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**The Role of Motivation in Promoting Students' Autonomy**  
**The Case of Third Year License Students at Relizane University**

*Thesis submitted to the Department of English in partial fulfillment of the requirements for  
the Degree of Master in Language and Communication*

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## Statement of Originality

I hereby declare that .....

1. This work represents my own investigation
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3. No plagiarism

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Date: ...../...../.....

Signature



## **Dedication**

To all those who believed in the success of this work, who have been our sources of strength  
and encouragement

We would like to dedicate this dissertation to you

To our beloved parents for all what they gave us and their unlimited support

to our brothers, relatives, mentors, and friends for sharing their time

To our classmates and those who helped us during our studies

To anyone who shared pieces of advice and words of support

To ourselves

BETTAHAR Afaf

BENABED Khaoula



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We wish her the best in her personal and professional life

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## **Abstract**

Learning autonomy is a vast approach in higher education. It can be maintained and enhanced by using different types of motivators. It has been claimed that motivation can foster this independent and personalized learning autonomy among responsible students.

In particular, motivation enables learners to learn independently and achieve learning goals, putting them ahead of less motivated peers. Students rely on intrinsic and extrinsic motivations, along with frequent teachers' support to maintain autonomy when motivation declines..

Motivated and autonomous students are able to enjoy more personalized and independent learning based on different motivators. Additionally, motivation reinforces autonomous learning more effectively, significantly leading to a satisfying, enjoyable learning journey.

The research introduced some related hypotheses to predict a possible effect of motivation on enhancing learning autonomy. The research questions tried to investigate this effect taking into account types of motivation. The results obtained after analyzing the data quantitatively and qualitatively proved that indeed motivation fosters learners' autonomy. Teachers observe remarkable dedication and responsibility among motivated autonomous students. This vision is shared by teachers' insights, in which they can interfere if those students face hardship in maintaining learning autonomy. The final result approved the hypothesis, stating that motivation probably enhances learners' autonomy. Additionally, teachers are the source of motivation for autonomous students. Moreover, the hypothesis that different types of motivations influence learning autonomy is approved though regardless of their consistency and continuity.

The researcher concluded that motivation implementation in learning autonomy raises the learners' autonomy, and it helps with keeping the teachers' presence helpful to keep the students' motivation and dedication to autonomous learning.

*Keywords:* Learning autonomy, motivation, intrinsic, extrinsic, autonomous

## **List of Acronyms and Abbreviation**

EFL : English as a Foreign Language

L3 : Third Year Licence

E-learning : Electronic learning

POV : point of view



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## **General Introduction**

The influence of motivation on students independent learning journey is noticeable as different learners have various external and internal motivators that stimulate and increase their learning autonomy and make them more responsible independent and self-fed students. Autonomous learning can be combined with different concepts , including motivation. The motivated autonomous learners category are able to channel their motivation to make them consistent on gathering and sorting the materials including E-learning, which they are using for their ongoing studies. Learning autonomy enables motivated students to study using suitable strategies and methods. The progress they make allows them to compete for academic achievement.

In this regard, when students keep their motivation high, they will adapt to embrace more autonomous practices.

In university, it is necessary to keep students motivated since motivation for EFL students plays a major role in keeping them responsible, independent and autonomous learners who rely on themselves to reach their study goals while embracing this learning journey.

### **Statement of the problem**

Motivation is significant for EFL students since it impacts their autonomous learning behavior and strategies as a way to accomplish their study goal such as preparing the lessons, studying the materials at their own pace, using the appropriate learning tools and methods that meet their individual needs. However, students have different internal and external motivators that may increase their learning autonomy. The existence and effectiveness of said motivation was questioned as an attempt to determine if integrating motivation in education raises students autonomy , who are demanding for special motivators to foster autonomous learning among EFL students . this type of learning create advanced learners who are independent ,autonomous, highly motivated and self-reliant students.

**Research objectives :** The current research aims to :

- To investigate the effect of motivation on students' learning autonomy.
- To determine the impact of low motivation on students' learning autonomy.



- To encourage students to use their motivation to keep them pursuing autonomous learning journey.

## **Research Questions**

To guide the present research. This study attempts to answer the following :

- Are EFL students motivated as autonomous learners?
- Does enhanced motivation have an impact on promoting learning autonomy?
- To what extent do motivational factors affect autonomous learning?

## **Research Hypotheses**

By attempting to answer the research questions , the following hypotheses are suggested :

- Students may use motivation to pursue autonomous learning.
- Enhanced motivation promotes students learning autonomy.
- Various motivational factors lead to shape the autonomy levels of EFL students.

## **Researcher tools and design ( case study )**

To reach set objectives and answer research questions, the researchers attempt to use mixed-methods approach research design to collect both quantitative and qualitative data. Therefore, the sample is divided into two categories : L3 EFL students at university of Relizane and EFL teachers of the same level.

A questionnaire is prepared for L3 students to see their perspective about the subject, while selected teachers are opted for an interview for the same purpose.

The students questionnaire uses a mixture of both open and close-ended questions to allow the informants to elaborate and share their valuable input, which ultimately help in guiding the research and illustrate how their motivation to relate with their learning autonomy practices. Equally, teachers interview is prepared to investigate their attitude and perspective about students that use their personal motivation factors to trigger them towards more learning autonomy. The data gathered in the questionnaire is analyzed quantitatively, while the data gathered through the interview will be analysed qualitatively.

### **Significance of the study**

The present research may fill the gap that was found in the previous similar studies and bridges the way to continue on investigating and solve further research problems.

## **Chapter 1:Literature Review**

### **1.1Introduction**

In the field of education, the effect of motivation on learning autonomy has grasped many scholars, educators, and researchers' attention in the recent time. Motivation in education is the spark and desire to pursue learning, in this context, learning autonomy. Motivated and autonomous learners take responsibility for their learning journey. They create high expectations for their learning goals and achievements while they pave the way to get things done in their own way and style by benefiting from intrinsic, extrinsic, and teacher motivation. In this literature review, the researchers will explore and inspect the current findings and results of the potential of motivation in enhancing students' learning autonomy. This includes the concepts and theories related to the topic, as well as the different factors that raise the independence in learning among academic students. Moreover, this chapter will reveal the different types of motivation, the contribution of the mentioned motivation on learners' autonomy, the strategies to follow to make the most out of it, and the phenomenon known in the field of education as lack of motivation.

### **1.2-Motivation and Learning Autonomy**

Different studies and literature determined that autonomous learners are highly motivated. According to Knowles their autonomy leads to better, more effective work as it is : according to Knowles there is convincing evidence that learners who take the initiative in learning proactively learn more things and learn better than learners who rely on teachers, passively waiting to be spoon-fed as reactive learners . Autonomous motivated learners enter into learning with great purposes and more motivation (1975: p. 14). Therefore, his point suggests that motivation and learning autonomy coexist in a learning environment.

### **1.3-Defining Motivation :**

Motivation is a built-in desire to do something, plays a major role in education and affects achievements and learning goals greatly. Students are intrinsically motivated and /or extrinsically motivated.

According to Dalton E. McFarland, "Motivation refers to the way in which urges, drives, desires, aspirations, strivings or needs direct, control or explain the behavior of human beings." (Dalton E. McFarland, 1974).

In this light, Zeidner et al. defined motivation as an individual's internal drive or desire to engage in a specific behavior or activity. It initiates and maintains actions for special goals (Zeidner et al. 2000)

In the educational field, motivation is divided into two categories:

- (a) Intrinsic motivation means that a learner is motivated by internal reasons.
- (b) Extrinsic motivation refers to a learner who is motivated by reasons outside of internal accomplishments.

Several studies reveal that intrinsic motivation leads to high academic achievement, and extrinsic motivation contributes to keeping students overall more motivated in their learning journey. The studies indicate that students' motivation is indicated and connected with efforts, persistence, choice, level of achievement and reaping rewards.

Intrinsic motivation requires students to adapt towards more autonomous activity to see better results and personal rewards.

Internal motivation starts from within, it is based on the individual goals, feelings, values and desires as a reason to learn. On the other hand, external motivation is initiated from an external source which makes the individual externally motivated, grades, reward, job and money as reason to learn.

As a third option, teachers are able to motivate their students as a classroom role models. Their contribution may make students' learning autonomy more consistent.

## **2-Defining Autonomy:**

According to Holec, (1980) "learning autonomy is the learner's ability to take responsibility for his or her own learning." For instance, in a foreign language study, learning autonomy has developed to be included in different fields of education as a natural fit for E-Learning as it makes implementing learning styles and strategies electronically possible.

### **3-Traditional Learning Approach :**

Recent studies revealed that traditional teaching methods focus on the teacher as the only source of information in the classroom. It makes learning centered around the teacher, limiting students' results and achievement. The teacher-centered approach requires face-to-face interaction between the teacher and student, preventing students from studying at their own pace.

The teacher transmits knowledge to students through lectures or activities in a physical classroom.

### **4- Types of Motivation in Learning**

In education, there are Extrinsic and Intrinsic motivation, which are used to describe different types of motivation.

**4.1- Intrinsic motivation** (internal motivation): is defined as motivation turned on and triggered by personal interest or enjoyment in the act rather than outside pressure.

**4.2- Extrinsic motivation** (external motivation): is defined as motivation that requires outside forces, such as a reward, grade and other tangible achievements that push students to work hard.

“Extrinsic motivation leads to engagement when material or social considerations are expected” (Amabile et al., 1994).

All the types of motivation need action to facilitate learning autonomy and make it more desired.

### **4.3-Teachers as Motivators**

Many factors motivate students to embrace autonomous learning journey while being more responsible for their learning.

Different studies indicate that teachers can affect students' motivation to learn autonomously. This illustrates a significant impact on students' learning different more independently.

Students' learning does not entirely rely on their inner motivation. Teachers play a significant role in raising students' learning through motivation and support (Schuitema et al., 2016).

In a classroom setting, the teacher as a role model and authority, can generate interest and motivation for students; this is known technically as "positive reinforcement".

Teachers can increase students' motivation to learn by supporting students' autonomy, competence, and teachers' interests in the subject (Ferlazzo, 2015).

This motivation can be fostered when students develop an emotional connection and admiration for the teacher. and materials using some sort of relationship. Initially, teachers have to build confidence, be encouraging, be empathetic ,provide simple instructions and allow students to ask questions or express whatever is on their minds . Motivation contributes in creating more motivated and self-centered learning.

## **5-Learning Autonomy and Motivation**

According to Dickinson (1995), success in learning and improved motivation occur when the learner has better control over the learning process. That learner can take more responsibility in the process while maintaining, self-evaluating and learning on his own.

Because motivation and learning autonomy goes together “Autonomous learners are by definition motivated learners” (Ushioda, 2001, p.8)

Based on the saying of Dickinson (1987: 11), an autonomous learner takes high responsibility for the decisions involved in learning. Basically, he takes an active role while learning independently experiencing both intrinsic and extrinsic motivation including the teachers.

Dickinson (1995) emphasizes that success in learning and improved motivation are learners personal responsibility and ability to control and take charge of their very own learning process.

### **5.1-Key Characteristics of Autonomous Learners :**

Different studies claim that learning autonomy carries special characteristics that can be found among autonomous motivated students :

- Motivated students are responsible for their own learning.
- Students are initiator for their learning any time, anywhere .
- Students monitor their progress in learning with autonomy.
- Students are self-aware and directed in learning.

- Students are intrinsically or extrinsically motivated.
- Autonomous learners can gather motivation from their teachers if supported.
- Students regulate their own learning and make their own decisions.
- Students can study at their own pace and terms in their own way and strategy.
- Students can learn and study materials online using suitable tools which make them technically competent.
- Students tend to approach and embrace autonomous learning more than traditional learning.

That's not all, there are several benefits associated with learner autonomy.

-Firstly, learning autonomy raises students' motivation and overall engagement. In addition, they feel a sense of control and ownership over their learning.

Secondly, learning autonomy leads to better academic achievements and improves grades.

-Furthermore, learning autonomy pushes students to take responsibility for their learning process while acquiring skills of personal growth and development such as self-regulation and better time management with achieving goals, which are essential for success in higher education .

-Moreover, learner autonomy fosters self-confidence and revive the drive to learn. Learners who can make decisions and take control of their learning are better equipped to navigate challenges and adapt to new situations. This not only enhances their academic success, but it enhances students' performance and prepare them for the next stations of their lives beyond higher education.

According to recent studies, learner autonomy prepares students to become more engaged while actively and continuously learning in their own ways.

Students enjoy self-directed learning , equipped with the right skills and knowledge necessary for prolonged learning and long-lived success .

## **5.2-Coexistence**

Numerous studies revealed that students' motivation is related to the existence of their learning autonomy, which means a positive association between the two. The correlation is determined by studies done in the higher education field, specifically motivation enhancement in educational settings study about the two variables, learning autonomy and motivation among students.

Dickinson (1995:171) claims that autonomy is another factor in the motivation-success cycle and relates that success in learning seems to lead to higher motivation for students who embrace responsibility for their very own learning success.

Additionally, according to Ushioda "autonomous language learners are by definition motivated learners"(1996, p.2). Therefore, these researchers claim that "the co-existence between autonomy and motivation illustrates that motivation is a key factor that influences students' readability to learn autonomously and that teachers might participate in this chain to ensure more motivation for students to become more autonomous" (ibid., p.2).

In the light of the studies, it is safe to determine that motivation and learning autonomy co-exist and reinforce each other to create motivated and autonomous learners.

## **5.3-Strategies for Directing Motivation in Learning Autonomy**

If learners feel motivated they are not likely to pursue learning autonomy.

Studies revealed that autonomous students feel more in control and thus more compelled to embark on learning autonomy studies.

In fact, the ability to be more autonomous can be acquired as a skill and it is shaped by motivation. Like any skill, it can be trained and practiced by focusing on independent learning.

## **6.1- Lack of motivation:**

Mauliya et al. claim that lack of motivation is one of the psychological factors that can affect students' achievement. Motivated learners possess dynamic elements that estimate their learning, such as emotions and attention which enhance their learning autonomy. Motivation, always makes

students eager and enthusiastic for learning (Djaali,2014). Sasson (2019) defines a lack of motivation as having a deficient level of passion and enthusiasm . Additionally, Shore (2017) argues that a lack of motivation can be interpreted as a non-responsible attitude towards what one is supposed to do. In this regard, it is worth mentioning that low motivation can be experienced by students. This occurs in losing desire to learn. The absence of motivation or demotivation causes lack of achievement and affects learning directly . According to Ballotpedian (2019), academic performance is the quality of achievement in which students succeed in obtaining good results . As noted in the previous research studies, low motivation can have a negative impact on performance.

## **6.2- Lack of Motivation Effects on Learning Autonomy :**

As previously pointed out , more scholars agree that lack of motivation can lead to lower academic performance and a higher likelihood of dropping out . " lack of motivation can significantly hinder academic achievement" (Mauliya et al., 2020).

Motivation is the spark that ignites students' desire to learn, grow, and succeed in their educational journey ; thus, motivated students are active learners while demotivated students are very often passive, confused, and disinterested , characterized by low self-esteem. Ultimately, such a path hinders students' perseverance throughout their learning journey.

## **Conclusion**

To conclude, researches and studies dealing with motivation in education usage as a way to raise learning autonomy indicates that motivated students are more prone to be autonomous learners since they have more potential to improve their academic performance to obtain good results based on different sources of motivation. Thus, they benefit from more support to promote independent and responsible learning and reduce low motivation periods . Therefore, to promote motivation and raise awareness about how it affects students' learning autonomy, researchers may focus on encouraging the student-centered approach that relies on motivation, be it intrinsic, extrinsic, which relies on the individual or the other opposite which requires teacher's intervention . This motivation works as a way to guide learners to embrace a joyful, responsible and more self-reliant learning journey, which promises more academic success down the road.

## **Chapter 2: Research Design and Methodology**

### **2.1- Introduction**

The present chapter is a case study and presents an investigation of the practical aspects of the study. It begins with introducing the adopted methodology, which introduces a detailed overview of the setting and the participants, namely the L3 students and EFL teachers belonging to the department of English at the university of Relizane. Moreover, it outlines the procedures implemented for data collection, which is based on the utilization of a questionnaire and an interview. Finally, the chapter is dedicated to the analysis of the collected data.

### **2.2- Research Design**

This study was undertaken at the Department of English Language in the University of Relizane to narrow the research gap, gathering relevant information, and answering the research questions and suggested hypotheses. Employing a mixed-methods research approach, the study aimed to comprehensively address the research objectives.

#### **2.2.1- Type of research**

This study is exploratory in nature. Its aim is to examine the extent to which the integration of motivation in academic education has contributed to raising students' learning autonomy. To identify the right attitudes of students towards this integration and to recommend maintaining different types of motivation for promoting and maintaining independent learning. To achieve these objectives, a mixed-methods research approach was used, relying on both quantitative and qualitative data collection methodologies.

The data were collected through a student's questionnaire and a teacher's interview. The quantitative data collected through the questionnaire were analyzed quantitatively, while the qualitative data collected through the interviews were analyzed qualitatively to draw the results.

## 2.3- Data Analysis

### 2.3.1-Students' Questionnaire analysis:

The researcher relied on different questions to find a solution. Students' questionnaire is analyzed quantitatively as follows :

#### Question 1: Respondents' gender

A total of forty (40) students opted for the questionnaire and completed it, with the majority of twenty-six (26) respondents (65%) being females and only fourteen 14 (35%) students being males. The sample involved learners within the age range of 19 to 29.

Table 1: participants' characteristics

| Variable (gender of participants 19-29 years old) | Results (%) |
|---------------------------------------------------|-------------|
| Females                                           | 65%         |
| Males                                             | 35%         |

Table 2 : Participants' number

| Gender  | Total of participants |
|---------|-----------------------|
| Females | 26                    |
| Males   | 14                    |

#### Question 3: How do you describe your motivation ?

Based on the data provided, it was observed that the majority of respondents ( 23 participants , 57.5%) are to some extent motivated, which suggests that they may face fluctuation in their

motivation levels , which may affect their learning. The level of motivation varied from high to almost stable periods. However, about 10 respondents (25%) were poorly motivated / showed low motivation, which indicates that they are more often faced low motivation phases. On the other hand, roughly 7 students (17.5%) were highly motivated. This indicates that most students identified their source of motivation and maintained it.

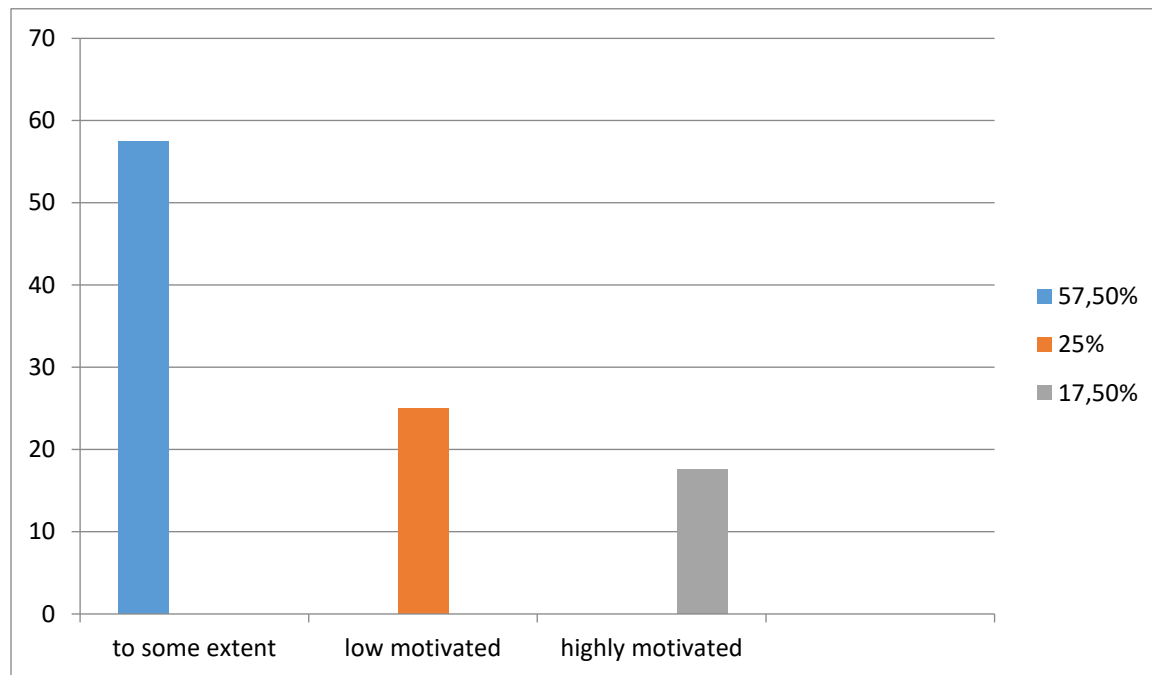


Figure 1: The level of motivation

#### Question 4 : What are your motivators in your studies ?

As indicated in the questionnaire, students' motivation can be categorized into two main types: external motivation, reported by 18 participants (45%), while internal motivation is presented by 12 participants (30%).

Moreover, 10 students representing 25 % of participants chose their teachers as a source for motivation. Thus, the majority of students relied on external motivators such as a degree or a job. Then, internally motivated students are self-reliant autonomous learners. Finally, the last category teachers' motivation relied on their teacher(s) as a source of their motivation, since most of them mentioned their motivational teachers.



Figure 2: Types of students' motivators

**Question 5:** Have you implemented your type of motivation to raise your learning autonomy as a university student ?

According to the quantitative data gathered from the students' questionnaire, Motivation was beneficial for most students to enhance their learning autonomy, be it internal, external, or teacher motivators. As that burning desire could be used to study longer, it could be studied using better strategies and techniques in independent learning.

A large number indicated by 27 students (67.5%), said yes, they benefited from using motivation to raise their learning autonomy levels to be more consistent with this type of learning. Conversely, 13 students (32.5%) were not aware of the impact of using a motivation to raise their learning autonomy, which means they did not channel it for this purpose before.

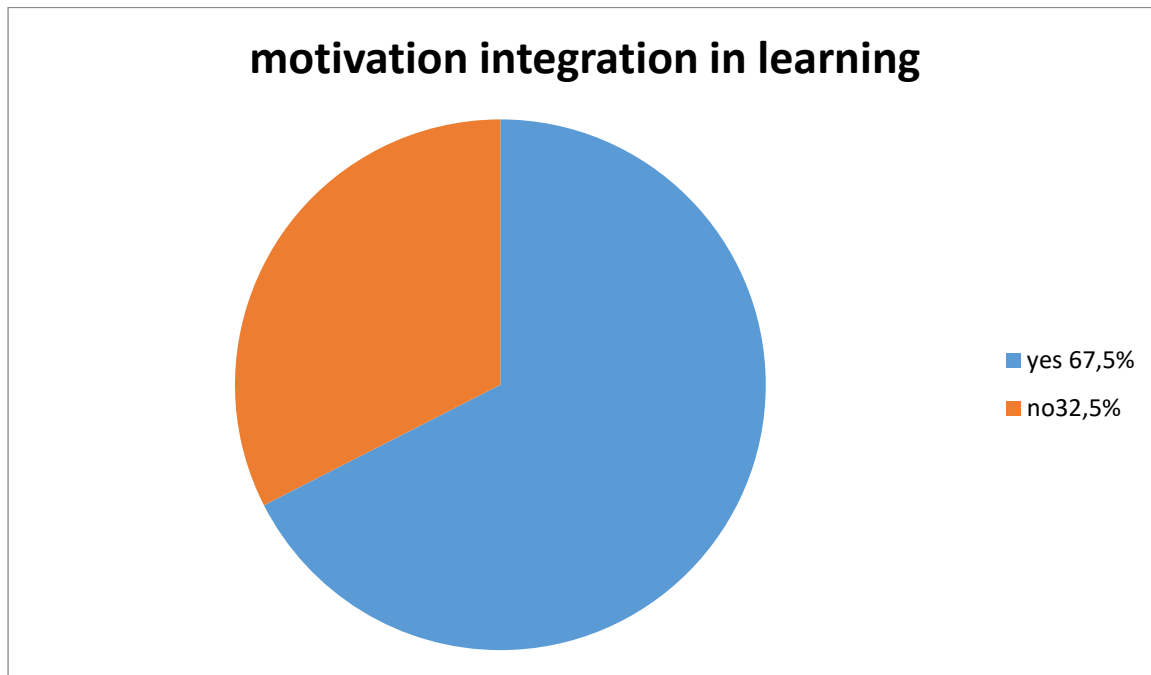


Figure 3 : Degree of implementing motivation

**Question 6:** In your perspective, how does motivation improve autonomous learning among students ?

How motivation enhances students' autonomy was gathered from this open-ended question as students shared valuable insights and points of view, for example; they mentioned that motivation served their learning autonomy by making them put more individual and self-oriented efforts toward their goals. Besides, motivation allowed them to explore new personalized strategies for learning. Moreover, motivation was their inner drive to be more engaged and self-dependent on their own learning. Additionally, motivation enabled students to be less reliant on their teachers and use their feedback as motivation to pursue a more autonomous academic learning journey.

**Question 7:** Tick the motivators that may make you consistent with learning autonomy.

When it comes to consistency with learning autonomy, we asked them to choose the motivators that serve this purpose for them. Students cited personal goals in 28 responses, academic achievement 16 times, improved grades 13 times, and simple enjoyment. Furthermore, motivation linked to teachers was selected 10 times.

The researchers ranked these motivators and analyzed their answers, and we found out that most students continued to study with learning autonomy . They might be internally motivated by choosing a personal goal. The second category of students engaged in continuous self-directed learning when driven by academic motivation.

The next internally driven category, in which learners learn independently while they enjoyed the activity. In the last category , students learn on their own while their specific teachers fuel this motivation.

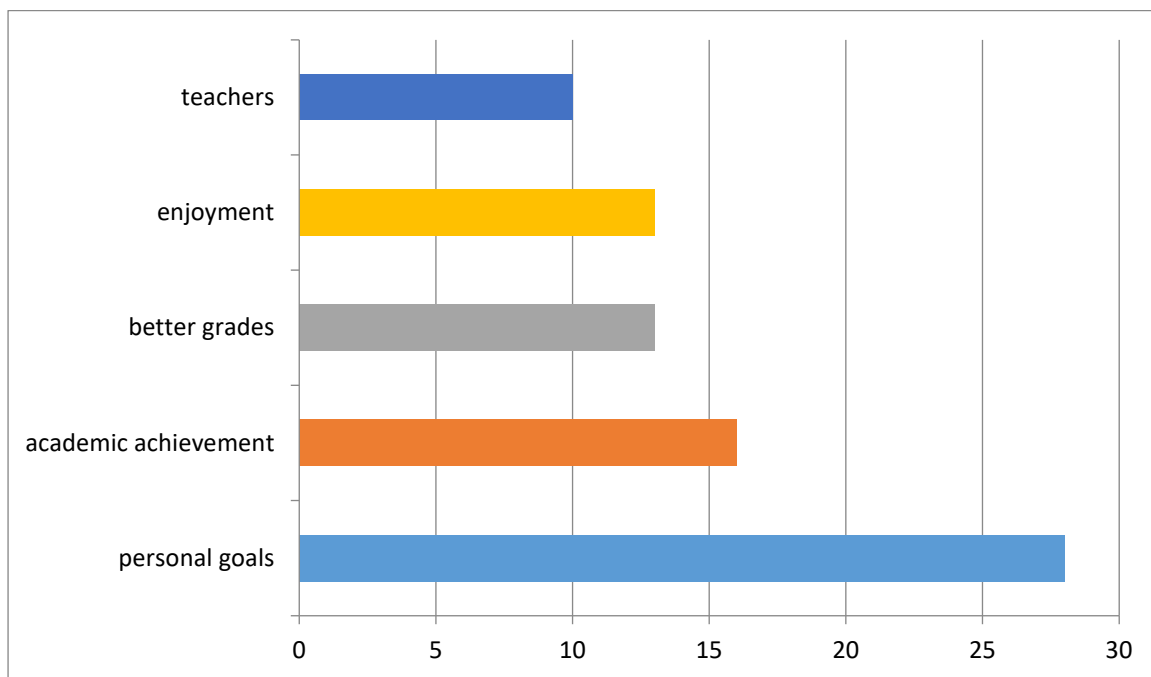


Figure 4: Students' motivators

**Question 8 :** Do you find yourself motivated to study as an autonomous learner ?

According to the collected and interpreted data, most learners were occasionally motivated, as 25 students (62,5%) mentioned that they were sometimes motivated to be autonomous learners. Then, 9 students (22.5%) were always motivated to learn autonomously. Whereas, only 6 students (15%) were rarely motivated as being autonomous learners . This indicates that most participants were familiar with being motivated while learning independently.

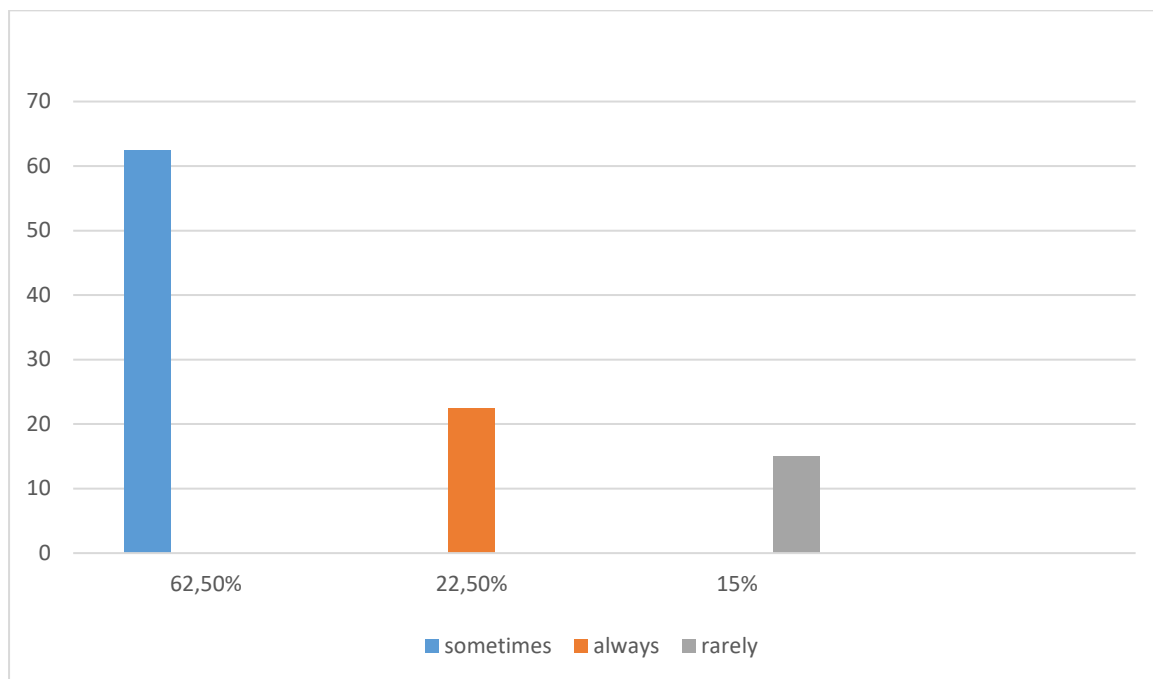


Figure 5: frequency of students' motivation

**Question 9:** In what ways can any type of motivation help students to become motivated autonomous learners ?

According to the questionnaire, lack of motivation was a bummer for students' learning autonomy and a challenge to keep that motivation flowing. In fact, 22 students (55%) faced difficulties in studying independently when they faced a lack of motivation as they lost track, guidance , and

got easily distracted. In contrast, 18 students ( 45%) were facing no issues with self-directed learning while navigating through lack of motivation moments.

**Question 10 :** Do you find it hard to study independently at your own pace when you deal with a lack of motivation ?

Based on the provided question, teachers motivating their learners by building engagement and providing strategies that foster autonomy, was rather a common phenomenon, as 17 students ( 42.5%) received teachers' support. However, more than 50% of the respondents, 23 (57.5%), did not receive support from their teachers when they became demotivated for a lack of awareness or attitude. Thus, Students could overcome periods of low motivation with their teachers provided that both parties were aware of this potential aid .

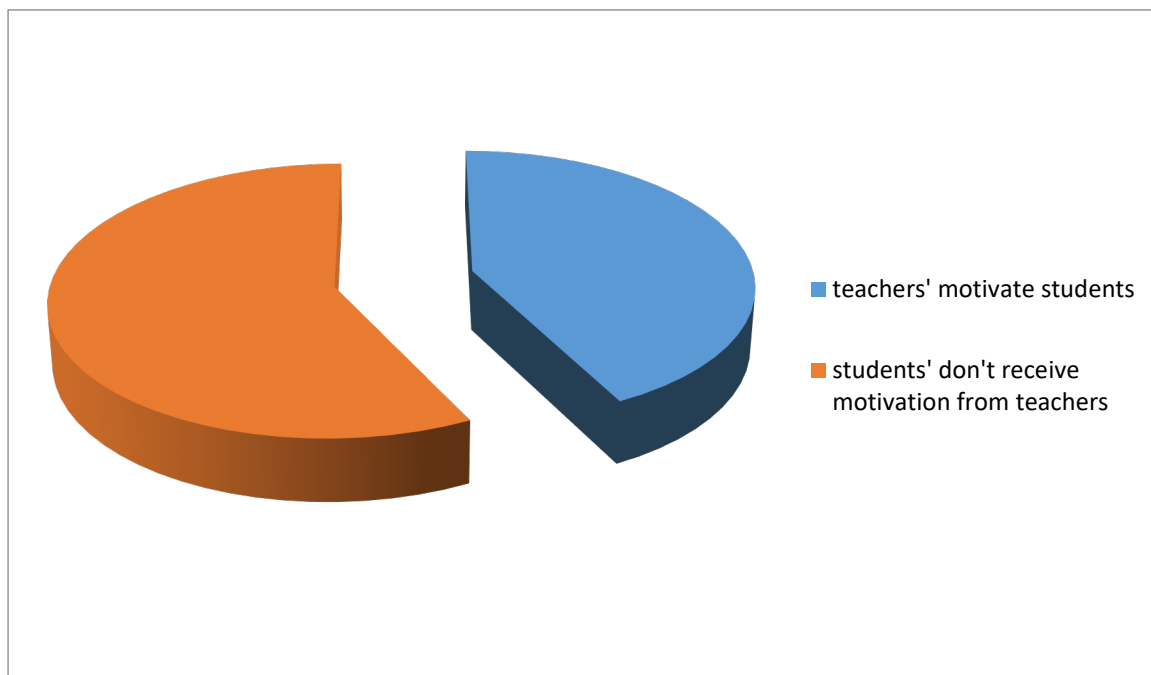


Figure 6: Teachers as a motivational source

**Question 11 :** The question revealed that the respondents who received support from their teachers managed to overcome low motivation while learning with autonomy further elaborated on the situation that the manner of this support keeps them on track for independent learning. This was thanks to the encouragement, advice, feedback ,and awareness they receive from their motivational teachers. This was a confirmation that teachers' support can help autonomous students beyond the classroom setting.

**Question 12 :** This question enabled the researcher to know the point of view of the participants on whether motivation is related to learning autonomy and to determine if low motivation affects its existence. The results were huge, as 32 students (80%) agreed with that statement. Then, 6 students (15%) were not sure about it. However, only 2 students (5%) disagreed with this statement. In light of this result, the majority of autonomous students see their learning autonomy aligns with their motivation, while a lack of the latter affects their autonomy negatively.

**Question 13:** Through the question, the researcher aimed to know the point of view of the participants on whether motivation was related to learning autonomy and to determine if low motivation affects its existence. The results were huge ,as 32 students (80%) agreed with that statement. Then, 6 students (15%) were not sure about it. However, only 2 students (5%) disagreed with this statement. In light of this result, the majority of students see that their learning autonomy aligns with their motivation, while a lack of the latter affects their autonomy negatively.

### **2.3.2-Teachers' Interview Analysis**

In the second part of data collection, the researcher opted to obtain qualitative data in the teachers' interview, in which he tried to collect different attitudes and perspectives from the interviewees by asking questions to help him in answering research questions. Teachers' interview was analyzed qualitatively as follows :

**Question 1:**How do you define motivation in education ?

The first interviewee saw motivation as a magnet that connects the learner to his studies.

This response puts the motivation as the desire for commitment.

Interviewee 2 response considers motivation as the force to keep the learner going until he reaches his goal. This answer indicates that motivation is a student's companion. Interviewee 3 sees motivation as joy to study, which means that it makes learning a more enjoyable activity. According to Interviewee 4 response, motivation is a source for learning engagement, which confirms that it is a way to build interest in learning.

**Question 2 :** What type of motivation is the most common among autonomous students ?

According to the first, second ,and fourth interviewees' responses ,intrinsic motivation is more common among autonomous students. This confirms that learning autonomy is easier to maintain and witnessed among internally motivated students. However, Interviewee 3's response states that extrinsic motivation is witnessed among other autonomous students. This indicates that external motivators accompany this type of learners too.

**Question 3:** Do you motivate your students to be more autonomous learners ?

According to the interviewee 1, interviewee 2, interviewee 3 and interviewee 4 responses. They all motivate their students using various methods like giving direction, reminders, or continuous feedback on different activities and attitudes ,and even reward their dedication to learning.

**Question 4:** What would you do if your students became unmotivated and ultimately less autonomous?

The 4 interviewees share different perspectives about their attitudes when students become unmotivated and less autonomous. The first interviewee urges students to chase their dreams. According to the second and third interviewees' responses they try to take the time to identify the problem and share a solution with affected students. The last interviewee's response states that he tried different ways to trigger students ' motivation.

These answers illustrate the awareness of teachers when motivated students face issues maintaining their own motivation.

**Question 5:** Have you ever provided guidance to your demotivated students and helped them bounce back to learning autonomy ?

Interviewee 1 admits that he has never supported unmotivated students in their way back to learning autonomy. This suggests that he wants his students to count on themselves to feel that responsibility.

In contrast, interviewee 2, interviewee 3, and interviewee 4 are used to motivate the unmotivated students and help them to take a learning autonomy journey in different experiences .

Overall, these answers recognize teachers as a reliable source of support against low motivation and lack of learning autonomy accompanied by it.

**Question 6 :** Could you please explain how more motivated learners are better autonomous learners ?

According to interviewee 1's response, intrinsically motivated learners accomplish academic goals without the need for outside influence. This means that these types of students can make themselves responsible and in charge of their learning. The second interviewee answered that they consider motivated and autonomous learners, self-reliant and they can listen to feedback or get a reward from teachers .

This confirms that students can benefit from both intrinsic and extrinsic motivation simultaneously. From interviewee 3's point of view ,motivated autonomous learners are driven by desire. This means that they enjoy the activity, so they take the time and put in the effort to learn independently. As for interviewee 4 perspectives on motivation and learning autonomy go together. This claim reveals the relationship between them that they raise together.

**Question 7:** What strategies do you implement to emphasize motivation in promoting independent learning?

According to interviewee 1's statement there are different strategies for the implementation of motivation in promoting learning autonomy

taking into account the content and students' participation. This indicates that the implementation should be based on a strategy. For interviewee 2 and interviewee 3 they approach this implementation by the

strategy of identifying the problem and providing solution. This confirms that solving issues about motivation raises autonomy. Lastly, interviewee 4's response claims that experimenting with different learning strategies maintain motivation and raises learning autonomy. This answer indicates that there are various strategies to test out.

**Question 8:** Do you find that internally motivated students are more consistent with learning autonomy than externally motivated students ?

According to the responses interviewee 1, interviewee 2, interviewee 3 and interviewee 4 ; they all agree that internally motivated students are learning independently consistently and more often than externally motivated type of students. This confirms that internal motivational factors are more lasting and more intense than external motivators.

**Question 9:** Does lack of motivation impact existing learning autonomy negatively?

All 4 interviewees consider that a lack of motivation impacts learning autonomy in a noticeable negative way. Their agreement indicates that a lack of motivation harms learning autonomy ,and it should be dealt with since learning autonomy is raised in a motivational environment.

**Question 10:** What pieces of advice would you give to other teachers who want to use motivation as a way to improve students' autonomy ?

According to teacher 1's answer he gives a recommendation about encouraging collaborative learning. This means that he believes that motivation is contagious and can be shared. For teacher 2's pieces of advice

He emphasizes on picking up the lack of motivation among students and dealing with it accordingly. Additionally, teacher 3's answer is claiming that teachers need to be motivated to be able to foster motivation in the classroom. His answer suggests that motivated teachers create motivated students. Lastly, teacher 4's response is to urge teachers to make learning more desirable and wanted by students so that they can keep studying independently outside the classroom setting.

### **2.3.3-Data Interpretation and Discussion of the Results**

This section aims to highlight the findings and results of the students' questionnaire and teachers' interview.

Data were analyzed quantitatively and qualitatively, respectively, to illustrate how motivation fostered learners' autonomy. This includes how implementing motivation raised students' learning autonomy and enabled them to be more responsible for their learning journey. Essentially, the researchers hypothesized that any type of motivation might have a positive effect on this learning autonomy. Therefore, this chapter sought to check the validity of the research hypothesis. Additionally, it aims to investigate the integration of motivation and its impact on this type of learning on academic education. Finally, it explored how learners' autonomy could be affected if the learners face unmotivation.

According to the research questions, these results are highlighted.

#### **-Students motivators and academic achievements:**

This result revealed the advantages of motivation in raising students' learning autonomy to improve academic education.

For instance, intrinsic motivation such as personal goals, or extrinsic motivation like obtaining a degree, achieving a professional career, or being guided by a role model teacher; all these factors contributed to enhancing learning autonomy. These benefits increased effort, creativity, and finally achieve academic goals.

#### **-Autonomous students are motivated learners:**

According to students' questionnaire results, most motivated students became autonomous learners naturally as they were driven by their motivators and to pursue autonomous learning. Therefore, their motivation aligned with their learning autonomy enabling them to remain self-responsible to achieve academic goals. Students could pursue more personalized learning when they were motivated. Eventually, they employed motivation as students to apply special learning strategies that met their personal needs. More precisely, they needed to develop

self-awareness about this transition that enhanced their competency and commitment to self-directed learning.

#### **- The Phases of demotivation and teachers' responsibilities:**

The interviewed teachers shared valuable insights and interesting information; they were on the same page about the importance of motivation in pushing learning autonomy behavior while recognizing the impact of it. However, lack of motivation contributed for lack of learning autonomy. In essence, they witnessed the dynamic changes when a previously motivated learner, for some reason became demotivated. They dealt with unmotivation at some point in their job. Being aware, teachers were able to help students to regain their motivation as a way to trigger their learning autonomy. This can be possible by providing support, positive talk, encouragement and approaching this phenomenon with the right attitude. Therefore, teachers are capable of picking up on this demotivation and dealt with the reasons behind it professionally and academically.

#### **2.4- Conclusion**

In this study, the researcher found a strong correlation between high motivation and increased and more consistent learning autonomy. However, the effect was triggered differently according to different types of motivation, be it intrinsic, extrinsic, or when teachers motivate their students, suggesting that motivation impact is also influenced by different motivational factors. Additionally, this research highlights the remarkable effects of motivation on raising students' learning autonomy; future studies should investigate how long-term motivation is associated with continuous autonomy for different goals.

#### **2.5 -Suggestions and Recommendations**

The purpose of this research was to determine the potential of motivation in promoting students' learning autonomy, as well as the types of motivation and the specific motivators that increase and maintain this autonomy. These recommendations and suggestions are based on the research itself and the knowledge gathered from the topic to be taken into consideration for future research.

- Researchers need to check whether motivation works for Long term learning autonomy. As the level of motivation may vary and affect learning autonomy.

- Future Researchers need to investigate whether motivation can be the foundation for learning autonomy. The potential of motivation in making students autonomous learners should be recognized.
- The research period should be extended to determine whether a lack of motivation can destroy learning a previously acquired learning autonomy. Lack of motivation may impact learning autonomy exponentially.
- Teachers support is an essential component that works as a motivation to keep students' learning autonomy present and consistent.. Teachers should motivate students by providing feedback and encouragement .

## **2.6-Limitations of study:**

The first limitation of the research rooted in the sample size, which did not represent the overall population.

- As far as time limitation,the conducting of research, data collection ,and interpretation is limited by time factor.
- internal motivators allowed participants to be consistent autonomous students .
- This research may not capture the long-term effects of using motivation as a way to enhance learning autonomy.
- The progress in learning autonomy observed during the study, facilitated by motivation, could decline over time.
- Still, these limitations do not reduce the significance and validity of this research findings and results . They just point out that additional studies should be done on the research theme.

## **General Conclusion**

Learning autonomy is a vast approach in higher education. It can be maintained and enhanced by using motivators from different types of motivators. It has been proved that motivation can foster this independent and personalized learning autonomy among responsible students.

In particular, motivation feeds learners' desire to learn independently to achieve different learning goals, which give these types of students an advantage over other learners from similar levels. However, the learners who lack the desire to study independently; they may use different motivators including external and internal motivators or even teachers' motivation occasionally to prepare for lack of motivation and desire to learn, which allows them to be better autonomous learners than ever.

Motivated and autonomous students can benefit from self-awareness, which is directed through learning the subject and materials. Furthermore, they can use their specific favourite motivators that fulfill their autonomous needs. Additionally, motivation can make learning autonomy more desired and effective. It is guaranteed that the combination of learning autonomy and motivation will increase learners' satisfaction and promote success in the educational process.

The research introduced related hypotheses to predict a possible effect for motivation in enhancing learning autonomy. The research questions aimed to investigate whether or not motivation in general has a positive effect on students' autonomy; the results obtained after analyzing the data quantitatively and qualitatively clearly demonstrated that motivation fosters learner's autonomy. Moreover, teachers revealed a remarkable amount of dedication and desire to learn independently and responsibly with motivated autonomous students. This vision is shared by teachers' insights, in which they can interfere if those students face hardships in maintaining their learning autonomy. Teachers may give feedback, guidance, and motivational speeches to recharge students' motivation. Overall, autonomous students' attitudes and aptitudes change for the better when motivation is incorporated into their learning journey. Therefore, both teachers and students agree that motivation raises learning autonomy and greatly contributes to academic performance.

The final results validate the hypothesis, which states that motivation may raise the learners' autonomy and validate it.

Furthermore, teachers as role models may contribute in increasing motivated and autonomous students in academic education .

The approved hypothesis stated that types of motivation affect the consistency of learning autonomy and make it more desirable. Some types of motivation last longer than others and contribute significantly to students' autonomy.

The researcher concluded that implementing motivation in learning autonomy promotes learners' autonomy by keeping teacher presence possible even among the most dedicated autonomous learners for more effective and prospered academic journey.

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## Appendix A

### Students Questionnaire :

Dear students ,

You are kindly invited to participate in this questionnaire, which is designed to gather the needed information for our master degree dissertation .The questionnaire aims to investigate the presence of motivation in autonomous learning environment in order to determine the impact of this motivation in academic study. Plus, the questionnaire examines your strategies to implement motivation in your independent learning journey . Therefore, you are requested to answer the following questions either by ticking the suitable option(s) according to your perspective , or by writing complete answers. Your responses will remain anonymous and your identity will not be exposed. As your answers will only be used for the purpose of this study. Thank you for your contribution.

#### I – Background Information

1 – Gender :            (a) male                      (b) female

2 – Age : .....

3 – How do you describe your motivation ?

(a) Highly motivated      (b) motivated to some extent      (c) unmotivated

4 – What are your motivators in your studies ?

(a) Internal motivators      (b) External motivators                      (c) your teacher(s)

Mention some of them : .....

.....

5 – Have you implemented your type of motivation to raise your learning autonomy as a university student ?

(a) Yes                                      (b) No

## II – Motivation and learning Autonomy :

6 – In your perspective, how does motivation improve autonomous learning among students ?

.....  
.....

7 – Tick the motivators that may make you consistent with learning autonomy.

- (a) Personal goal      (b) Academic achievement      (c) Better grades  
(d) Enjoyment      (e) Specific Teachers

8 –Do you find yourself motivated to study as an autonomous learner ?

- (a) Always      (b) Sometimes      (c) Rarely

9 – In what ways can any type of motivation help students to become motivated autonomous learners ?

.....  
.....

## III – Low motivation and lack of learning autonomy :

10 – Do you find it hard to study independently in your own pace when you deal with lack of motivation ?

- (a) Yes      (b) No

Elaborate on the situation : .....

.....

11 – When you become unmotivated ; do you receive support from your teachers ?

- (a) Yes      (b) No

12 – If yes , how did the support of your teacher helped you to regain your motivation and continue your learning autonomy journey ?

.....

.....

13 – Motivation goes in line with learning autonomy ; and low motivation affects learners' autonomy negatively ?

- (a) I agree                      (b) I disagree                      (c) neither agree or disagree

**Conclusion :**

If you have any other comments about the role of motivation in enhancing learning autonomy , feel free to add them below.

.....

## Appendix B

### Teachers' Interview :

Dear teacher,

This interview is a part of our research , which aims to collect and gather qualitative data about your point of view (POV) and your perspective as an EFL teacher about The Role of Motivation in promoting students' learning Autonomy and how the unmotivated learners have shaking autonomy . The purpose of this interview is to collect your valuable input concerning motivation integrity with learning autonomy.

Thank you for your contribution .

Q1 : How do you define motivation in education ?

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.....  
.....

Q2 : What type of motivation is the most common among autonomous students ?

a- Intrinsic                      b- Extrinsic                      c- Teacher's encouragement and support

Q3 : Do you motivate your students to be more autonomous learners ?

a- Yes b- No

In what way ?

:.....  
.....  
.....

Q4 : What would you do if your students became unmotivated and ultimately less autonomous ?

.....  
.....  
.....

Q5 : Have you ever provided guidance to your unmotivated students and helped them bounce back to learning autonomy ?

a- Yes

b- No

Please, illustrate :

.....  
.....  
.....

Q6 : Could you please explain how more motivated learners are better autonomous learners ?

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.....

Q7 : What strategies do you implement to emphasize motivation in promoting independent learning ?

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.....  
.....

Q8 : Do you find that internally motivated students are more consistent with learning autonomy than externally motivated students ?

a- Yes

b- No

Mention the reasons for either answers (yes/no).

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.....

Q9 : Does lack of motivation impact existing learning autonomy negatively ?

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Q10 : What pieces of advice would you give to other teachers who want to use motivation as a way to improve students' autonomy ?

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