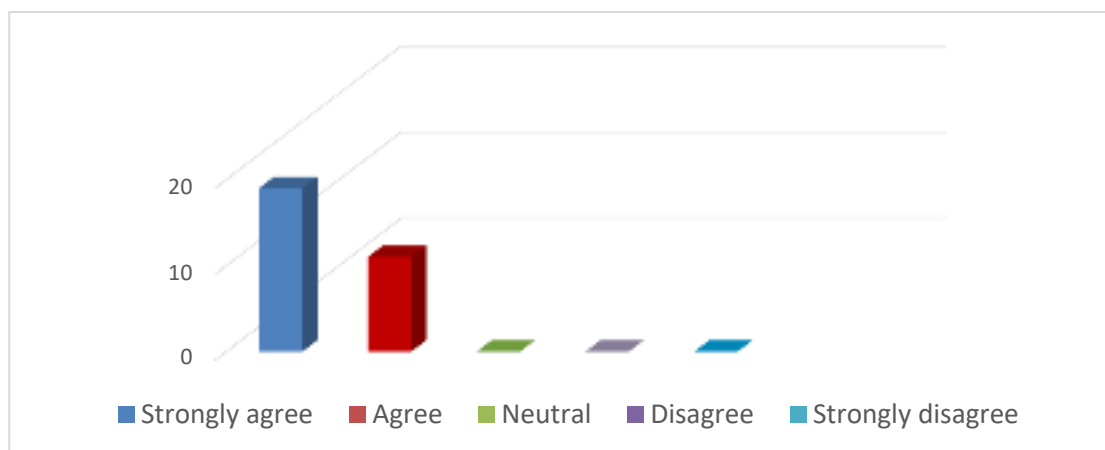


Figure 2.7: English for Future Employment Opportunities.

According to the data presented above, it is viewed that all students agree that English is the key to and the way for their future careers. This means that learners are instrumentally motivated.

-English for academic success.

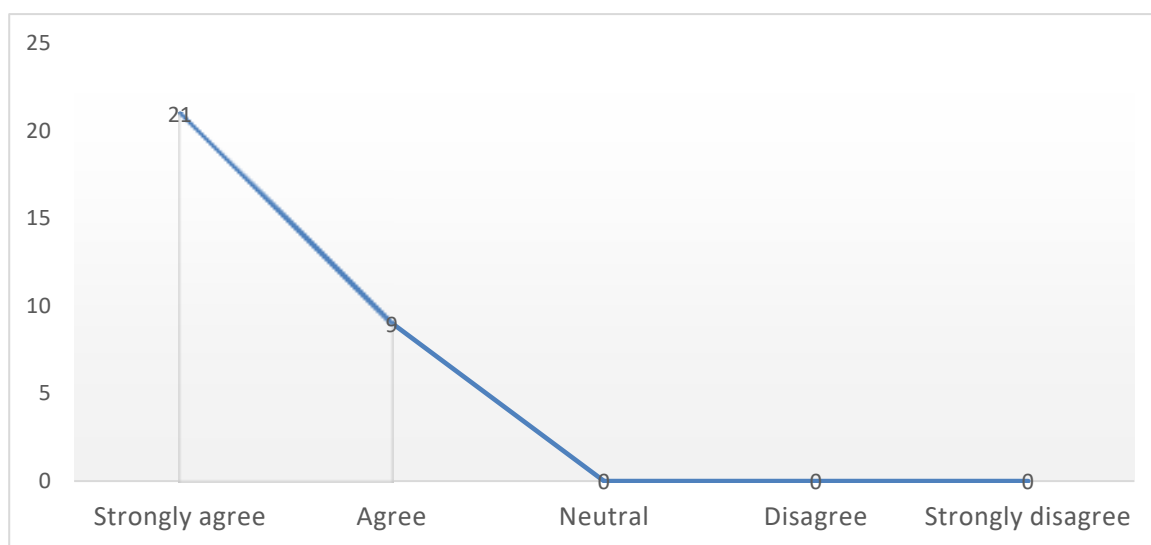


Figure 2.8: English for academic success.

The majority of learners (96.7%) agree that English is very important for their academic success. However, only a small minority remained neutral."

-English for pursuing Higher Education.

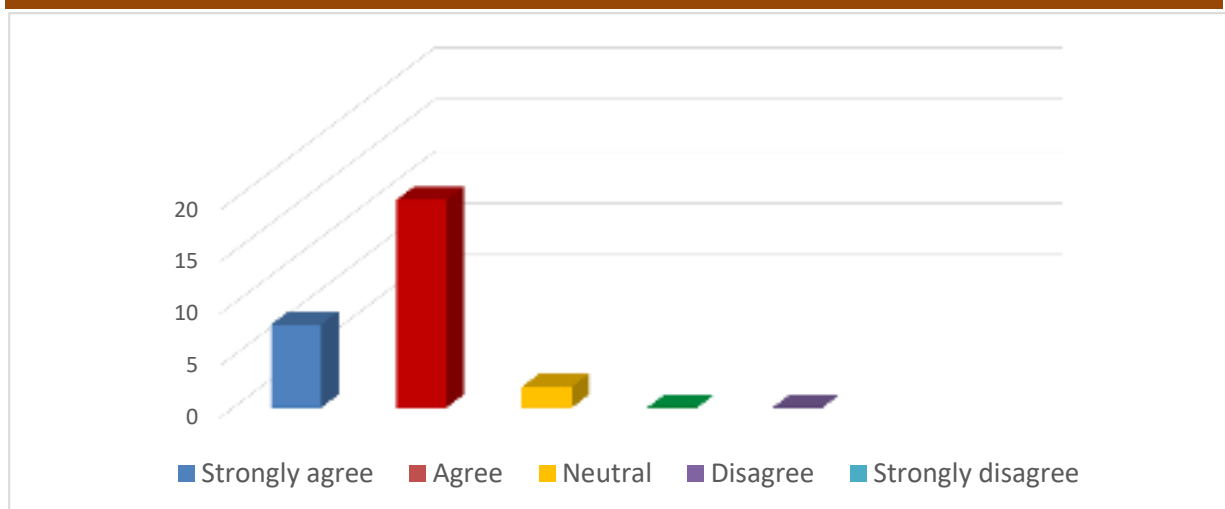


Figure 2.9: English for pursuing Higher Education.

Based on the data collected, a large majority of students, 93%, agree or strongly agree that learners consider English as important for continuing their studies. Meanwhile, a small percentage of them, 6.67%, are totally neutral with no disagreement.

-English for future career success.

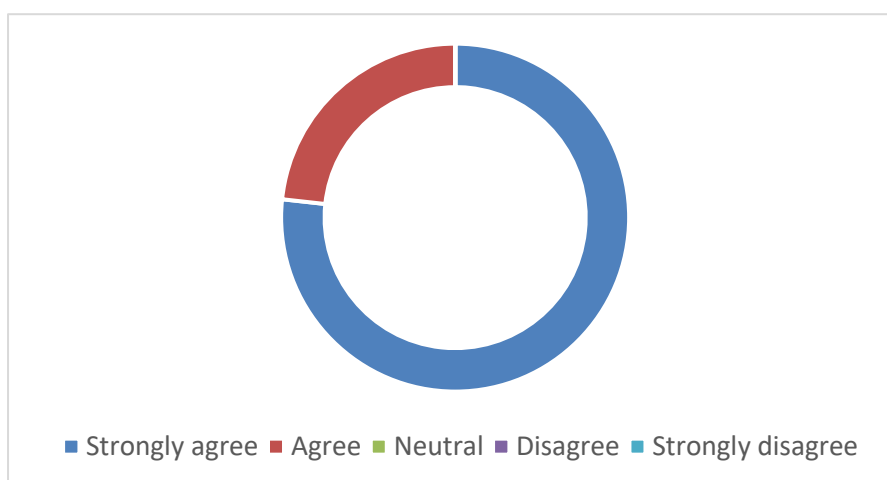


Figure 2.10: English for future career success.

All students (100%) agree that the English language is necessary for success in their future careers. This confirms that ENS learners are highly aware of the value of English in their academic and professional lives.

-English for achieving personal and professional goals.

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Options	Frequency	Percentage
Strongly agree	18	60%
Agree	12	40%
Neutral	00	0%
Disagree	00	0%
Strongly disagree	00	0%
total	30	100%

Table 2.3: English for achieving personal and professional goals.

From the data collected, it is observed that all participants (100%) agree or strongly agree that English is useful for achieving both their professional and personal goals. To be more precise, (60%) of them strongly agree, while (40%) agree. This shows that learners see English as an essential tool for their future success as future teachers.

Section 4: Attitudes toward Learning English.

Q1- Do you enjoy learning English?

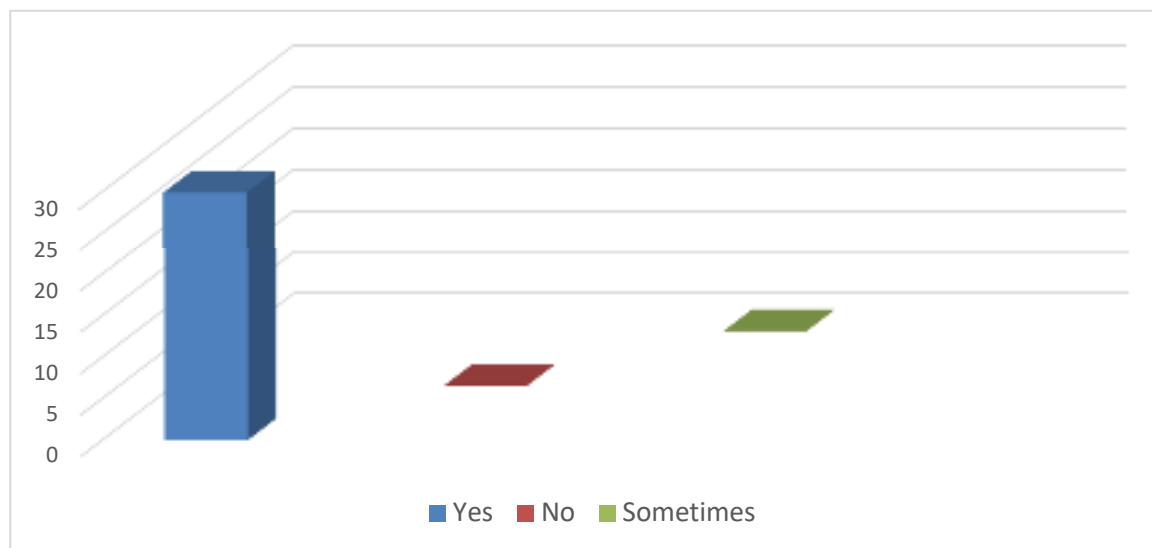
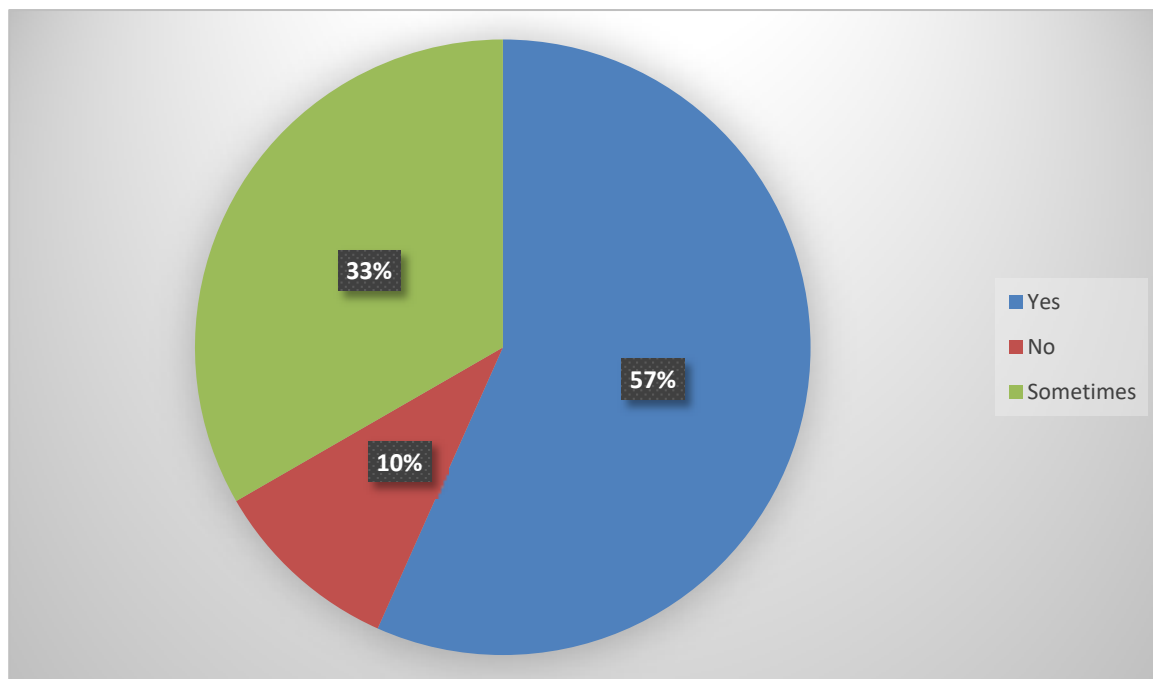
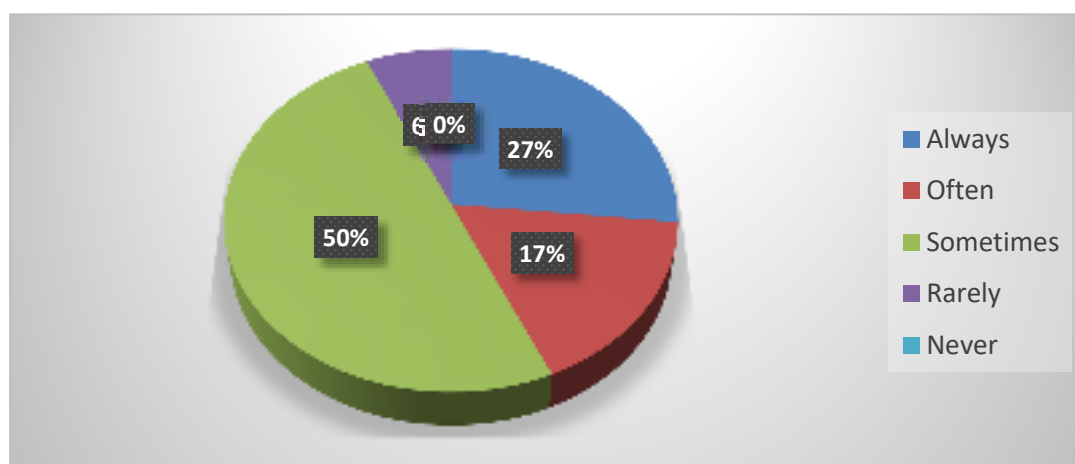


Figure 2.11: Students' enjoyment when learning English.

From the results gathered, all students, 30, who represent 100%, stated that they enjoy learning English. Students provided different answers when they were asked to justify. Some of them highlighted that English helps them improve their skills and understand movies, songs, etc. On the other hand, others linked their enjoyment to their future career. Additionally, some learners indicate that English is important for their studies and for becoming successful teachers.

Q2- Do you feel confident speaking English?**Figure 2.12: Confidence in speaking**

The result in the above table shows that more than half of the students (56.67%) feel confident when speaking English, maybe because of their continuous practice or having a strong vocabulary. Meanwhile, (33.33%) of participants stated that they feel confident sometimes, perhaps due to their fear of making mistakes or shyness. On the other hand, a small group of them (10%) admitted that they don't feel confident at all due to a lack of practice, which limits their vocabulary.

Q3-How often do you practice English outside the classroom?**Figure 2.13: Practice Outside the Classroom.**

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According to the results obtained, the majority of students (56.67%) stated that they sometimes practice English outside the classroom. On the other hand, (20%) of them always do so, while (16.67%) of participants reported that they often practice it, and (6.67%) said that they rarely practice. None of the participants chose “never.” This means that most students engage with English in their daily conversations, which shows a positive level of motivation.

Section 5: Difficulties and Suggestions.

Q1-What difficulties do you face when learning English?

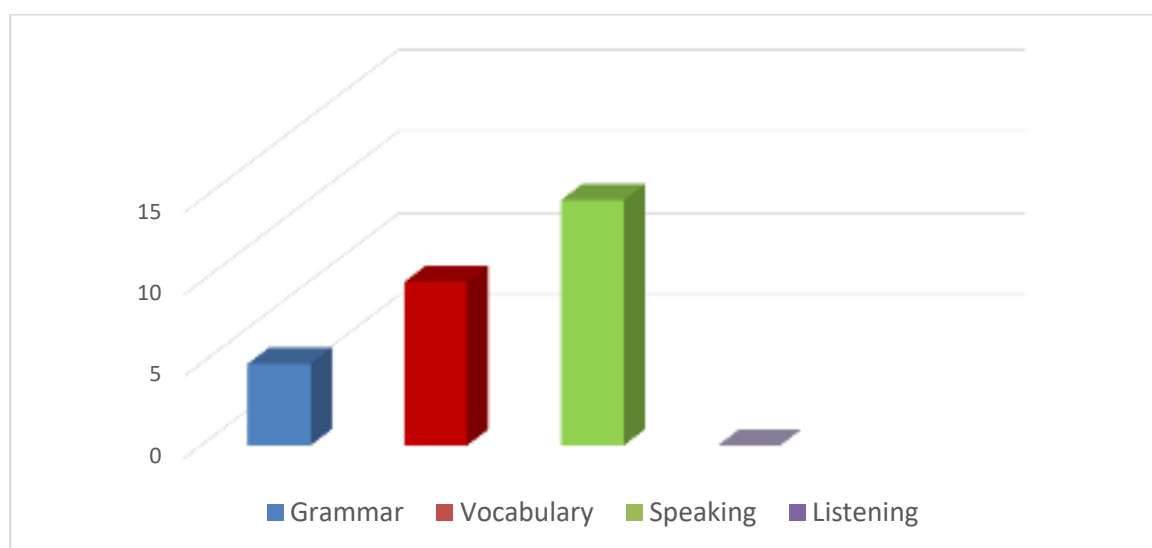


Figure 2.14: Difficulties faced when learning English.

Based on the data presented, it is observed that speaking is the main challenge for the majority of students (50%), while vocabulary is the second major difficulty for participants (33.33%). Meanwhile, some learners struggled with grammar (16.67%), and none indicated problems with listening (0%). These results highlight the need to focus on productive skills, as some students still struggle with writing skills.

Q2- What motivated you to learn English?

Regarding these incentives that motivate students to learn English, students' responses show a mix of different goals and views. The majority of learners are driven by professional goals, such as getting a job and direct employment. Another student said that they learn English to complete their studies. Moreover, a significant number of learners are motivated to learn English because they have loved the language itself since childhood. So, it's clear that the ENS students see English as a tool for both personal and professional achievement.

Q3- What can teachers do to improve your motivation?

Teacher's Role

The majority of participants indicated that making lessons fun and interesting through games and interactive activities is the most important thing that teachers can do to motivate them. Another group suggested that teachers can create a supportive classroom environment, for instance, when they make mistakes, It's okay. This helps them build their confidence. Additionally, some learners find it helpful when their teachers simplify the lessons and give examples when they do not understand.

Analysis of ENS Student's Interview

Section 1: Personal Information

-Student's Gender:

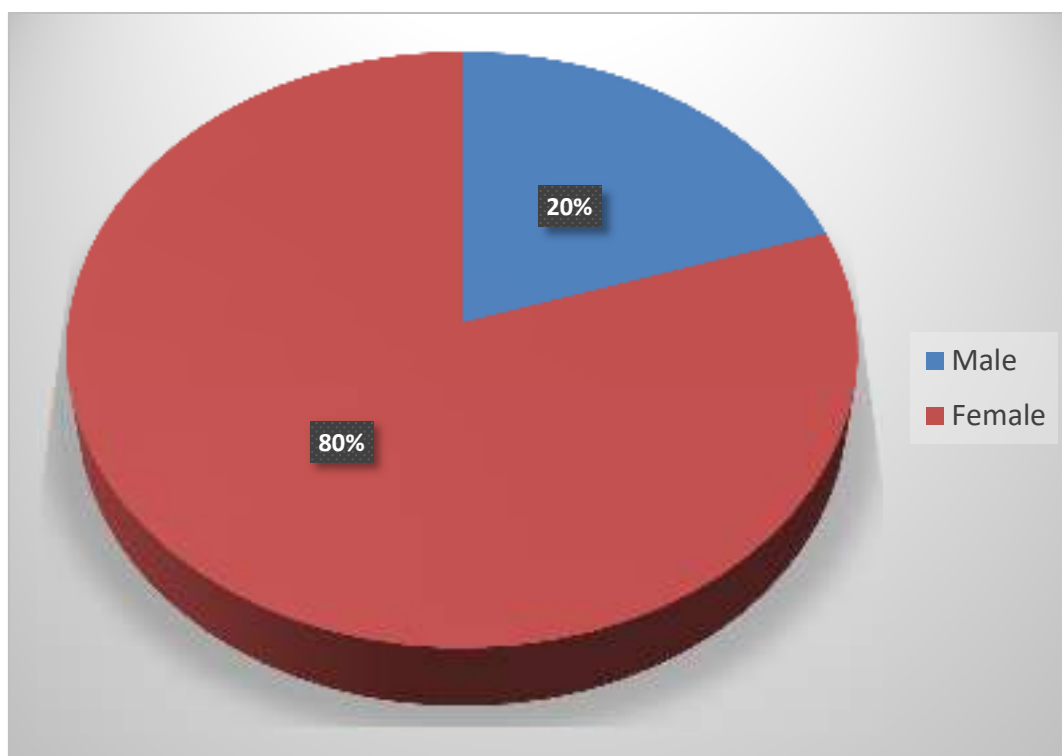
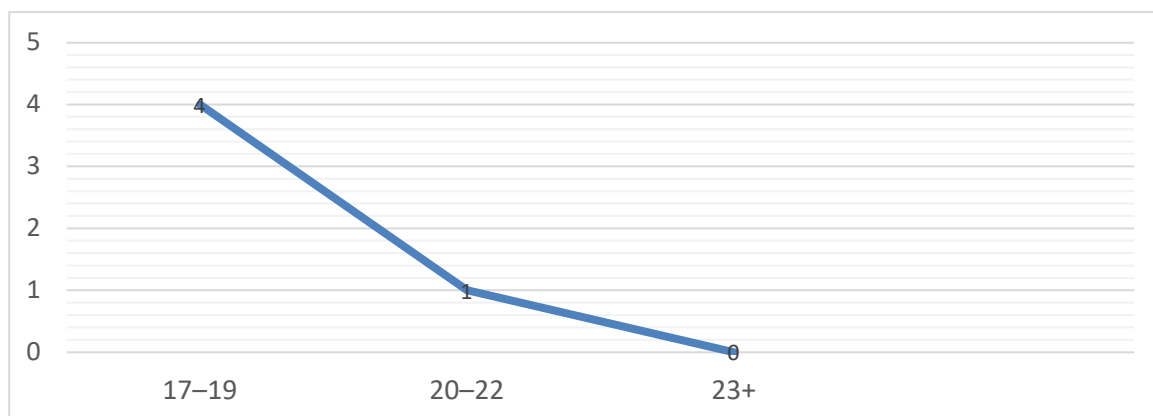
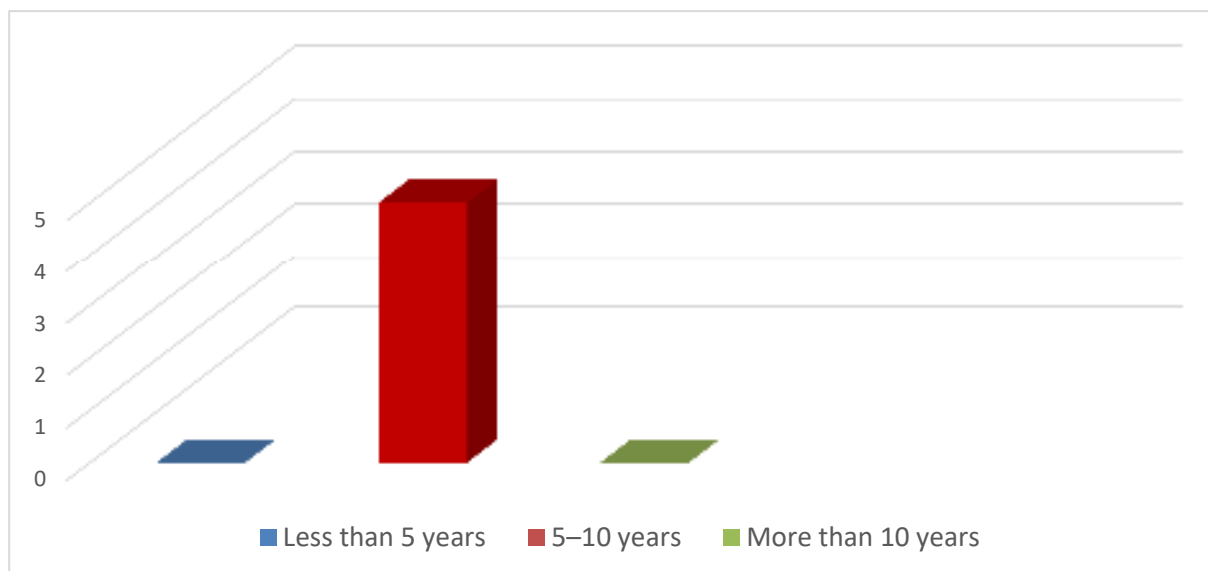


Figure 2.15: Gender of Interviewees.

The pie chart shows that 80%% of learners are female and 20% male. The question aims to provide background information about the participants and ensure a diverse sample.

-Student's Age.**Figure 2.16: Age Distribution**

The figure above is a display of the informant's age categories. It shows that 80% of students are between the ages of 17- 19, whereas only 20 are aged 20-22. While none of them aged more than 23years.

Q1- How long have you been studying English?**Figure 2.17: Years of Studying English.**

From the chart below, it can be observed that all students have been studying English for 5 to 10 years, while none of them have been studying English for less than 5 years or more than 10 years.

Section 02: Students' Motivations and Challenges in Learning English

Q1- Why did you choose to study English at university?

Student	Answers
Student 1	I chose English because I love the language. It also gives me a great opportunity to talk with native speakers and international individuals. Finally, I consider university studies as "higher studies."
Student 2	I chose English because I am passionate about languages and communication. It is an international language that helps me access knowledge, travel, and connect with different cultures. I also believe it will open many opportunities for me.
Student 3	I chose to study English because it is an international language that opens many academic and career opportunities.
Student 4	I chose to study English because it has been my favorite subject since childhood.
Student 5	I chose English to combine my personal interest in global culture with the necessity of securing a stable professional career.

Table 2.4: Students' reasons to study English at university.

According to student responses, most of them chose English as an international language that opens the door for them to have job opportunities, while a minority of them are motivated by their love for the language.

Q2- Do you want to communicate with native speakers of English? Why?

Defending their answers by highlighting their need to improve their pronunciation and speaking skills. For instance, Student 1 stated that he wants to communicate with native speakers because it helps him improve his speaking skills and allows him to learn real expressions. Similarly, Student 2 expressed, "Yes, I want to communicate with them because it helps me improve my pronunciation and learn about their culture. So, these responses show that learners are very interested in communicating with natives to develop their skills as future teachers.

Q3- Do you think English will help you get a good job in the future?

All ENS students believe that English helps them get a job, especially in the field of teaching. First, Student 1 said: "I do think English will help me get a good job because it is required in many fields. Then, Student 2 stated that he strongly believes it will because English is an international language and the dominant language in any work. While Student 4 said: "Yes, I think so." Finally, these results show that most learners are aware of the necessity of English in their careers.

Q4- What encourages you the most to learn English?

Based on the results obtained, the five learners are encouraged by practical reasons such as getting a good job and attaining success in their studies and careers. Student 1 declared: “English is important for getting better job opportunities.” Likewise, student 2 stated: “I am motivated to learn English to have a good job and complete my studies abroad.” However, one of them commented that he is encouraged to learn English because he loves the language itself. This means that most students are motivated by external reasons, especially future job opportunities.

Q5- What difficulties reduce your motivation to learn English?

Student's	Answers
Student 1	My main difficulty is choosing and using the right vocabulary.
Student 2	The lack of practice, the fear of making mistakes, and sometimes difficult grammar rules are what reduce my motivation.
Student 3	Grammar and pronunciation are my main difficulties, as they can sometimes be confusing.
Student 4	The hard grammar rules and speaking difficulties are the main challenges that reduce my motivation.
Student 5	The lack of an English-speaking environment in my daily life makes it difficult to practice what I learn, which affects my motivation.

Table 2.5: Difficulties that reduce students' motivation to learn English.

From the data obtained, it is observed that most participants face difficulties with grammar rules. While other learners mentioned that they lack confidence since they do not practice the language, they are also afraid of making mistakes. On the other hand, some participants face difficulty with vocabulary; they struggle with selecting the appropriate terms for the context. They find it very hard to use the right words, especially when speaking.

Analysis of LMD students' questionnaire.**Section 1 /Personal information.****-Student's Gender.**

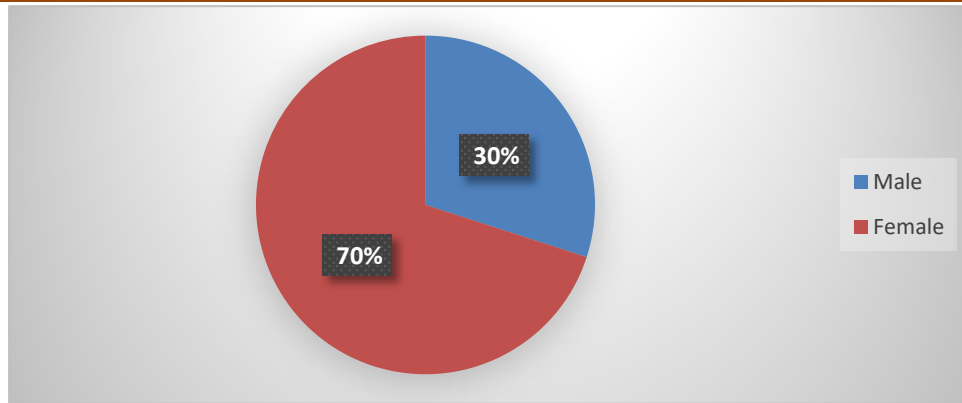


Figure 2.18: Student's Gender.

The results show that the most respondents are female, 70%, while 30% are male. This indicates that female students were more represented in this study.

-Student's Age.

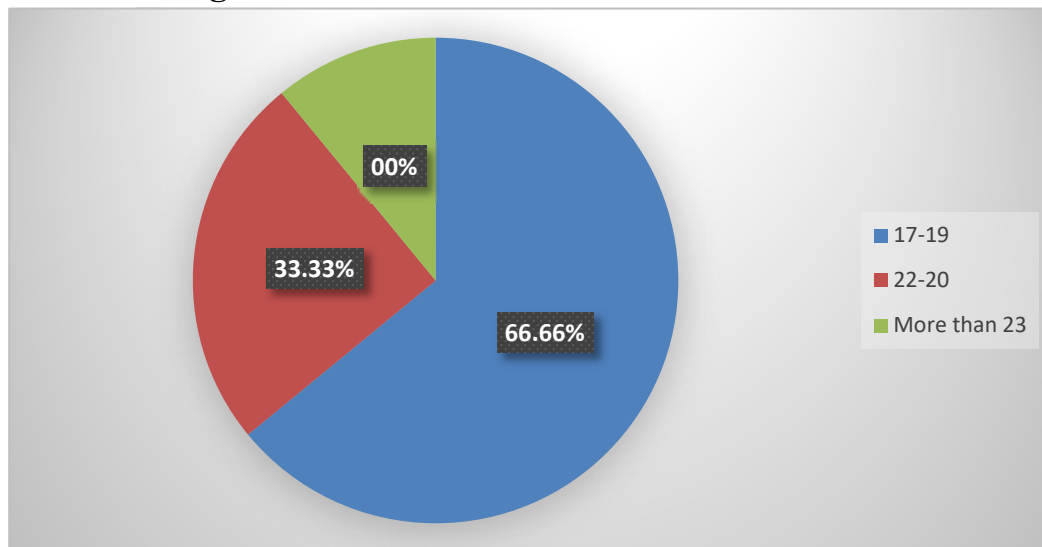


Figure 2.19: Student's Age.

Regarding age, a large proportion of respondents, 66.66%, are between 17 and 19 years old, while 33.33% are between 20 and 22, and no participants are above 23. This reflects that the sample is largely made up of young university students at the beginning of their higher education.

Q1- How long have you been studying English?

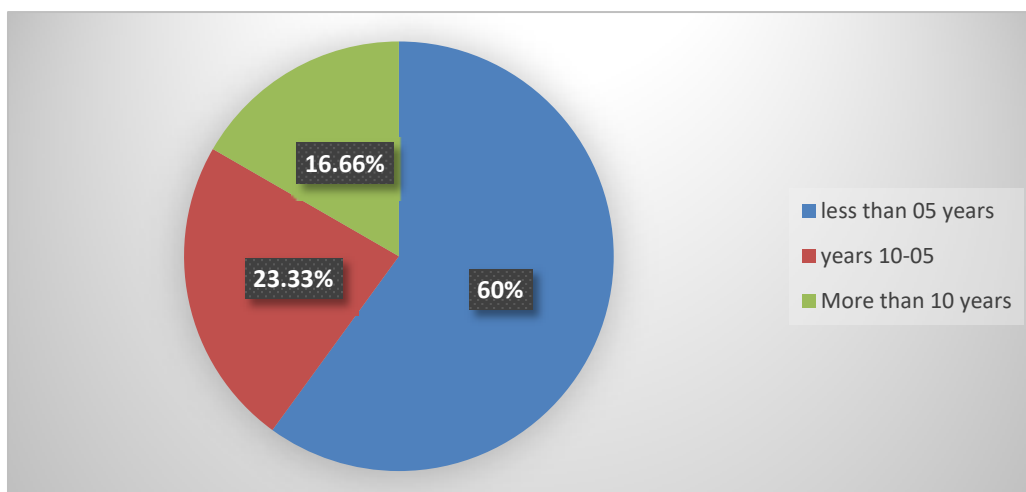


Figure 2.20: Student's experience with English.

With respect to their experience with English, 60% have studied English for less than 5 years, 23.33 % for 5-10 years, and only 16.66 % for more than 10 years. This suggests that most learners are somewhat new to learning English.

Section 2: Integrative Motivation (Interest in culture, people, communication).

Q1-Why do you learn English?

-Communicating with native speakers.

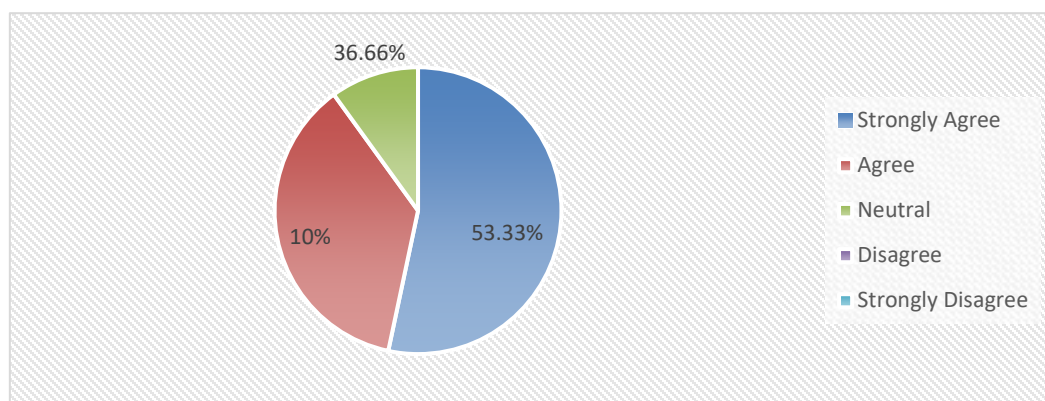
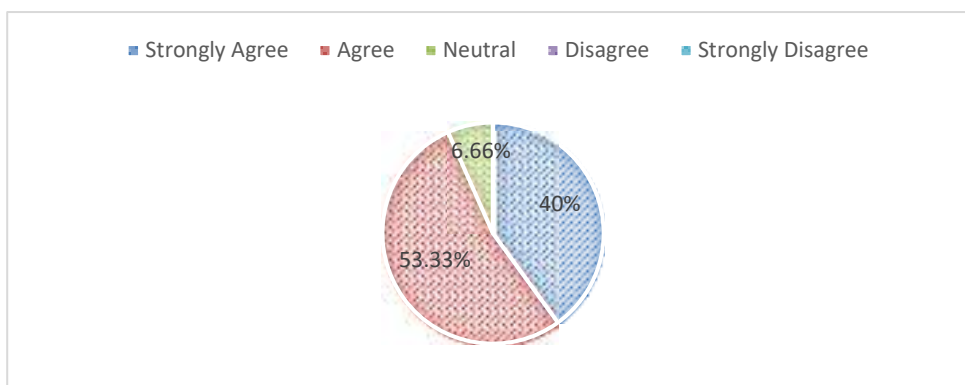


Figure 2.21: Communicating with native speakers.

A vast majority, 90%, either strongly agree or agree that they learn English to communicate with people from English-speaking countries. This demonstrates that learners have a very strong integrative orientation.

-Understanding lifestyles and traditions.**Figure 2.22: Understanding lifestyles and traditions.**

According to the data above, more than 93% agree that English helps them understand different lifestyles and traditions. This supports that learners are interested in the cultural aspect of the language.

-Curiosity about other cultures.

Response	Frequency	Percentage
Strongly Agree	12	40%
Agree	09	30%
Neutral	08	26.66%
Disagree	01	3.33%
Strongly Disagree	00	00%
Total	30	100%

Table 2.6: Curiosity about other cultures.

The data highlights that 70% of the learners show their agreement to discover how people think and live in other cultures. On the other hand, 26.66% remain neutral, and 3.33% disagree with the idea. This points out that even though many students expressed their curiosity to learn about other cultures, a few participants are less driven by cultural perspectives.

- Liking the language itself.

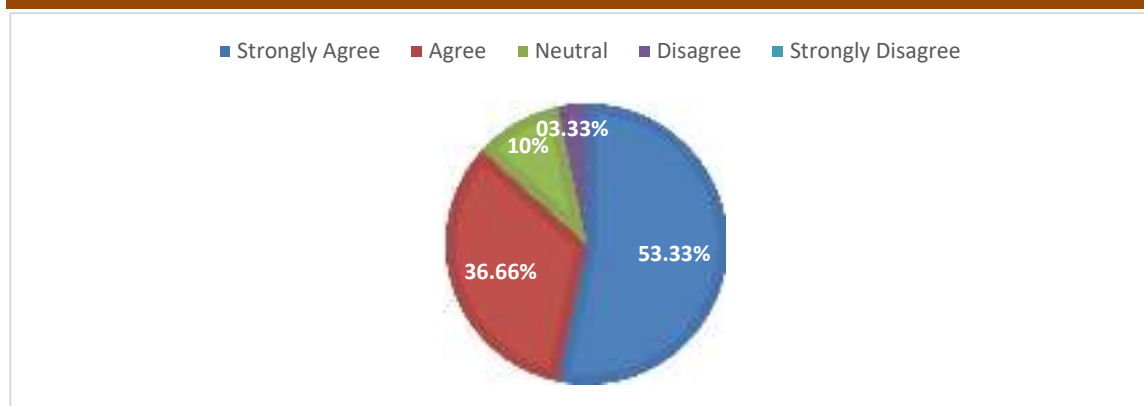


Figure 2.23: Liking the language itself.

Based on the data above, the majority of the respondents, around 90%, agree that they learn English because they like it. Thus, it seems that learners have a positive attitude towards English, which is a key aspect of integrative motivation.

-Desire to travel to English-speaking countries.

Response	Frequency	Percentage
Strongly Agree	17	56.66%
Agree	10	33.33%
Neutral	03	10%
Disagree	00	00%
Strongly Disagree	00	00%
Total	30	100%

Table 2.7: Desire to travel to English-speaking countries.

Based on the responses given, a large percentage, 90%, express a desire to travel to English-speaking countries. At the same time, 10% of the participants are sustained neutral. Therefore, this indicates the presence of integrative motivation linked to real-life interaction and exposure.

Section 3: Instrumental Motivation (Practical and Goal-oriented reasons).

Q1- Why is English important for your future goals?

-English for future Employment Opportunities.

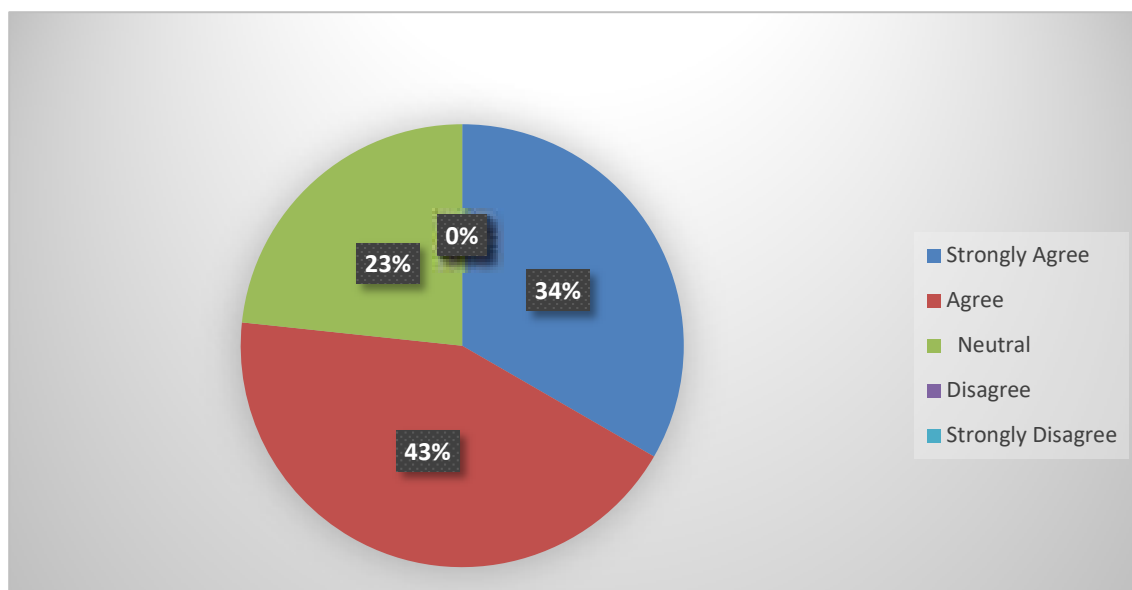


Figure 2.24: English for Future Employment Opportunities.

According to the obtained data, most students, 76.66%, either agree or strongly agree that English will help them get a good job. In contrast, 23.33% remain neutral and disagree. This indicates that learners generally consider English as an employment tool.

-English for academic success.

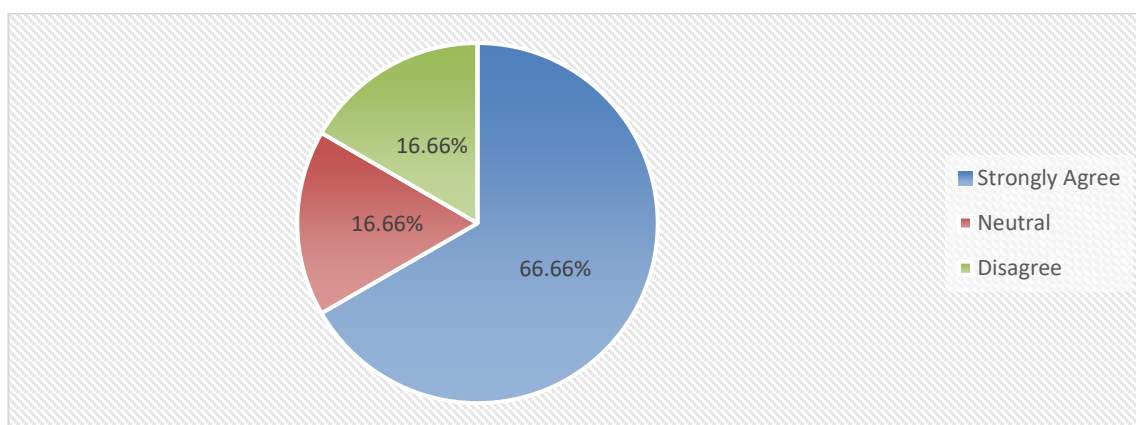


Figure 2.25: English for Academic Success.

While 66.66% of the participants agree or strongly agree, a significant number of them, 16.66%, disagree, and 16.66% stay neutral. This shows that even though many students recognize the academic value of English, a marked number of them do not relate English proficiency to their academic achievement. This weakens the presence of instrumental motivation.

- English for Pursuing Higher Education.

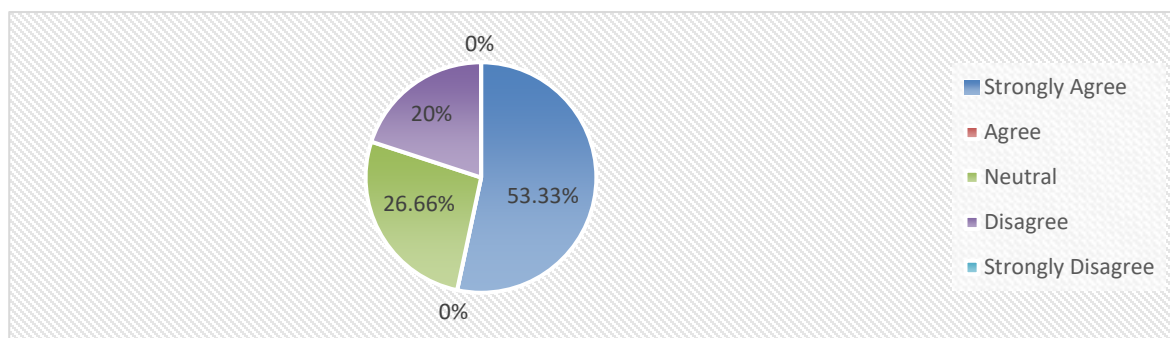


Figure 2.26: English for Pursuing Higher Education.

Only 53.33% agree or strongly agree, whereas 26.66% are neutral and 20% disagree. These results reveal that a noticeable number of students are uncertain or unconvinced about the role of English in pursuing postgraduate studies.

-English for Future Career Success.

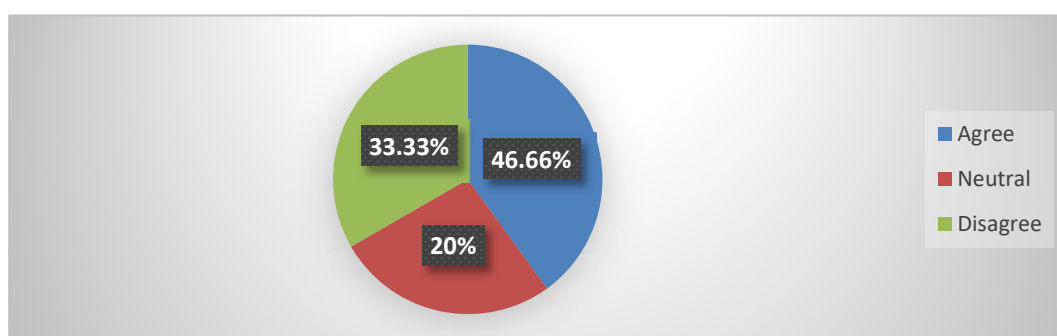


Figure 2.27: English for Future Career Success.

Surprisingly, this item shows that only 46.66% agree, while 33.33% disagree and 20% are neutral. Thus, it is clear that many learners do not strongly believe that English is essential for career success. This reflects a weak instrumental orientation with regard to the strong link between English and professional achievement.

- English for Achieving Personal and Professional Goals.

Response	Frequency	Percentage
Strongly Agree	13	43.33%
Agree	12	40%
Neutral	04	13.33%
Disagree	01	3.33%
Strongly Disagree	00	00%
Total	30	100%

Table 2.8: English for Achieving Personal and Professional Goals.

Chapter two Methodology and Data Analysis

According to the responses gathered, an overwhelming majority of students, 83.33%, agree or strongly agree with this statement. This shows that students see English as a means to achieve life goals even if they do not clearly connect it to specific academic or career paths.

Section 04: Attitudes toward Learning English.

Q1- Do you enjoy learning English?

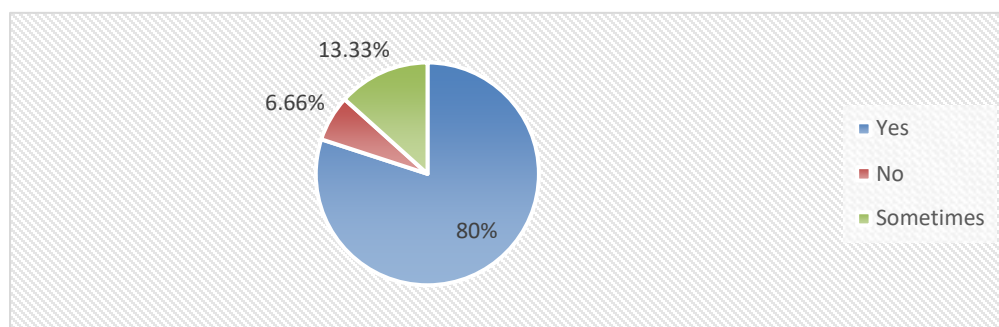


Figure 2.28: Students' enjoyment when learning English.

Most respondents, 80%, enjoy learning English, with only 6.66% declaring they do not, and 13.33% report that they sometimes enjoy learning English. These results suggest that most students enjoy learning English.

Students' explanation:

"English is the international language."

"Because it is my childhood dream, because I feel proud learning it."

"Because it is my favourite language".

Q2- Do you feel confident speaking English?

Response	Frequency	Percentage
Yes	10	33.33%
No	06	20%
Sometimes	14	46.66%

Table 2.9: Confidence in speaking.

As the data reveals, only 33.33% feel confident, while 46.66% feel confident only sometimes, and 20% do not feel confident. This reveals a lack of speaking confidence despite high motivation.

Students' justification:

Students' explanations indicate that their lack of speaking confidence is related to low practice, limited vocabulary, pronunciation difficulties, and psychological factors such as stress. Several learners declared that they can understand spoken English, but they struggle to respond appropriately due to mispronunciation or difficulty finding suitable words to express their thoughts. Others

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mentioned forgetting words during conversation and the absence of practice opportunities with others. In contrast, the participants who stated feeling confident linked this to regular speaking practice.

Q3- How often do you practice English outside the classroom?

Response	Frequency	Percentage
Always	10	33.33%
However	08	06.66%
Sometimes	12	40%
Never	00	00%

Table 2.10: Practice outside the classroom.

Most students practice English sometimes, 40%, or always, 33.33%. However, 6.66 report that they rarely practice English outside the classroom, which indicates limited exposure outside the classroom but not regular practice.

Section 5: Difficulties and Suggestions.

Q1- What difficulties do you face when learning English?

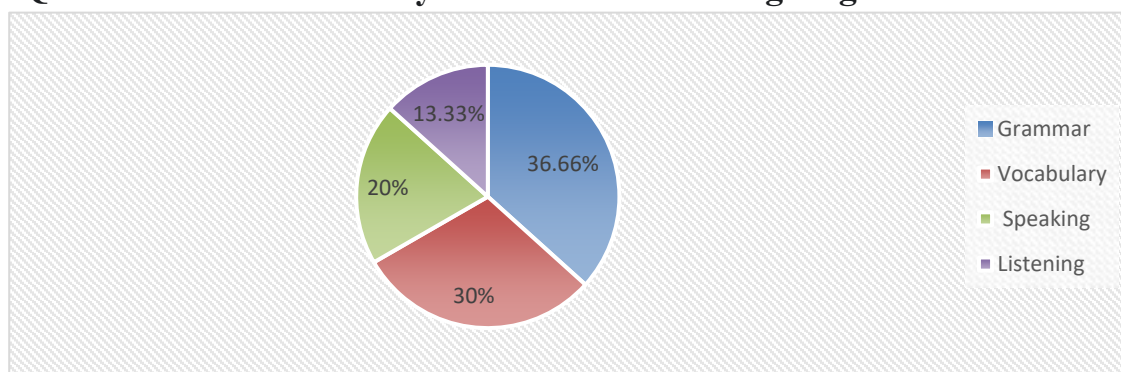


Figure 2.29: Difficulties faced when learning English.

According to the students' responses, the main difficulty is grammar (36.66%), followed by speaking (30%), vocabulary (20%), and listening (13.33%). This shows that students struggle more with language structure.

Q2-What motivates you the most to learn English?

Student's motivation to learn English.

The student's responses show diverse motivations for learning English, primarily related to communication, culture, and personal development. Most of the learners want to communicate with people and to travel or go abroad for work or study. Others are interested in discovering different cultures and watching English movies and series. Some of them also see English as a means to keep up with the modern world, where English is used everywhere. Overall, their responses represent a strong integrative orientation, as they are driven by the desire to connect with the English-speaking world and engage with other cultures.

Q3- What can teachers do to improve your motivation?

Teacher's role.

According to the students' responses when asked about what teachers can do to improve their motivation, the majority of them emphasize the importance of discussing various topics orally as well as giving them more speaking opportunities during oral sessions. A significant number of students stated that working in groups to talk about different subjects is also seen as motivating. In addition, another group of learners declared that teachers should help them discover new words that are used in daily life. Furthermore, they appreciate teachers who acknowledge their efforts and encourage them throughout the learning process.

B/ The Analysis of LMD students' Interviews

Section 1 /Personal information.

-Student's Gender.

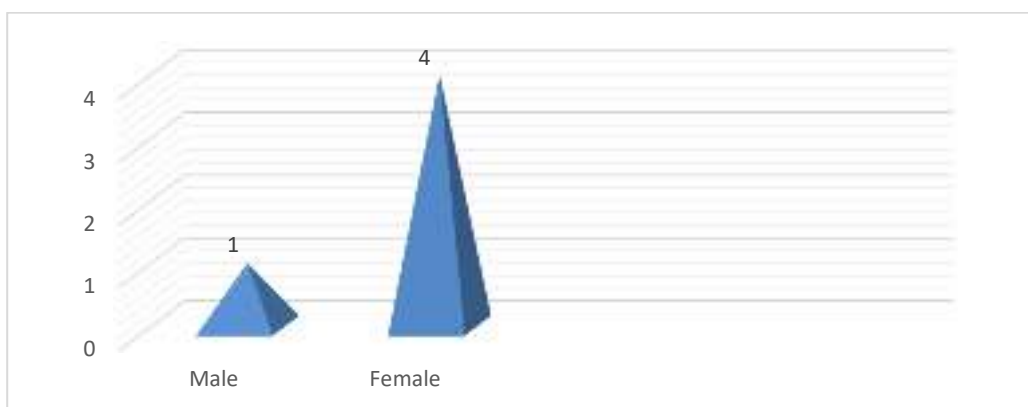


Figure 2.30: Students' Gender.

This item aims to identify the gender distribution of the participants in the study. The results show that the majority of participants are female 04 while only one participant is male.

-Student's Age.

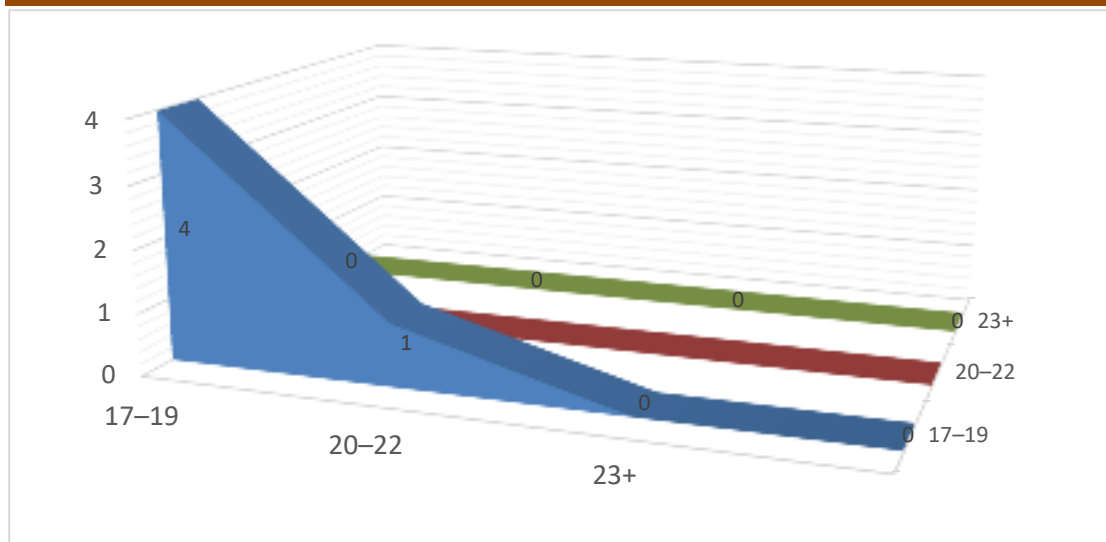


Figure 2.31: Student's Age.

This item aims to determine the age range of the students participating in the study. The results show that some participants fall within the age range of 17_19 years, while others are aged 20-22. This shows that the study targets young university students at an early stage of higher education.

Q1- How long have you been studying English?

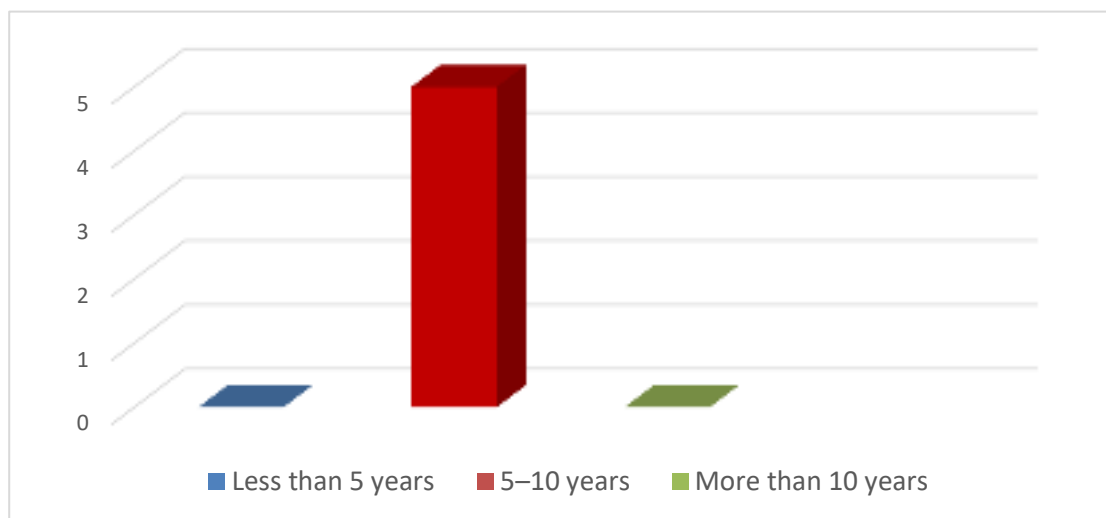


Figure 2.32: Years of studying English.

This question aims to identify how long students have been studying English. All students stated having studied English for 5 to 10 years. This shows that they have a moderate level of experience with the language.

Section02: Students' Motivations and Challenges in Learning English.

Q1- Why did you choose to study English at University?

Students	Answers
Student1	I chose to study English at university because I have loved the language since childhood.
Student2	I chose English because it's a global language and I want to speak it fluently.
Student3	I have always had a passion for foreign languages, and since I am already proficient in French and Spanish, I chose to study English to further develop my linguistic skills.
Student4	I chose to study English to improve my communication skills since it's the first language in the world.
Student5	I wanted something to help me in my career path professionally and personally, and nothing is better than the English language.

Table 2.11: Students' reasons to study English at university.

According to the students' responses, they chose English as a result of personal interest and practical reasons. Most of them indicated a love for the language and a desire to improve communication skills. Other students reported that English is a global language that opens doors for better career opportunities. At the same time, other students relate their choice to a future job abroad. This shows a mix of instrumental and integrative motivation.

Q2-Do you want to communicate with Native speakers of English? Why?

All five students agreed about the necessity of communicating with native speakers. Student 1 said: "Yes, because communicating with natives helps improve fluency and understanding of the language." Another student claimed that communicating with natives improves his speaking skills. Likewise, Student 3 declared: "Yes, because this is the fastest way to improve my accent. "This indicates a clear integrative motivation among the participants.

Q3- Do you think English helps you get a good job in the future?

All LMD students believe that English increases job opportunities. First, Student 1 stated: "Yes, English can open more job opportunities. Furthermore, another one expressed that English increases job opportunities and career growth. This shows that English is seen as a means of job opportunities.

Q4- What encourages you the most to learn English?

According to the students' responses, they are motivated by future goals and the global value of English. First, Student 1 claimed: "My future goals, career opportunities, and interest in the language encourage me the most. Then, Student 2 said that it can be used almost anywhere. While Student 4 declared: "Two things motivate me: access to any book I want, and it helps me understand movies without subtitles."

Q5- What difficulties reduce your motivation to learn English?

Students	Answers
Student1	I sometimes struggle with procrastination and anxiety, which can affect my motivation. However, I am aware of this, and I am working on improving my time management and staying more.
Student2	The greatest difficulty is a lack of practise, where I live, I don't have many chances to speak English daily. Second is the fear of making mistakes when speaking, sometimes grammar rules, but when I remember my goals, I push through it.
Student3	The main difficulties I face are a limited vocabulary and pronunciation issues. I often find myself pausing to search for the right words while speaking, which affects my fluency.
Student4	Lack of practice, difficulty in understanding, and low confidence reduce my motivation.
Student5	Procrastination, the fear, the society

Table 2.12: Difficulties faced by students when learning English.

This question aims to identify obstacles that negatively affect students' motivation. Some students declared the lack of practice as the main difficulty, and fear of making mistakes, limited vocabulary, and pronunciation problems also affect them. Others mentioned anxiety, procrastination, low confidence, and social environment. This indicates that these factors lower their motivation.

Conclusion

This chapter examined ENS and LMD students' motivation for learning English through questionnaires and interviews. The results showed that ENS learners were mainly instrumentally motivated for career purposes, whereas LMD learners were more integratively motivated toward culture and communication. Overall, students' motivation was influenced by their academic system.

Chapter Three

Discussion and Interpretation

3.1 Introduction

Following the presentation of the results in the previous chapter, this chapter focuses on analysing the findings, drawing insightful conclusions, and providing recommendations derived from the conducted research. As the final part of the study, it discusses the significance and implications of the results in relation to the research aims. In addition, it outlines the main findings of the research and provides recommendations that may help and serve future EFL learning practices.

3.2 LMD and ENS students' Motivation toward learning English

The interpretation of both LMD and ENS questionnaires demonstrates the differences and similarities regarding students' motivation in learning English. The findings reveal that learners in both systems are highly motivated to learn English. Nevertheless, the orientation of motivation differs according to students' learning environments and personal objectives.

From the analysis of the LMD questionnaire, it is viewed that learners have mainly integrative motivation. The majority of learners reported a strong willingness to communicate with native speakers, try to understand foreign cultures, and travel to English-speaking countries.

Therefore, most students stated that they learn English because they like the language itself. In other words, these results show a positive attitude toward English and its culture. Based on Gardner's theory, integrative motivation refers to learners' interest in connecting with the target language and being involved in its culture.

These results show that LMD students feel emotionally engaged with the English language and its culture. On the other hand, it is seen that instrumental motivation is also present among LMD learners, but to a lesser degree.

There are many students who said that English can help them get a good job and achieve their personal goals. Whereas some learners were neutral about the role of English in academic success and careers. This means that some learners are uncertain about the professional importance of English.

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Concerning students' attitude toward learning English, most students declared that they enjoy learning English. They defend their answer by considering English as an international language, a childhood dream, or a source of pride.

Nevertheless, the findings also show low speaking confidence among many students. Most of them claimed that they struggle with pronunciation, limited vocabulary, lack of practice, and fear of making mistakes.

Furthermore, concerning practicing the English language, the majority of learners stated that they practice English only sometimes outside the classroom, which explains their lack of confidence in speaking.

Another point concerning difficulties, grammar, and speaking were the most and the major obstacles faced by students.

Finally, students emphasized the importance of teachers in improving their motivation. Most learners suggested increasing speaking activities, group discussions, and classroom interaction. They also valued teachers who encourage and support them in the learning process.

From the results shown in the ENS questionnaire, it is seen that students show a high level of motivation toward learning English, particularly instrumental motivation.

The majority of learners strongly agreed that English is important for academic success, future careers, higher studies, and achieving personal and professional goals. These findings indicate that the ENS group sees English as an essential tool for career development and future job opportunities, especially in the teaching field, since they are the future teachers.

In addition to instrumental motivation, integrative motivation was also noticed among ENS learners. There are many students who indicated that they are interested in communicating with native speakers, understanding different lifestyles, and they declared that they learn the language because they love the language itself. However, some ENS students remained neutral regarding curiosity about foreign cultures. This indicates that practical and professional goals are more dominant compared to cultural interests among ENS students.

Then, concerning attitude toward learning English, all students reported that they enjoy learning the language. They explained that English helps them improve their skills, understand movies and songs, and become a successful teacher in the future.

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Moreover, half of the learners stated that they feel confident in speaking English, while others were not, as a result of fear of making mistakes and lack of practice.

The study shows that ENS students practice English outside the classroom sometimes; this may contribute to their higher speaking confidence.

Regarding the difficulties that they face when learning English, speaking and vocabulary were identified as the major challenges; however, grammar presented a smaller problem.

Finally, ENS learners highlighted the importance of the teacher's role in improving their motivation. They recommended the use of games, interactive activities, and simplified explanations.

3.2.2 Interpretation and discussion of the LMD and ENS Interview.

The interview findings show a predominantly instrumental profile supported by integrative elements.

When ENS students explained why they chose to study English. The majority of them said that English is an international language that guarantees employment, especially in teaching. This is directly related to instrumental motivation in Gardner's Theory, where learners study a language for practical benefits.

In addition, the desire to communicate with native speakers was also present. The purpose was primarily to improve pronunciation and speaking skills to become better teachers. This indicates that their focus is not on cultural integration but on professional competence.

Furthermore, speaking about what encourages them most, students mentioned job opportunities, academic success, and career achievement. Yet, liking the language itself was mentioned, but it was secondary. This strongly confirms that ENS students' motivation is goal-oriented.

Concerning difficulties, students stated grammar, vocabulary, lack of confidence, and fear of mistakes. At the same time, they showed higher speaking confidence and regularity, which supports Gardner's framework that instrumental motivation can be very powerful when learning has clear objectives.

Chapter Three Discussion and Interpretation

Thus, ENS students express a strong instrumental motivation, where English is considered a tool for academic success and future teaching careers. On the other hand, integrative motivation plays a secondary role.

3.2.3 The dominance of integrative orientation.

First, when students were asked to explain why they chose to study English, most of them referred to personal interest, love of the language, and desire to communicate with others. These reasons clearly reflect integrative motivation as presented by Gardner, where learners are motivated by a desire to interact with the language community and its members.

Second, this integrative inclination becomes clearer when all students expressed a strong desire to communicate with native speakers. They highlighted improving pronunciation, fluency, and learning daily expressions and culture. According to Gardner, this willingness to be part of the target language community is strongly related to integrative orientation.

On the other hand, instrumental motivation is also present. Some learners reported that English will help them get job opportunities abroad, high salaries, and future goals. However, these instrumental reasons seem less organised and less precise. For example, learners did not strongly relate English to academic success or a specific career path, but rather to general life improvement and opportunities.

When talking about factors that encourage them, students reported watching movies without subtitles, teachers' encouragement, and the global value of English. This revealed mixed signs, but still shows that interest, exposure to the language, and cultural contact play a central role in supporting their motivation.

Furthermore, speaking about difficulties, most of them mentioned a lack of practice, fear of making mistakes, limited vocabulary, and low confidence. This explains the reasons, despite strong integrative motivation, their speaking confidence is still weak. In Gardner's framework, positive attitudes alone are not enough; learners also need opportunities for real interaction.

Thus, LMD students demonstrate a strong integrative motivation, with a moderate presence of instrumental orientation.

3.4 Comparison between LMD and ENS Students' Motivation to Learn the English Language

This part presents a comparison between LMD and ENS students concerning their motivation to learn English. It emphasizes both the similarities and differences between the two groups, based on the results collected from questionnaires and interviews. The comparison will focus on key elements such as type of motivation, goals, speaking confidence, and learning difficulties:

3.4.1. Similarities

- **Both groups are motivated to learn English:** Both LMD and ENS learners show a strong desire to learn English.
- **Positive attitude toward English:** Both groups have a positive view toward learning the English language.
- **Importance of English:** Both ENS and LMD realize that English is essential in today's world.
- **Role of teachers:** They both consider teachers as an important part that motivates and supports them in the learning process.
- **Difficulties:** They share the same challenges in learning English; they face problems in speaking and vocabulary.

3.4. 2. Differences

- **Type of motivation:** LMD learners are motivated by personal interest, culture and communication. However, ENS learners are motivated mainly by career, teaching, and academic success.
- **Learning goals:** LMD learners learn English for personal and cultural reasons, such as travel and communication. ENS students learn English for professional and academic objectives, such as future jobs.
- **Classroom Experience:** LMD students need more interaction and speaking activities. On the other hand, ENS learners have more structured training and oral practice.

3.5 Applying Gardner's theory of motivation to First-Year Students of Relizane University.

The results of this study strongly support Gardner's Socio-Educational Model of Second Language Acquisition (SLA). To start with, LMD students clearly demonstrate integrative motivation, as they show a high interest in the English language, its culture, and communication with native speakers. There are many students who want to travel, interact with English-speaking countries, and understand different cultural perspectives. This aligns with Gardner's view that positive attitudes toward the target language enhance motivation.

In contrast, ENS learners reflect instrumental motivation; they associate English with academic achievement, job opportunities, and professional development, especially in teaching. Their motivation is more goal-oriented, as it is based on practical goals. In addition, they see English as an important means for success in their future jobs. According to Gardner, this type of motivation can be very effective when it is supported by positive attitudes and integrated with integrative motivation.

Moreover, the study also confirms a strong relationship between motivation, attitudes, and self-confidence. The LMD group shows high levels of motivation; however, their speaking is negatively affected by anxiety, fear of making mistakes, and lack of confidence. This means that motivation alone is not sufficient for successful learning if some barriers are present. In contrast, the ENS group shows high confidence in speaking English.

Finally, the role of the language environment appears to be important. Students suggested the importance of teachers' support and classroom interaction. This supports Gardner's argument when he claimed that social and educational context play a significant role in enhancing learners' motivation.

Overall, the results confirm Gardner's Socio-Educational Model of Second Language Acquisition by emphasizing the role of both integrative and instrumental motivation in enhancing learners' success in learning English.

3.6 Recommendations and suggested solutions:

Chapter Three Discussion and Interpretation

Based on the findings gathered through the questionnaire and interviews from both ENS and LMD students, the following recommendations are offered for learners and teachers to enhance students' motivation and improve their competence:

1) Focus on speaking and oral interaction

Teachers should give more priority to speaking activities in class. For instance, using interactive tasks such as group discussions, role-plays, and presentations can help students practice speaking skills and reduce hesitation.

2) Create a positive learning environment

Teachers should build a supportive and comfortable environment where students feel safe to speak and engage actively in discussions. This helps in reducing anxiety and boosting participation.

3) Improve vocabulary and pronunciation skills

Since vocabulary and pronunciation are the major challenges that students struggle with, teachers should include exercises that enhance these areas. This can improve students' speaking abilities and strengthen them.

4) Contextualize grammar instructions

Grammar should be practiced instead of focusing on rules alone, in order to allow students to apply rules and speak freely.

5) Encourage students to engage with English outside the classroom

Learners should be motivated to practice English outside the classroom. For instance, they can engage with English through media, movies, podcasts, and apps to improve their skills.

6) Highlight the professional importance of English

Teachers should raise awareness about the importance of English for career success. They have to show the practical benefits to students in order to motivate them to learn.

7) Adopt learner-centered approaches

Chapter Three Discussion and Interpretation

All teaching methods should focus on learner participation, where teachers have to implement strategies that involve students directly in tasks, such as group work. This can help students to be active learners rather than passive receivers.

3.7 Limitations of the study

The present master's thesis on integrative and instrumental motivation among ENS and LMD first-year students has several limitations that need to be acknowledged. First, the small sample size, particularly among ENS students, restricted the variety of the data collected.

In addition, many students provided incomplete or irrelevant answers to both the questionnaire and interview. As well, they hesitated to answer, especially within the ENS group, maybe because they were unfamiliar with this type of research instrument. Furthermore, some participants did not take the questionnaire seriously and tended to answer without careful thought, which resulted in responses that were either incomplete or unrelated to the items asked. Thus, these factors created challenges during data analysis and may have affected the accuracy and depth of the interpretations derived from the results.

The General Conclusion

3.8 The General Conclusion

It has been acknowledged that motivation is one of the most important factors influencing language learning. It is the internal drive to make learners interact with the language, persevere through the process of learning, and overcome the problems they face. In the field of second and foreign language acquisition, motivation is often considered the key factor influencing the learner's degree of involvement, attitudes, and ultimate success in mastering the target language. On this view, knowing what motivates learners gives useful information about the diverse ways and reasons in which they learn English in different educational settings.

The general findings of this study demonstrate that both LMD and ENS students show a high level of motivation to learn English. However, the nature and strength of this motivation differ between the two groups.

First, the results suggest that integrative motivation is significantly present among both LMD and ENS learners. Most of the students presented a clear aspiration to communicate with native speakers, discover different cultures, and understand lifestyles in English-speaking countries. They also stated positive attitudes toward the English language itself. They related this to several reasons, such as personal interests, enjoyment, and curiosity. This confirms that English is not only considered an academic subject but also a tool of cultural connection and personal development.

Nevertheless, differences emerge in terms of instrumental motivation. ENS students display a strong and consistent instrumental orientation, as they clearly acknowledge the importance of English for academic success, future careers (especially teaching), and achieving future goals. On the other hand, LMD Learners highlight a weaker or less instrumental motivation. Even though many students recognize that English can help them to find jobs or reach life goals, a significant number of them expressed a doubt in its role in academic success or career development.

Regarding attitudes toward learning English, both groups have positive views. Most students enjoy learning English and think of it as an important global language. However, despite this high motivation, many students struggle with some difficulties such as limited vocabulary, pronunciation issues, lack of practice, and psychological factors like anxiety and fear of making mistakes.

The General Conclusion

From the perspective of learning practices, students from both groups practice English outside the classroom, but in an irregular way. This low practice affects their fluency and confidence in speaking.

Furthermore, the study examines various common challenges, including difficulties with grammar, speaking, and vocabulary. These challenges negatively affect students' motivation and performance. All the data collected from the questionnaire and interview confirm that limited practice and low confidence are the major obstacles.

Finally, the findings point out the important role of teachers in increasing students' motivation. Learners give different suggestions that teachers can do, namely, provide them with more speaking opportunities, use engaging methods (such as group work and discussions), and create a supportive learning environment where students can reduce anxiety and build confidence.

In conclusion, while both ENS and LMD students are highly motivated to learn English, especially from an integrative motivation side. ENS students present a stronger motivation combining both integrative and instrumental orientations. On the other hand, LMD Learners, although they are highly interested in learning the English language, need more encouragement in associating the language with academic and professional goals and in developing their speaking confidence.

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APPENDIX A Students' questionnaire

Dear Student,

This questionnaire is part of a master's research study conducted at the University of Relizane. The study aims to investigate integrative and instrumental motivation among ENS and LMD first-year students learning English. You are kindly invited to answer the following questions honestly. Your responses will be used for research purposes only and will remain anonymous and confidential. There are no right or wrong answers. Please read each statement carefully and tick (✓) the option that best represents your opinion. Thank you for your valuable cooperation.

Section 1: Personal Information

Gender:

a) Male ☐

b) Female ☐

Age:

a) 17–19 ☐

b) 20–22 ☐

c) 23+ ☐

System:

a) ENS ☐

b) LMD ☐

Field of study:

-How long have you been studying English?

a) Less than 5 years ☐

b) 5–10 years ☐

c) More than 10 years ☐

Section 2: Integrative Motivation (Interest in culture, people, communication)

Q1-Why do you learn English?

1. I want to communicate with people from English-speaking countries.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

2. Learning English helps me understand different lifestyles and traditions.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

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3. I am curious to discover how people think and live in other cultures.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

4. I learn English because I like the language itself.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

5. I would like to travel to English-speaking countries.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

Section 3: Instrumental Motivation (Practical and Goal-oriented reasons).

Q1- Why is English important for your future goals?

1. English will help me get a good job in the future.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

2. English is important for my academic success.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

3. English will help me pursue higher studies (Master/PhD).

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

4. English is necessary for succeeding in my future career.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

5. English is useful for achieving my personal and professional goals.

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

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Section 4: Attitudes toward Learning English

1. Do you enjoy learning English?

a) Yes ☐ b) No ☐ c) Sometimes ☐

If yes, explain why:

.....

2. Do you feel confident speaking English?

a) Yes ☐ b) No ☐ c) Sometimes ☐

Explain how:

.....

3. How often do you practice English outside the classroom?

a) Always ☐ b) Often ☐ c) Sometimes ☐ d) Rarely ☐ e) Never ☐

Section 5: Difficulties and Suggestions

1. What difficulties do you face when learning English?

a) Grammar ☐ b) Vocabulary ☐ c) Speaking ☐ d) Listening ☐

Others (please specify and explain):

.....

2. What motivates you the most to learn English?

.....

3. What can teachers do to improve your motivation?

.....

APPENDIX B Students interview

Dear students,

This interview aims to understand ENS and LMD students' motivation to learn English at Relizane University. Your answers will remain anonymous and confidential and will be used for research purposes only. Please feel comfortable sharing your thoughts honestly.

Section 1: Personal Information

Gender:

a) Male ☐

b) Female ☐

Age:

a) 17–19 ☐

b) 20–22 ☐

c) 23+ ☐

-How long have you been studying English?

a) Less than 5 years ☐

b) 5–10 years ☐

c) More than 10 years ☐

Section 2: Student's motivations and challenges in learning English

Q1-Why did you choose to study English at University?

Q2-Do you want to communicate with native speakers of English? Why?

Q3-Do you think English will help you get a good job in the future?

Q4-What encourages you the most to learn English?

Q5-What difficulties reduce your motivation to learn English?