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**The Role of Motivation in Developing Learners' Autonomy: Second  
Year Licence Students as a Case Study**

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in  
Didactics.

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### **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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## **Dedication**

To my dearest mother.

To the soul of my father which has never left us.

To my brothers and sisters.

To my nieces Maria and Serine.

To my nephew Mouad

To all my colleagues of Bachir El Ibrahimi secondary school.

And finally to all my dear pupils.

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## **Abstract**

Motivation is an important aspect of building learning autonomy because it encourages students to take ownership of their learning and creates a sense of responsibility for their academic success. This study which is conducted with second year students at the department of English of Saida University has three aims-: to develop the relationship between motivation and autonomous learning, to explore the materials that foster motivation in the EFL context as to find out the main difficulties that confront the students in their learning process. This topic is significant in the field of didactics since it casts the light on the importance of motivation and learning autonomy in promoting lifelong learning. To achieve the mentioned aims, the investigator adopts a mixed method approach, where a semi-structured questionnaire is delivered to forty EFL learners and a structured interview is undertaken with four tutors. Findings reveal that there is a strong relationship between motivation and learning autonomy, in which the students take the responsibility of their own learning once they get enthused. Besides, the use of ICTs in the EFL context fosters motivation among the learners. Findings also show that the learners' unfamiliarity with English and the lack of motivation are among the main difficulties faced by the students. At the end of this investigation, the researcher suggests a series of recommendations to the EFL teachers as well as the learners to increase the students' learning autonomy.

**Keywords :** academic success, autonomous learning, EFL context, EFL learners, mixed method approach, motivation, Saida University.

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## **List of Abbreviations**

**EFL:** English as foreign language

**ICT:** Information and Communication Technology

**L2:** Second language

**LMD:** Licence, Master, Doctorate

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## **General Introduction**

Learning any foreign language does not depend only on its integrative skills, grammar, vocabulary or the student's linguistic outcomes but also on his motivation. If the learner is not motivated to learn the language, then the learning process will no longer take place in a good way. Motivation has a spindle role in the teaching-learning process, it is the main factor that creates a comfortable atmosphere for the learners as well as the teachers to learn and teach the language as it should be.

However, many researchers view that learners depend heavily on their teachers as the main source of knowledge without trying to reach out for knowledge themselves. At the same time, these researchers consider the lack of motivation as the main reason for this dependence, in which, they think that if the learners get motivated enough, they will create their own zone of learning as they will construct knowledge themselves without relying on their teachers. Thus, scholars have attempted to find out the relationship between motivation and autonomous learning. In another word, they were seeking if motivation manipulates learners' autonomy.

In light of what is mentioned above, the following investigation has three aims. First, it aims to develop the relationship between motivation and learners' autonomy. Second, it targets to explore what fosters motivation in the EFL classroom. Finally, it seeks to find out the main difficulties that confront the students in learning.

This topic, which is significant in the field of didactics, is worthy to take into consideration since it bridges the gap between the role of motivation and the students' autonomous learning. Thus, this study is an endeavor to make a link between the two notions of motivation and autonomous learning.

To achieve these aims, three research questions have been raised :

- 1-What is the relationship between motivation and autonomous learning ?
- 2-What are the materials that boost motivation in an EFL classroom ?
- 3- What are the main difficulties that face the learners in their learning process ?

To answer these questions, three research hypothesis are formulated as follow :

1-The relationship between motivation and autonomous learning is complimentary, once the learner get enthused , s/he will build his/her own space to learn and seek for knowledge him/herself.

2-Generally, the use of information and communication technology (ICTs) in an EFL classroom encourage the students to learn passionately.

3-the difficulties faced by the learners revolve around the lack of good resources, the non use of technology in the classroom, lack of motivation...ect.

Concerning the methodology used to gather data, the researcher has relied on a mixed method approach (a quantitative and a qualitative approaches) , where a students' questionnaire and a teachers' interview were incorporated. This means that data were analyzed quantitatively and qualitatively. The questionnaire was semi-structured, in which a dichotomous questions, multiple choice questions, open-ended questions and close-ended questions were all incorporated. It was distributed to EFL second years LMD students at Dr. Moulay Taher Saida univesity during the academic year 2022/2023. Concerning the interview, it contains seven questions. It was virtually conducted through email.

This research is divided into three chapters. Chapter one is devoted to the review of literature.It introduces the term of motivation, it aims to give a glimpse on this term, its types, theories as well as its importance in language learning. Besides, it is concerned with the term of autonomous learning. It targets to explain the term, to expose its existence in the EFL classroom as well as to present its approaches and the switch from teacher centredness to learner centredness. The chapter also aims to present the relationship between motivation and learning autonomy. The research design and methodology were discussed in the second chapter. It described the study tools in depth, as well as the informants' profiles, research processes, and data processing methodologies. The third chapter was about analyzing the acquired data. Finally, it summarizes the most relevant findings. It also makes some suggestions to improve teachers' and students' awareness of the importance of motivation in increasing autonomous learning. These recommendations are made in response to the findings.

The researcher faced some difficulties as any researcher conducting an investigation, in which, the research journey is full of circumstances. The limitation faced by the researcher is the non collaboration of the population in addition to his work condition where it was difficult for him to balance his work with the conducting of his academic undertaking.

# **Chapter One: Motivation and Autonomous Learning**

## **Chapter one : Motivation and Autonomous Learning**

### **1.1. Introduction**

Motivation is an important concept in language learning since it paves the way to the learners to construct knowledge passionately. This chapter is related to the literature review of the research. First, it aims to introduce the term of motivation, in which , it gives a glimpse on this term, its types, theories as well as its importance in language learning. Besides, the chapter is concerned with the term of autonomous learning. It targets to explain the term, to expose its existence in the EFL classroom as well as to present its approaches and the switch from teacher centredness to learner centredness. Finally, the chapter presents the relationship between motivation and learning autonomy.

### **1.2. A Glimpse on Motivation**

In learning, motivation is a complicated concept. When the goal of learning is to master a second language, the situation becomes much complicated (Dörnyei, 2001).According to Hadfield and Dörnyei (2013), language teachers regularly use the term motivation to define successful or unsuccessful learners. They also argue that without adequate motivation, even the brightest students are unlikely to persevere long enough to learn any truly useful language. Hence, as stated so concisely, motivation is an important aspect in foreign language learning. Gardner (2007) adds that without motivating elements, learners may not even begin to learn in the first place.Santrock (2011) stated, “Motivation involves the processes that energize, direct, and sustain behavior” (p. 148).In other terms, motivation is what influences and drives someone to accomplish something. Thus, motivation impacts the direction of an individual's action toward the pursuit of their objectives.

In a language learning context, motivation is viewed as “referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985, p. 10).This concept includes an investment of effort to achieve a goal, a desire to learn the language, and satisfaction with the process of learning the language. Gardner (2006) goes on to say that there is always a cause to be driven. He says: “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc. Learners with higher levels of motivation will do better than students with lower levels”(pp. 241-243).

Besides, many schools have introduced the term motivation according to their perspective, these definition can be displayed as follow :

## Chapter one : Motivation and Autonomous Learning

*Table 1.1. Definitions of Motivation (Brown, 2000, pp. 160-161)*

<b>The behaviorist school</b>	<b>The constructivist school</b>	<b>The cognitive school</b>
Motivation is seen as the anticipation of reward. The more we have positive reinforcement; motivation is more likely to be increased	Motivation is related to the individual's decisions and underlying needs to reach a given goal.	Motivation is linked to social context in order to satisfy fundamental physical necessities and also to fulfill community needs, security, identity and self-esteem.

Motivation is a critical aspect in successful language acquisition since it motivates students to acquire the language and assists teachers in their work. Learners' motivation is exposed to a variety of negative factors during the learning process, which vary depending on the setting.

### **1.3.Types of Motivation**

There are four different sorts of motivation. Motivation might be instrumental, integrative, intrinsic, or extrinsic. Gardner and Lambert (1959) established two types of motivational orientations, instrumental motivation and integrative motivation, which dominated the field for several decades. Integrative motivation is the desire to integrate into the culture of the second language group and become involved in social interchange within that group.

#### ***1.3.1.Instrumental Motivation***

According to Ur (2009), instrumental motivation is the desire to learn a language in order to further one's education or career. Gardner and Lambert (1972) argue that learners with an instrumental orientation acquire a language to provide themselves with new and better chances. Such options may include a job advancement, admission to a higher school, or study abroad. The instrumental motivation refers to learning a language as a way of achieving instrumental goals such as advancing one's profession, reading technical publications, translating, and so on.

#### ***1.3.2. Integrative Motivation***

According to Ur (2009), integrative motivation is the desire to identify with and integrate into the target-language culture. Gardner and Lambert (1959) claim that people who have



## Chapter one : Motivation and Autonomous Learning

integrative aspirations, such as identifying with the culture of the language group, want to join the target language community and are captivated by the people and culture that the target group represents. They learn the language in order to better understand the language community and culture, and they anxiously anticipate the opportunity to integrate into the language community after they have learned its language.

Gardner and Lambert (1972) and Spolsky (1969) discovered that integrativeness was connected with higher performance on foreign language proficiency exams. The outcomes of this study demonstrated that integrativeness was a critical requirement for successful language learning. Lukman (1972) carried out research. They observed that those with instrumental tendencies fared higher on English competence assessments among Marathi-speaking Indian English learners in India.

Learners who lack instrumental or integrative motivation may have hurdles and problems learning and obtaining knowledge of a second language in the classroom, and learning the language in general will be tough for them (Cook, 2000).

### ***1.3.3.Extrinsic Motivation***

The self-determination hypothesis proposed by Deci and Ryan (1985, 2002) has proven to be one of the most influential methodologies in the field of motivational psychology. The most widely used expressions are intrinsic motivation and extrinsic motivation, with the notion that learners are pushed to learn either intrinsically or extrinsically.

Extrinsic motivation is described as an action utilized to achieve a genuine, external objective rather than an intrinsically reinforcing purpose such as approval, receiving a reward, or avoiding a punishment (Ryan and Deci, 2000).According to Ur (2009) : “extrinsic motivation is derived from external incentives”(p.276).

In contrast to intrinsic motivation, extrinsic motivation is the inclination to participate in activities for reasons unrelated to the activity. The anticipation of a reward or penalty, such as passing an exam or obtaining a good grade, is one of these incentives (Vansteenkiste, Lens, & Deci, 2006). If someone else wants the L2 learner to know the L2 for integrative objectives, extrinsic motivation can be integrative; extrinsic motivation can be instrumental if an external power wants the L2 learner to acquire the L2 language.

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### ***1.3.4. Intrinsic Motivation***

Intrinsic motivation refers to an activity that is performed because of the natural interest or delight it provides, as well as the gratification that the action produces. Ryan and Deci (2000) see that “intrinsic motivation is a pervasive and vital type of motivation. This is because all human beings have “innate needs for competence, autonomy, and relatedness” (p. 57).

According to Vallerand (1997), persons with intrinsic orientations may declare they study English for the following reasons:

- It is a pleasurable experience for me when I comprehend spoken English.
- Studying English gives me a sense of success.
- Studying English is a lot of fun and I enjoy it.

Intrinsic motivation can become integrative motivation if the L2 learner seeks to integrate with the L2 culture; intrinsic motivation can also become instrumental motivation if the L2 learner wishes to attain objectives using L2. Learners with the same integrative drive may exhibit considerable differences in inner and extrinsic motivation. In L2 language learning, the ideas of intrinsic and extrinsic motivation are related to integrative and instrumental motivation (Brown, 2000).

### **1.4. Theories of L2 Motivation**

Many theories have been proposed by various scholars to explain the concept of motivation from various viewpoints and settings, namely ; expectancy-value theory, self-efficacy theory and goal-setting theory.

#### ***1.4.1. Expectancy-Value Theory***

The expectation-value theory is a motivation theory that describes the relationship between a student's expectation of task success or goal attainment and the value of task completion or goal accomplishment. According to the main concepts of expectancy-value theory, motivation to complete various activities is the outcome of two important components. The individual's anticipation of success in a certain activity and the reward that will follow from successful performance is the first component (Dornyei, 2011). The second component is associated with the emphasis that the individual places on job completion, including the value of rewards and the importance of involvement in carrying out the work (Ibid). As a

## **Chapter one : Motivation and Autonomous Learning**

result, Dornyei thinks that anticipating success is inadequate if it is not accompanied by positive values.

### ***1.4.2.Self-Efficacy Theory***

Bandura (1997) defined self-efficacy as a person's belief in his or her own ability to coordinate and finish tasks as well as solve problems (Cited in Graham and Weiner, 1996). Furthermore, people's beliefs about their ability to exercise control over their experiences impact their experiences (Bandura, 1989). According to Bandura, self-efficacy beliefs constitute the foundation of human agency. People's chances of success improve and the effect of failure reduces when they develop a strong sense of efficacy (quoted in Dornyei, 2011). In other words, learners with high self-efficacy are more likely to succeed and achieve than those with low self-efficacy.

### ***1.4.3.Goal-Setting Theory***

This concept was developed by Lock and Latham (1990), and it aims to explain variances in performance among persons in terms of target attribute differences (Dornyei, 2011). Humans must have goals in order to behave since goals drive actions, and goals should be followed by actions (quoted in Dornyei, 1998). A goal, according to Lock and Latham (2002), is the objective of an activity or endeavor that a person intends to achieve or gain.

## **1.5. The Importance of Motivation in Language Learning**

One of the most important and impactful factors influencing language learning and instruction is motivation. Without a doubt, students' learning may be led toward success or failure based on their motivation and engagement in language acquisition. That is, motivated learners are more likely to improve their learning capacity than uninspired learners. Gardner (2006) clearly shows that students who are more motivated outperform those who are less motivated (quoted in Al-Tamimi and Shuib, 2009).

Language teachers frequently use the term motivation to identify successful or unsuccessful learners, according to Hadfield and Dörnyei (2013). They also contend that in the absence of proper motivation, even the best pupils are unlikely to continue long enough to learn any genuinely useful language. As a result, as stated so succinctly, motivation is a key factor in foreign language learning. Gardner (2007) adds that without motivational features, learners may not even begin to learn in the first place, and those who do may find the process

## **Chapter one : Motivation and Autonomous Learning**

onerous, making it difficult to maintain their momentum to learn. The 2016 study by Loima and Vibulphol investigated this by focusing on learners' motivation and subsequent language success when taught in authentic classroom situations. According to the findings, when learners were permitted to choose which activities best matched their self-selected learning objectives, their motivation levels improved, as did their view of how in charge and accountable they were for their learning.

### **1.6. From Teacher Centredness to Learner Centredness**

The traditional English language classroom was "teacher-centered." This suggests that in traditional EFL courses, the teacher is the sole decision maker, the exclusive source of information, and the central figure (Oxford, 1990). Nonetheless, with the advent of new techniques to language instruction over the last two decades, EFL classes have become "learner-centered," necessitating active participation from students.

According to Fodil (2005), learner-centered aims to promote learners' autonomy and self-development by emphasizing the requirement of redefining both student and teacher roles, thereby justifying a learner-centered technique. This means that in learner-centered classrooms, students should be involved in the learning process and accountable for building their own knowledge. Students, for example, can select appropriate learning methods and approaches for their learning process. Whereas the instructors' responsibility is confined to assisting the learner's learning process by employing various techniques to conveying new knowledge while taking into consideration the learners' needs, interests, and learning styles. Moreover, Legenhausen (2000) claimed: "learner-centered teaching in contrast to teacher-centered teaching, regards learners as active members who have to construct their knowledge themselves" (p.45).

### **1.7. introduction to Autonomous Learning**

Dickinson (1987) defines autonomy as a situation where the learner is entirely accountable for all decisions related to his or her learning and the implementation of those decisions. According to Pemberton, autonomy is the ability to guide one's own learning (1996). Holec (1981) said that learner autonomy is "to take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning the objectives, the contents and progressions, methods and techniques to be used, monitoring the procedure of acquisition, and its evaluation (p.03).

## Chapter one : Motivation and Autonomous Learning

“Autonomy is described as the capacity to take control of one’s own learning” (Benson, 2001, p. 47). Little (1991) defined autonomy as the capacity for separation, critical thinking, decision-making, and autonomous action. In this view, autonomy support is the assistance needed to help learners gain the ability or capacity to take control of various phases of learning. Those who operate autonomously are less defensive and ego-protective, and they prefer to freely admit negative emotions, criticism, and personal flaws (Legault and Inzlicht, 2013).

Thomson (1996) defines autonomy as learning in which learners accept responsibility for their own learning." This implies that an autonomous learner is capable of setting goals and objectives, selecting materials, strategies, and activities, carrying out and evaluating his or her work/learning, and so on. Learners may make critical choices about what they want to learn as well as how and when they want to study.

### *1.7.1. Autonomous Learner*

According to Benn (1976, as cited in Candy, 1991), the autonomous learner has a consistent existence that stems from a coherent set of views, values, and principles and engages in a continuous process of critique and re-evaluation. Yet, Rousseau (1911, as cited in Candy, 1991) defines the autonomous learner as someone who follows a law that he creates for himself.

Similarly, Rathbone (1971) sees the autonomous learner as a self-activated producer of meaning, an active agent in his own learning process (as cited in Candy, 1991). He is not one to whom things just happen; he is the one who causes things to happen of his own choosing. Learning is viewed as a product of his self-initiated contact with the world.

Autonomous learners must take responsibility for all decisions related to their own learning, in the sense that they act independently of the teacher rather than being passive or waiting to be told what to do. The features of autonomous learners in the context of language learning according to (Omaggio, 1978) are :

- Independent learners have insights into their learning styles and tactics.
- They pursue the learning job at hand with vigour.
- They are prepared to take risks, for example, communicating in the target language at any costs.

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- They are excellent guessers.
- They pay attention to both form and substance, emphasizing accuracy as well as appropriateness.

### 1.8. Autonomy and Language Learning

Over several decades, independent learning has been seen as critical for a variety of reasons. First, it is an educational aim for instructors to aid pupils in becoming more successful and autonomous learners (Smith, 2008). Second, language teaching is evolving toward a learner-centered method (Benson, 2001; Ciekanski, 2007; Egel, 2009; Sakai, Takagi, & Chu, 2010; Sims, 2012; Ushioda, 1996), particularly when there is easy access to multimedia tools to assist learners learn independently outside the classroom. Finally, autonomy is seen as a basic human need that might boost learners' intrinsic motivation (Little, 1989, 2007; Spratt, Humphreys, & Chan, 2002).

To create intrinsic motivation, Ryan and Deci (2000) argue that the basic requirements to feel linked, competent, and autonomous must be met. Autonomy allows students to get experience being self-determined rather than controlled. According to Ushioda (1996), there is no autonomy without motivation. Several scholars, including Fukuda, Sakata, and Takeuchi (2011) and Ushioda (2012), have highlighted the link between autonomy and motivation in language acquisition (1996). Dickinson (1995) asserted that autonomy can boost motivation. Zhou, Ma, and Deci (2009) contrasted between "managed motivation" and "independent motivation," highlighting the importance of autonomy in inspiring Chinese children. Liu (2012) discovered that autonomy and motivation are substantially connected in a study that looked at the relationships between language anxiety, motivation, autonomy, and proficiency among university students in Taiwan. Although motivation showed a strong relationship with language competence, autonomy was the strongest predictor of language proficiency among the characteristics investigated.

Spratt, Humphreys, and Chan (2002) also found a relationship between autonomy and motivation, reporting that highly motivated language learners engaged in more independent learning techniques outside of class. University students' opinions of their duties, activities within and outside the classroom, decision-making abilities in learning English, and motivation levels were examined in a Hong Kong study. The findings not only validated the

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positive relationship between autonomy and motivation, but also demonstrated that a lack of motivation might stymie learner autonomy growth.

In a web-based computer-assisted language learning environment in southern China, Pu (2009) investigated autonomous learning and its connection with motivation. Students from five universities were among those who took part. The study's findings demonstrated that autonomous learning capacity was substantially associated with motivation in a technology-based English classroom. Although the results showed that participants had an intermediately high degree of independent learning ability and a medium level of desire, Pu argued that kids needed more assistance from professors to study efficiently in the new unconventional setting.

### **1.9. The Relationship between Motivation and Learning Autonomy**

The connections between motivation and autonomous learning have been recognised as significant (Dörnyei, 2001; Murray, Gao, and Lamb, 2011), and for most critics, such as Ushioda (2011), an accepted component of learning. Experts such as Benson (2001) argue that motivation encourages autonomy and that learners acquire motivational patterns via taking control of their learning. As a result, aiding learners in accepting responsibility for their learning and considering themselves as the major author in regulating this process is crucial to developing a sense of persistence that will enable them in continuing to study.

According to Littlewood (1996), incentive leads to autonomous learning. He thinks that autonomous learning is founded on students' competence and desire to accept responsibility. Similarly, Lee (1998) observed that if students comprehend the importance of a certain framework, they may work autonomously and effectively. Motivation, according to Ushioda (1996), is a crucial requirement for autonomous learning. He contends that by definition, autonomous learners are motivated learners. Spratt, Humphreys, and Chan (2002) conducted research that backs up Ushioda's claim. Over 500 participants completed questions on autonomous activities and scored their perceived second language motivation on a five-point scale (from highly motivated to not at all motivated). The study suggests that motivation influences the degree to which learners are prepared to learn autonomously, and that teachers should make attempts to develop motivation before instructing pupils on how to learn independently. Ushioda (2011) also stated that by establishing autonomy and inspiring learners to talk as themselves today, instructors may help students realize their competence to become the people they want to be and utilize the language to accomplish what they want with their own motivation and sense of self.

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Furthermore, Dam (1995) asserted that learners are autonomous before they are motivated, which he stated occurs because they are encouraged to develop independent patterns of learning, which leads to a rise in their motivation levels. This does not, however, imply that it happens automatically. The motivation-learner autonomy relationship, according to Lamb (2010), is difficult since the factors that operate on one to empower the other are distinct. According to Dörnyei (2001), when the two collaborate, their relationship and efficacy are strengthened.

To conclude the amount to which teachers fulfill students' autonomy demands has a significant impact on the level of student motivation. Autonomy-promoting approaches entail cultivating relationships that foster pupils' intrinsic drive. Controlling or pushing pupils to think, feel, or behave in a certain manner is the polar opposite of encouraging autonomy. Students' sentiments of self-determination and intrinsic motivation are weakened when the learning environment is seen as controlling. They become demotivated and disengaged, which has a detrimental impact on both their happiness and their achievement. Students that have autonomy-supportive instructors exhibit more positive learning behaviors and obtain greater results than students who have controlling teachers.

### **1.10. Classroom-Based Approach to Language Learner Autonomy**

The ultimate purpose of education is to promote learner autonomy and to equip and skill people for lifelong learning. As a result, the procedures inside the classroom must necessarily contribute to the development of self-awareness and abilities on an individual basis, therefore encouraging independent learning. The provision of relevant learning experiences as teacher responsibility and participation in them as learner responsibility, driven by a shared understanding of learner as individual teacher awareness and self as learner awareness, results in a collaborative relationship between learner autonomy and differentiated learning. The key premise here is that giving students some say over the activities they participate in may be an efficient means of providing acceptable learning experiences to students in big language classrooms.

Reflection on goals, learning activities, and acceptable assessment criteria are all part of the evaluation of classroom learning. Oscarson (1989) highlights four major advantages of formal self-assessment for self-directed learners. First, it teaches students how to evaluate the effectiveness of their communication. Second, it increases learners' awareness of the learning process and encourages them to critically analyze course material and assessment. Finally, it



## **Chapter one : Motivation and Autonomous Learning**

increases their understanding of the many possible goals in language learning. Fourth, it broadens the range of evaluation criteria to include areas in which learners excel. Self-evaluation increases learners' motivation. Self-assessment tools such as self-marked tests, progress cards, self-rating scales, and portfolios have been developed.

Classroom-based approach strives to foster autonomy by including learners in decision-making processes pertaining to the day-to-day management of their learning. This capacity is more efficiently fostered in the classroom, where students are more easily able to work with one another and seek the assistance of teachers. Flexibility in curriculum implementation standards frequently generates areas in which individual teachers can give students some choice over parts of their classroom learning. If the curriculum lacks flexibility, the degree of autonomy generated by the learners will be restrained appropriately.

### **1.11. Learning Autonomy in The EFL Classroom**

Under the communicative method, the strengthening of the learner's role has contributed to the birth of the idea of "learner autonomy" in the field of language teaching (Holec, 1980). According to Benson (2001), all of the developments in language education theory and technique that have happened during the previous thirty years contain the underlying notions of autonomy. He went on to say that communicative teaching, learner-centeredness, and autonomy all share a focus on the learner as the key agent in the learning process, and that several prominent researchers in communicative language teaching and learner-centeredness practice have incorporated the concept of autonomy into their work.

Nowadays, pedagogical decisions are primarily aimed at producing persons capable of engaging in lifelong learning based on the ability to take charge of any situation and meet the demands of any setting. Learner participation in the EFL classroom is desired in this era of learner-centeredness in education. While conventional techniques encourage teachers to change from information providers to facilitators, students must be more independent in order to develop a sense of responsibility for directing their learning experience. In EFL classrooms, if students are unaware of their responsibilities, they will be unable to learn the language effectively, and the class hours will quickly deplete students' excitement and generate a sour attitude among them.

With the advent of the "learner-centered" paradigm, both instructors' and students' responsibilities have been altered and evolved in order to suit the demands of both students

## Chapter one : Motivation and Autonomous Learning

and teachers in the construction of an independent classroom. As a result, Nunan (1996) contends that the roles of teachers and learners in the EFL classroom have evolved. The roles of the learner rest on :

- **Being responsible :** autonomous learners must be responsible for their own learning, including the development of their learning capabilities and the construction of their knowledge. According to Sharle and Szabo (2000), success in learning is heavily dependent on learners adopting a responsible attitude.
- **Being aware :** according to Leni Dam (2000), autonomous learners are aware of the learning procedures that fit them and help them improve their skills, an awareness that will ideally help them come to a knowledge of themselves and so raise their self-esteem (cited in Lumturie Bajram, 2015).
- **Self-assessor:** according to Hunt, Gow, and Barnes (1989), there can be no true autonomy without learner self-evaluation and self-assessment. Self-evaluation is an important function for independent learners since it allows them to assess and monitor the advancement of their own learning as well as recognize their own strengths and limitations.

On the other side, the roles of the tutor are :

- **Being a facilitator :** this role entails making the learning process easy for students. This is accomplished primarily through simplifying and clarifying the knowledge, as well as assisting learners in overcoming challenges encountered while conducting the learning tasks.
- **Being a counselor :** according to Kongchan (2008), the role of a "counselor" is to assist learners in talking to someone about their accomplishments, issues, and solutions to these problems.
- **Being a resource :** in an independent classroom, the teacher is intended to be the learner's knowledge resource, providing learners with varied information and resources as needed. According to Yan (2012), the teacher is the language resource and is responsible for delivering appropriate language input.

### 1.12. Conclusion

This chapter was purely theoretical. It tackled two notions. First, it dealt with the notion of motivation in which it presented its definition, types, theories and its importance in

## **Chapter one : Motivation and Autonomous Learning**

language learning. The second notion was about autonomous learning. The chapter dealt with the switch from the teacher centredness to the learner centredness, the definition of autonomous learning, its approaches and existence in the EFL classroom. The chapter also presented the relationship between these two notions: motivation and learning autonomy.

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

## Chapter Two : Research Methodology and Design

### 2.1. Introduction

The previous chapter was merely theoretical. This chapter is descriptive. First, it restates the research questions and hypothesis of the study along with its aim. Second, it aims to give a thorough description of the research methodology used to analyse the role of motivation in developing the students' learning autonomy. The chapter also targets to describe the sample population who contributes to fulfill this research. Besides, it presents the research tools that have been followed to accomplish this academic undertaking. Finally, the chapter illustrates the limitations of the study.

### 2.2. Research Questions and Hypotheses

As a reminder for the reader, the investigator of this research has raised three research questions, they are stated as follows:

- 1-What is the relationship between motivation and autonomous learning ?
- 2-What are the materials that boost motivation in an EFL classroom ?
- 3- What are the main difficulties that face the learners in their learning process ?

To answer these questions, three research hypothesis are formulated as follow :

- 1-The relationship between motivation and autonomous learning is complimentary, once the learner gets enthused , s/he will build his/her own space to learn and seek for knowledge him/herself.
- 2-Generally, the use of ICT's in an EFL classroom encourage the students to learn passionately.
- 3-the difficulties faced by the learners revolve around the lack of good resources, the non use of technology in the classroom, lack of motivation...etc.

### 2.3. The Aim of The Study

Basically, conducting this study stems from the desire of exploring the role of motivation in increasing the students' autonomous learning. Thus, the aims of the research are cited as the following :

## Chapter Two : Research Methodology and Design

- developing the relationship between motivation and learners' autonomy.
- exploring the factors that foster motivation in the EFL classroom.
- seeking to find out the main difficulties that confront the students in learning.

### 2.4. Methods

Research methodologies are specialized strategies for gathering and interpreting data. Developing a research methodology is an essential component of any study plan. There are two main considerations to make while designing a methodology. First, the researcher chooses how to collect data. Methods are determined by the sort of data required to address a researcher's research question:

- Qualitative vs. quantitative data: Will his data be in the form of words or numbers?
- Primary vs. secondary: Will he acquire original data himself, or will he rely on data obtained by others?
- Descriptive vs. experimental: Will he measure anything as is, or will he do an experiment?

Second, The researcher must then select how to examine the data.

- To investigate correlations between variables in quantitative data, researchers might use statistical analytic tools.
- To analyze patterns and meanings in qualitative data, he can employ approaches such as theme analysis.

According to McCombes and George (2022), the data gathering and analysis procedures employed by the investigator in his research are discussed and explained in research methodology. The methodology chapter, which is an important element of the thesis, dissertation, or research paper, describes what was done and how it was done, allowing readers to judge the dependability and validity of the study and his dissertation topic. It should include the following items:

- The sort of study carried out.
- How were data gathered and analyzed?
- Any instruments or materials utilized in the research.
- The rationale of choosing these strategies.

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### ***2.4.1. Mixed Methods Approach***

In mixed-approaches research, both quantitative and qualitative methods are used in the same study. Those who do such research say that using both approaches gives a more full grasp of research topics than using one method alone (Fraenkel, Hyun, & Wallen, 2012). It should be emphasized that the type of data collection equipment utilized does not make a significant difference between quantitative and qualitative techniques. Observation and interviewing, two major qualitative research techniques, are also often utilized in quantitative investigations. The difference is in the approach, context, and occasionally purpose (ibid).

Mixed methods research necessitates the blending of approaches for data collection, data analysis, and evidence interpretation. The crucial term is 'mixed,' since data linkage or integration at an opportune moment in the research process is a vital element in the mixed methods approach. Purposeful data integration helps researchers to gain a more comprehensive view of their study by examining occurrences from many perspectives and via various research lenses (Shorten & Smith, 2017).

Mixed-methods research provides a number of advantages. For starters, mixed-method research can aid in the clarification and explanation of links discovered between variables. Correlational data, for example, may show a minor negative association between the amount of time students spend at home using a computer and their grades; that is, as student computer use grew, their grades deteriorated. The topic of why such a connection exists is raised. Second, mixed-methods research allows us to delve deeply into the interactions between variables. In this case, qualitative approaches might be employed to identify the key factors in an area of interest. These characteristics can then be quantified in an instrument (such as a questionnaire) and sent to a large number of people. The variables can then be correlated with each other.

#### ***2.4.1.1. Quantitative Approach***

The process of gathering and interpreting numerical data is known as quantitative research. It may be used to discover patterns and averages, to make predictions, to verify causal linkages, and to generalize results to larger groups. It is the inverse of qualitative research, which entails gathering and interpreting non-numerical data (for example, text, video, or audio). Quantitative research is utilized extensively in the scientific and social

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sciences, including biology, chemistry, psychology, economics, sociology, and marketing (Bhandari, 2023).

Quantitative research methodologies might be employed for descriptive, correlational, or experimental research.

- In descriptive research, you just want an overall overview of the factors in your study.
- Correlational research looks into the links between the variables in your study.
- In experimental research, you investigate if variables have a cause-and-effect connection.

Correlational and experimental research can both be used to statistically test hypotheses or predictions. Based on the sample method utilized, the results may be applied to larger populations.

To gather quantitative data, operational definitions are frequently used to transform abstract notions (e.g., mood) into observable and measurable measurements (e.g., self-ratings of moods and energy levels) (ibid).

### ***2.4.1.2. Qualitative Approach***

According to Bhandari (2023), Qualitative research is gathering and evaluating non-numerical data (such as text, video, or audio) in order to better comprehend concepts, views, or experiences. It can be utilized to gain in-depth insights into a topic or to develop fresh research ideas. The antithesis of quantitative research is qualitative research, which includes gathering and interpreting numerical data for statistical analysis.

Qualitative research is based on social science fields such as psychology, sociology, and anthropology. As a result, qualitative research methodologies enable in-depth probing and questioning of respondents based on their replies. The interviewer/researcher also attempts to comprehend their motivations and emotions. Understanding how your target audience makes decisions might aid in drawing conclusions from market research (Bhat, 2023).

### ***Ethical Consideration in Qualitative Research***

Ethical considerations impact qualitative research just as much as they do any other type of study discussed in this book. Nonetheless, a few topics are worth reiterating due to their significance.



## Chapter Two : Research Methodology and Design

To begin, unless otherwise agreed upon, the identity of all participants in a qualitative study should always be protected; care should be made to ensure that no material gathered might humiliate or hurt them. Participants must be notified if confidentiality cannot be maintained and given the option to withdraw from the research if this is the case.

Second, participants must always be treated with dignity. It is very vital in qualitative investigations to solicit the assistance of all study subjects. Subjects should typically be informed of the researcher's interests and given permission to proceed. Researchers should never lie to subjects or use a covert recording device or other mechanical instrument to capture talks.

Third, researchers should do everything possible to assure that no one who takes part in the study suffers any bodily or psychological harm. This may sound straightforward, but researchers are occasionally put in difficult situations when they discover that individuals are being hurt unwittingly.

Table 2.1. Quantitative vs *Qualitative Research*

<b>Quantitative Methodology</b>	<b>Qualitative Methodology</b>
Preference for precise hypotheses stated at the outset	Preference for hypotheses that emerge as study develops.
Much attention to assessing and improving reliability of scores obtained from instruments.	Preference for assuming that reliability of inferences is adequate.
Preference for statistical summary of results.	Preference for narrative summary of results.
Preference for breaking down complex phenomena into specific parts for analysis.	Preference for holistic description of complex phenomena.
Data reduced to numerical scores.	Preference for narrative description.
Preference for precise definitions stated at the outset.	Preference for definitions in context or as study progresses.

*Note 2.1. Adopted from (Fraenkel, Hyun, & Wallen, 2012).*

### 2.5. Sample Population

A sample is a more manageable and smaller representative of a bigger group. A subset of a larger population that shares some of its traits. In statistical testing, a sample is employed when the population size is too big to include all members or observations in the test. The sample is a random selection of the population that best reflects the entire data collection.

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This study has taken place at Dr. Moulay Tahar Saida university in the academic year 2022-2023. The sample population of the investigation were second year EFL students and teachers. They were selected randomly to contribute to the accomplishment of this research paper. From this wide range, the researcher has chosen four teachers and forty learners to represent the whole population to conduct his research.

In this study, the researcher has opted for a simple random sampling since every individual from the population has an equivalent chance at being chosen (Thomas,2020). Besides, it is a method that imparts a feeling of fairness in the investigation because no earlier data about individuals or things included is joined in the process of data collection (Gaile,2017).

### ***2.5.1. Description of The Teachers' Profile***

The investigator has chosen four EFL tutors to answer his interview. Three of them were females while the remaining one was a male. These teachers hold a PHD degree in different fields and have a wide experience in the domain of teaching. Henceforth, the researcher asked them for help to get benefits for some aspects related to his subject matter.

### ***2.5.2. Description of The Students' Profile***

To complete this academic undertaken, the questionnaire was conducted with forty EFL students at Saida University. They were selected randomly to be a part of this work. Thirty-four students were female while the rest of the sample population who forms six were males. These learners have answers the questionnaire online through google docs.

## **2.6. Research Tools**

Data collecting is an essential component of research. To gather the necessary data for any research, you must create proper equipment, employ appropriate measurement procedures, and decide on the important qualities of the samples taken. There are various research tools, each with its own design, operation, feature complexity, and interpretation. In some cases, you may be able to choose from a list of accessible tools. In other cases, you may discover that current research instruments do not suit your study aim or objective, and you may choose to change them or create your own. Each tool is designed to collect a specific sort of data or information that lends itself to a specific style of analysis and interpretation in order

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to derive relevant conclusions. Thus, You must first become acquainted with the nature, benefits, and limits of various research instruments.

### *2.6.1. Questionnaire*

A questionnaire is a set of questions or items intended to collect information about respondents' attitudes, experiences, or views. Questionnaires can be used to collect both quantitative and qualitative data (Bhandri, 2023) .

Questionnaires are widely used in market research, as well as social and health sciences. For example, a corporation may solicit comments on a recent customer service experience, while psychology researchers may use surveys to explore health risk perceptions (ibid).

However, one issue with surveys is that respondents may lie to get social acceptance. Most individuals prefer to project a positive picture of themselves, thus they may lie or bend the facts to seem good, for example, students may overstate revision time. Questionnaires can be a more cost-effective and time-efficient way of evaluating the behavior, attitudes, preferences, views, and intentions of a reasonably large number of individuals than other approaches. To collect data, a questionnaire frequently employs both open and closed questions. This is advantageous since it allows for the collection of both quantitative and qualitative data (McLeod, 2023).

#### *2.6.1.1. Characteristics of a Good Questionnaire*

**Uniformity:** questionnaires are extremely effective for gathering demographic information, personal opinions, facts, or attitudes from respondents. The consistent design and standardization of a research form is one of its most important characteristics. Each respondent sees the identical set of questions. This aids in the acquisition of data and the statistical analysis of that data. The retail shop assessment questionnaire form, for example, has questions for reviewing retail store experiences. Questions include the buying price, product selection range, and goods quality. These questions apply to all clients.

**Exploratory:** to acquire qualitative data, it should be exploratory. There are no restrictions on the kind of questions that can be included in your questionnaire. For instance, you might utilize a data gathering questionnaire and mail it to the female of the family to learn about her spending and saving behaviors in relation to the household income. Open-ended questions

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provide more information and allow respondents to clarify their processes. A highly organized question list may hinder data collecting.

**Question Sequence:** a systematic sequence of questions is often used to improve the number of replies. There are screening questions, warm-up questions, transition questions, skip questions, tough questions, and classification questions in this series.

### ***2.6.1.2. Description of the Students' Questionnaire***

The students' questionnaire is a semi-structured questionnaire. It aims to obtain data about the learners' perspectives on the role of motivation in developing their learning autonomy. To address the research questions raised, a semi-structured questionnaire (see appendix A) is delivered online to 40 learners. It was composed of closed-ended questions (yes or no/ multiple choices questions) and open-ended questions. The questionnaire took two weeks.

The questionnaire contains fourteen questions. The first, third, fifth, sixth, eighth and ninth questions were multiple choice questions. The second, fourth, seventh, tenth, thirteenth and fourteenth questions were close ended questions (dichotomous questions) while the eleventh and twelfth questions were open end questions.

### ***2.6.2. Interview***

An interview is a qualitative research approach that collects data by asking questions. Interviews are conducted by two or more persons, one of whom is the interviewer who asks the questions. There are several sorts of interviews, which are frequently distinguished by their amount of organization, namely; structured interviews where preset questions are asked in a preset order, unstructured interviews which are more natural and semi-structured interviews that fall somewhere in the middle. In market research, social science research, and ethnographic research, interviews are frequently employed (George, 2022).

When gathering in-depth information about people's ideas, beliefs, experiences, and feelings, interviews are an effective strategy. Interviews are effective when the topic of inquiry necessitates complicated questioning and extensive investigation. Face-to-face interviews are appropriate when your target demographic can communicate better in person than they can in writing or over the phone (e.g, children, the elderly, or the disabled).

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The interview can be a positive addition to any research because it increases the knowledge of both the interviewer and the interviewee. Furthermore, it enhances mutual understanding and cooperation. However, the researchers are still facing some limitations in the interview process such as lack of attention and time-consuming.

### ***2.6.2.1. Description of The Teachers' Interview***

The type of interview used by the researcher in this dissertation is a structured interview since it was undertaken virtually through email. It was addressed to four EFL teachers who are well experienced in the domain of teaching. Those teachers have appreciated and welcomed the research as they contribute positively to the research while the others apologize for not responding because they had no time to do so.

The interview comprises seven questions that vary between WH questions and dichotomous questions (yes/no). These questions attempt to cover all the aspects related to the subject matter that would help the researcher to achieve satisfactory results concerning his investigation as well as to check the validity of the hypothesis that have been raised.

The process of collecting data from the interview has taken three weeks, in which, the researcher waited for a long period of time to get the responses from the teachers who were busy but they replied at the end as they apologized from making the delay.

### **2.7. Limitations of The Study**

As with every researcher doing an inquiry, the researcher encountered several problems along his path. The researcher's restriction was his work situation, which made it difficult for him to reconcile his work with the conduct of his academic endeavor. Moreover, the majority of the population was not collaborative with the investigator.

### **2.8. Conclusion**

This chapter was descriptive. it restated the study's research questions and hypothesis, as well as its objective. It provided a detailed explanation of the study methods used to examine the role of motivation in enhancing students' learning autonomy. The chapter also discussed the sample population that contributed to the completion of this research. Furthermore, it dubbed the research methods used to complete this academic project. Finally, the chapter

## Chapter Two : Research Methodology and Design

highlighted the study's limits. The following chapter is concerned with the analysis of the data collected from the teachers' interview and the students' questionnaire.

## **Chapter Three : Data Analysis and Discussion**

## Chapter Three : Data Analysis and Discussion

### 3.1. Introduction

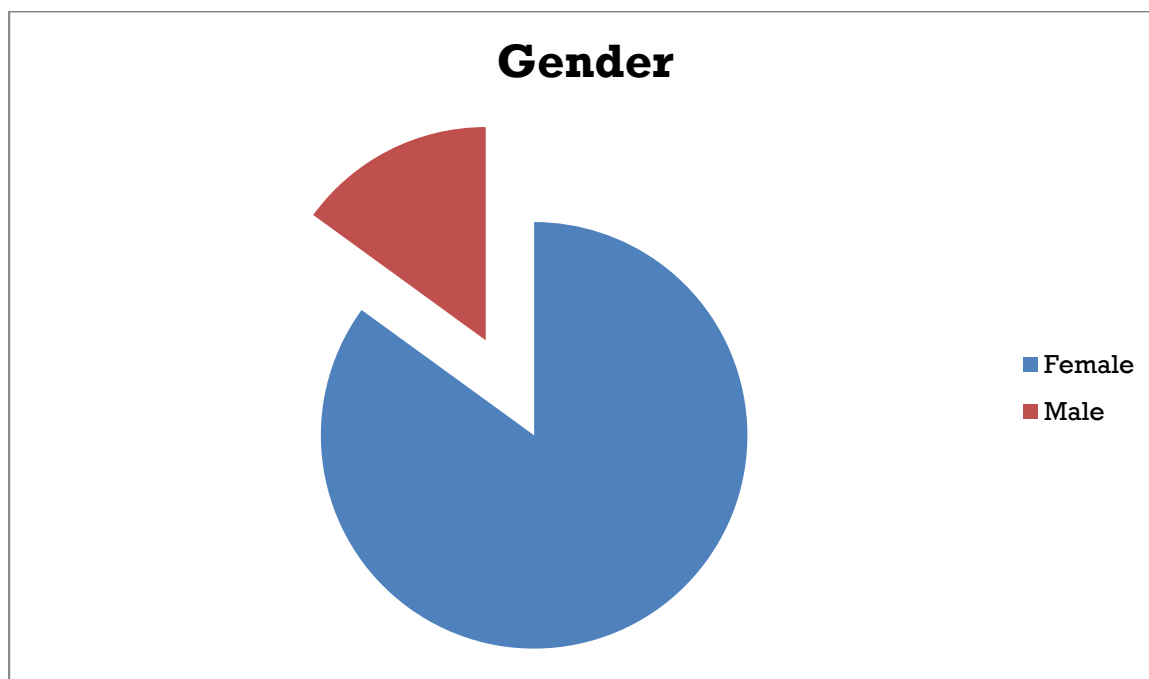
After describing the methodology used by the researcher to fulfill his study, the current chapter aims to analyse and interpret data collected from the students' questionnaire and the teachers' interview. Besides, the chapter targets to suggest a series of recommendations for both of EFL teachers and learners according to the findings of the analysis.

### 3.2. Findings

The findings of this research are going to be discussed qualitatively and quantitatively. The learners' questionnaire is going to be discussed quantitatively, on the other hand, the teachers' interview is going to be carried out qualitatively.

#### 3.2.1. Students' Questionnaire

**Question one:** What is your gender ?



*Figure 3.1. Participants' gender*

The above pie-chart states the gender of the participant learners in this research. Findings show that 85% of the participants are females. On another hand, the rest of the informants who are males forms 15% of the wide range. This means that the female learners were more collaborative than the other gender which is the males.



## Chapter Three : Data Analysis and Discussion

**Question two:** Do you enjoy learning English?

Table 3.1. *Students' enjoyment*

Answer	Learners
Yes	39
No	01
<b>Total</b>	40

The table above demonstrates the students' enjoyment in learning English. The results show that 97,5% of the learners enjoy the process of learning the language (39 students). This implies that these students are satisfied about their choice of studying English at the university. However, one student (2,5%) claimed that s/he is not enjoying the process the thing that means s/he is studying the language reluctantly.

**Question three :** Why do you study English?

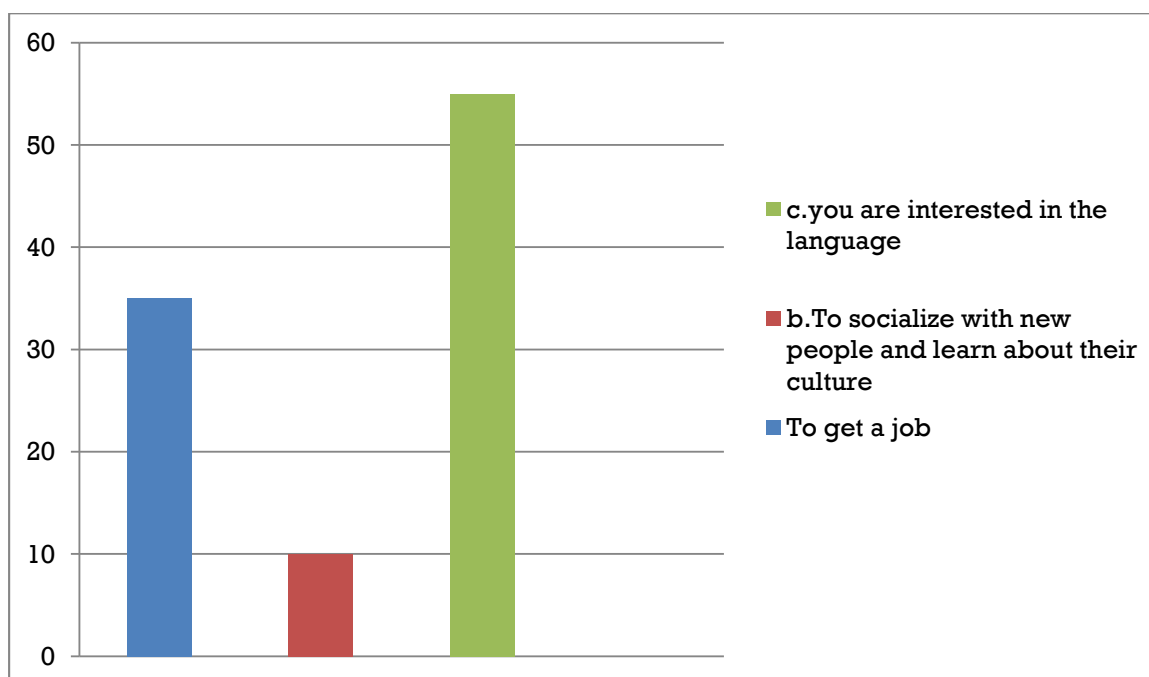


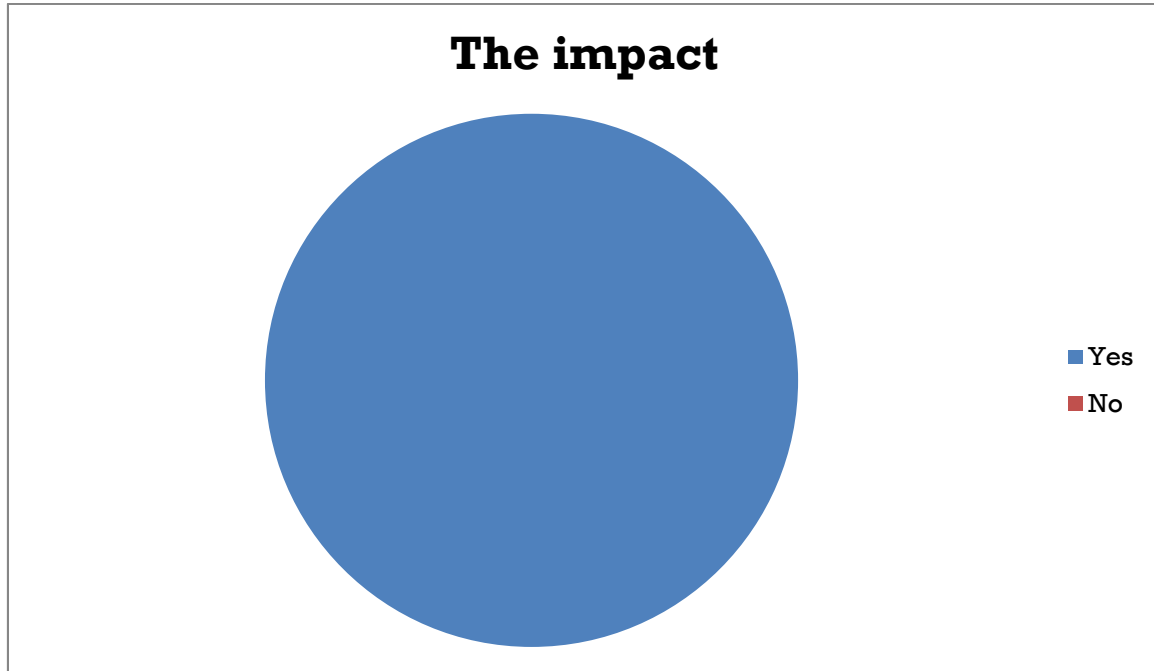
Figure 3.2. Students' reasons behind studying English

As shown in this graph, each student has his/her own motive to study English. Findings show that 35% of the learners are studying this foreign language to get a job. This means that this category is keen to become EFL tutors in the future. Besides, 55% of the participants claimed that they are interested in the language since it is a global language as it gives them chances to work anywhere. Moreover, the rest of the wide range who forms 10 % said that they study

## Chapter Three : Data Analysis and Discussion

English to interact with new people and learn about their culture. This means that those students like to communicate with natives to know more about their attitudes.

**Question four :** Do you think that motivation impacts the process of learning English?



*Figure 3.3.* The impact of motivation on the process of learning English with second year students.

As shown above, the wide range who forms 40 participants agreed that motivation impacts the process of learning English. This implies that the wide range is aware about the fact that motivation is the key that pushes the learners to be more and more interested in the process of learning.

**Question five :** How do you keep yourself motivated to learn a language?

## Chapter Three : Data Analysis and Discussion

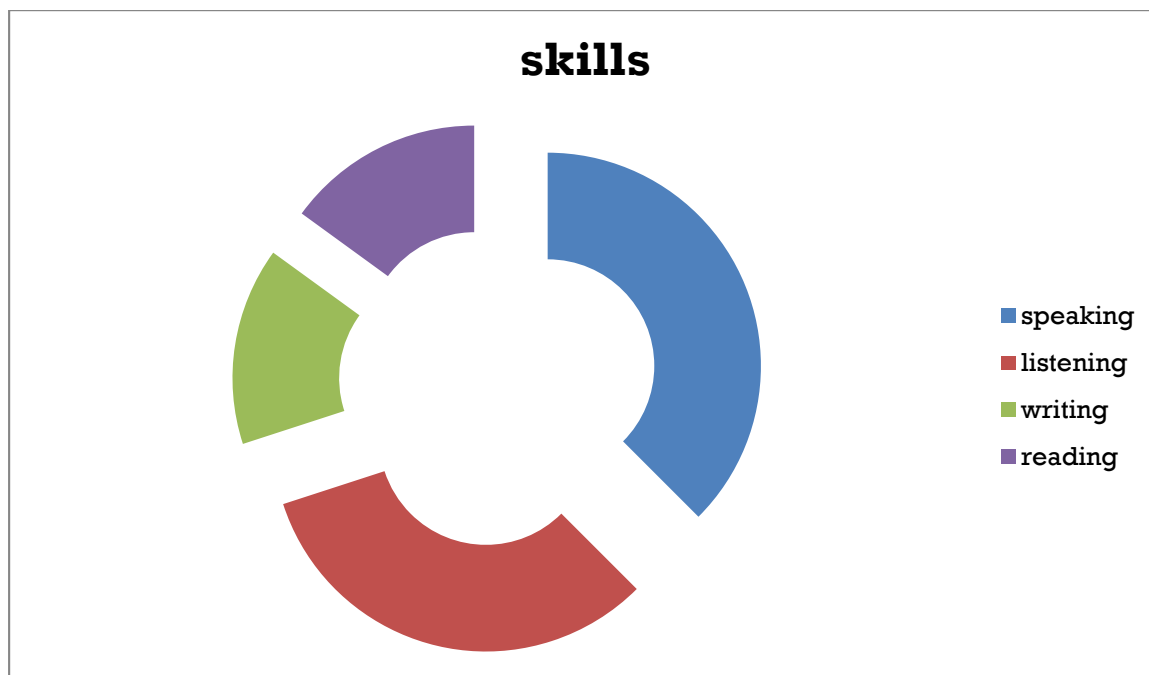
Table 3.2. Students' tips to keep themselves motivated

Answer	Learners
Reading for pleasure	08
Listening to music	04
Watching movies	13
Speaking to the others	09
Another things	06
<b>Total</b>	<b>40</b>

The table above shows that each student has his/her own way to keep him/herself motivated. For instance, 13 students see that they keep their motivation if they watch English movies (prison break, peaky blinders, Harry Potter..etc). However, 09 students view that they stay motivated if they speak to the others and communicate with a foreign language. Moreover, 08 participants enjoy reading and depend on this tip to keep themselves motivated while 04 students believe that they become motivated if they listen to English music of Adele, Selena Gomez, Rihanna...ect. On the other hand, 06 participants claimed that they depend on other things to keep motivation, these things maybe they write down what they do, or they listen to podcasts...etc.

**Question six :** Which skill motivates you the most? Specify please.

## Chapter Three : Data Analysis and Discussion



*Figure 3.4.* The motivating skill

The circle above demonstrates the skills that motivate the learners the most to learn the language. Findings show that 32,5 % of the informants get motivated through the receptive skill of listening. Moreover, 37,5% of the learners get motivated through the productive skill of speaking. On the other hand, 15% of the learners claimed that the skill of reading motivates them the most while the remaining students who also form 15% view writing as a motivating skill.

These answers were specified as follow :

- Because speaking with others opens the door to discussions and effective conversation motivates learners to speak and express their ideas freely.
- When I speak English, I feel blessed because I'm dealing with a language that is different from my mother tongue.
- Reading motivates me the most because it opens the doors to unlimited amount of information, courses , books , tutorials ext.
- I am a writer so i enjoy writing , it is a way that pushes me to learn more words and to make the word's sounds.
- Listening helps me to acquire new vocabularies with their correct pronunciation.

## Chapter Three : Data Analysis and Discussion

**Question seven :** Does your attendance to your classes ( at the university ) satisfy your needs?

Table 3.3. *Students' satisfaction about their university's knowledge*

Answer	Learners
Yes	12
No	28
<b>Total</b>	40

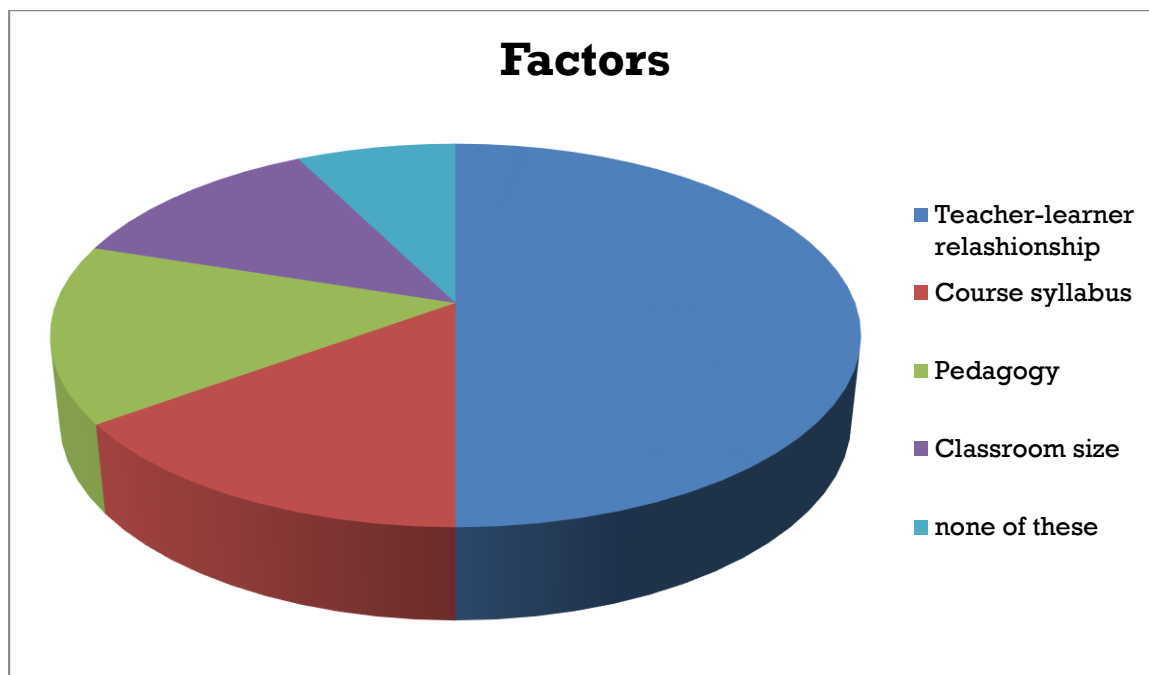
As shown in the table, the majority of the participants who forms 28 learners see that the knowledge they get from their classes at the university does not satisfy their needs, they justifications can be summarized as follow :

- I need practice as i want to study something that I will truly benefit from it in the future.
- The courses are theoretical rather than practical.
- Learning a foreign language needs real life experiences as to construct knowledge ourselves rather than absorbing knowledge passively from the teachers.
- Studying at university is not enough , we need more to achieve a good level.

On the other hand, 12 students view that their attendance to university classes satisfies their needs since they are in need to a teacher who can clarify anything that they cannot get.

**Question eight :** Do the following factors affect the extent of your language acquisition?

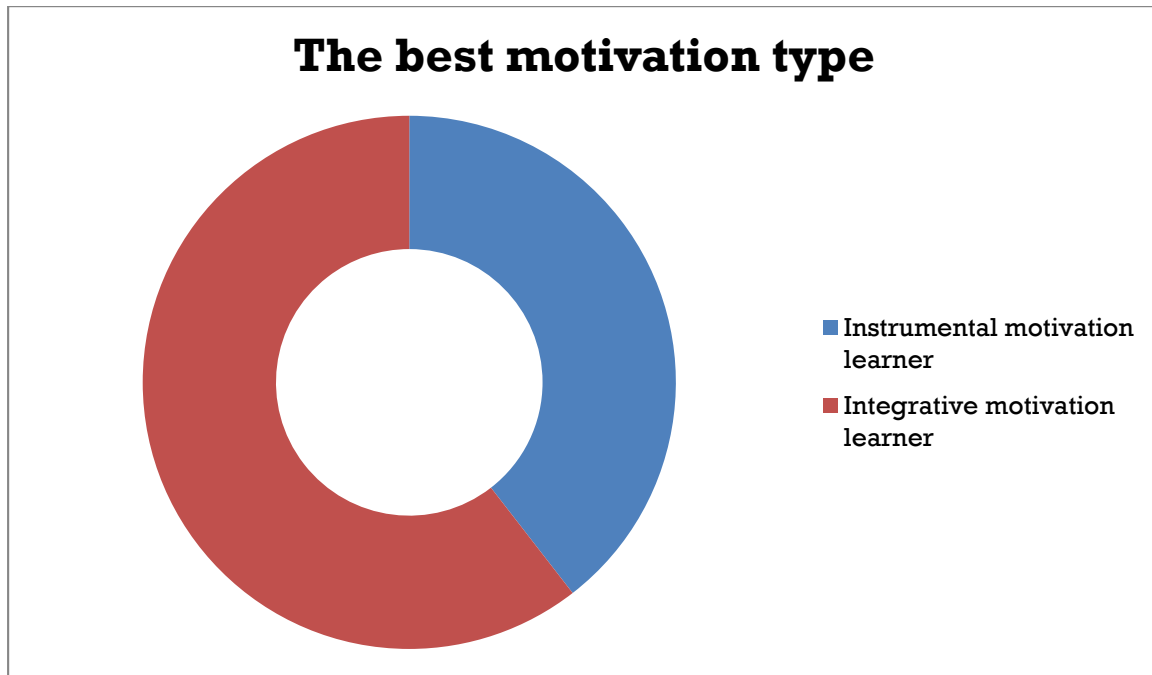
## Chapter Three : Data Analysis and Discussion



*Figure 3.5.* Factors affecting language acquisition

As mentioned above, there are several factors affecting the extent of language acquisition. For instance, half of the participants (20 learners) view that building a rapport between the teacher and his/her learners affect the way that the students acquire the language with. Furthermore, 15 % of the wide range see that the syllabus affects the extent to which the learners acquire a language while the other 15 % see that pedagogy is what bears the responsibility of students' acquisition of the language. However, 12,5 % of the learners said that the classroom size is the factor that affects the language acquisition while 7,5 % of the participants see that none of the mentioned factors affect the acquisition of the language.

**Question nine :** which type of students ,in your opinion, will have a better command of English?

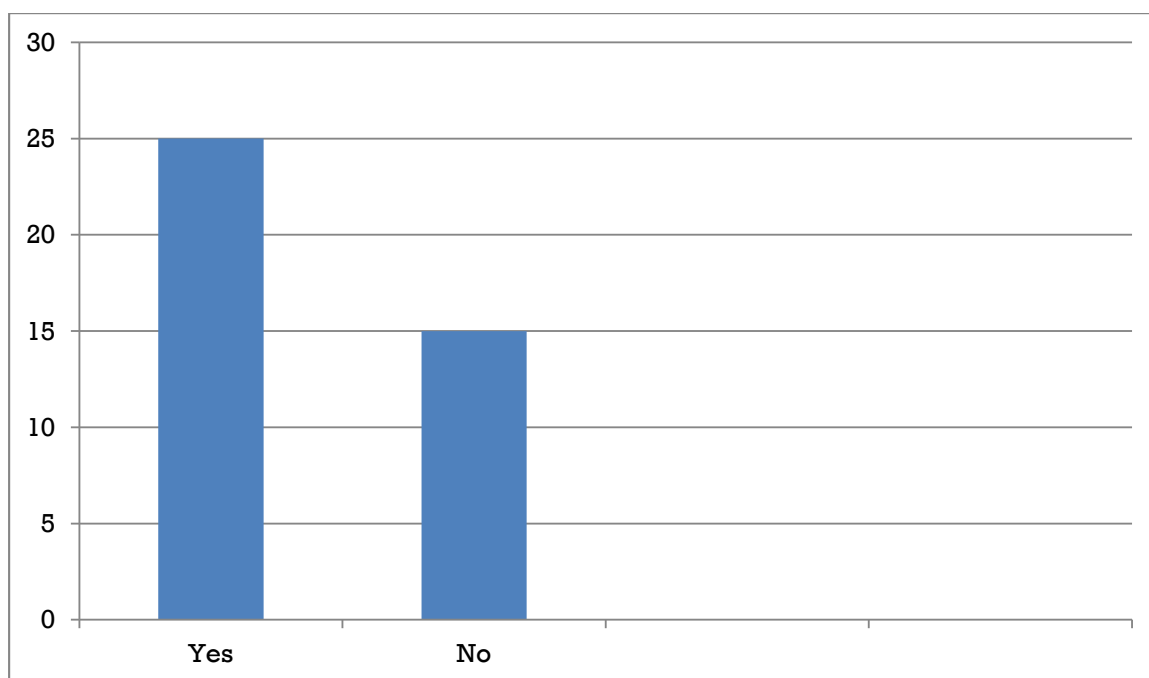


*Figure 3.6.* Students' opinion about the best motivation type

The circle above demonstrates the opinions of the students' about the best motivation type. Findings show that 60,5% of the learners believe that the integrative motivation learner is the type who will have a better command of English. However, the remaining learners who form 39,5% think that the instrumental motivation learner is the best type who will get a better English command.

**Question ten :** Is it challenging for you to study English outside of a university setting? Specify please.

## Chapter Three : Data Analysis and Discussion



*Figure 3.7. Students' opinions*

This graph shows the students' opinion about studying English outside of a university setting. Findings show that 25 learners believe that the process of studying English outside is challenging for them, they specify their answers as follow :

- To achieve my learning progress, teachers' feedback is not enough, for this reason i have to visit lot of sources, reading books, listening music, watching movies and so on.
- To achieve my learning progress, i need to visit a lot of resources. Teachers'feedback is not enough.
- Yes , it is challenging since most of the students has a lack of practice opportunities , and a loss of motivation.
- At university we usually have a limited range of lectures whereas it is a great opportunity to interact using English outside.

On the contrary, 15 students claimed that this process is not challenging at all and that the learners who are competent enough can study English in any setting without any problems. Besides, they believe that the existence of the internet can help the learners in anything they need without reffering to their instructors.



## Chapter Three : Data Analysis and Discussion

**Question eleven :** How can establishing goals enhance your motivation to learn English?

Many students gave their answers, they can be summarized as follow :

- One can establish goals that enhance English learning motivation through designing particular reasons.
- I can say when you reach the goal , you set this eventually will enhance your motivation to learn and achieve more goals.
- By having a clear vision of what I want.
- Push me towards my goals,give me visual picture about my future.motivate me to take action immediately.see my goals clearly, to know exactly what I want,
- Actually I don't set any goals whether for learning English or other things. I go with the flow. I just keep myself immersed in English.
- It is related with our psychological side that empowers us to get more success.
- I am someone who likes to set goals before i start anything. I like to see them in front of me to remind myself of what i need to accomplish.
- When we fix an objective in our life, motivation comes naturally.
- If you are only learning the language for fun after a while you will no longer have the same interest in the language but having a goal motivates you to keep learning, to seek for more ways of learning.
- Your goals keep you focused on what is important also it helps you to focus on your needs .
- Setting goals enhance learners ability and motivate them to learn English because goals make you focus on what you are doing as it is a road map that saves your time and energy.

**Question twelve :** How much do you understand about autonomous learning?

The students said :

- Taking charge of one's own learning.
- Autonomous learning is a modern method broadly used by students which provide them with pertinent resources through virtual classrooms and so on.
- I know enough, it is related to student's willingness and wish to take the responsibility for his own learning.
- Not that much.
- Not too much.

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- From the concept , it means that it's the learners who are responsible for their learning I.e. learner centred approach
- Autonomous is when students do not wait the teacher to provide them with what they need, they look for information in order to improve themselves independently.
- Autonomous learning is the ability to construct your own learning.
- It is the learner ability to direct his own learning.
- Autonomous learning is learners responsibility for their learning process . It helps learners improve learning strategies that make them perform better in their professionally.

**Question thirteen :** Does motivation and learner's autonomy have any relationship?

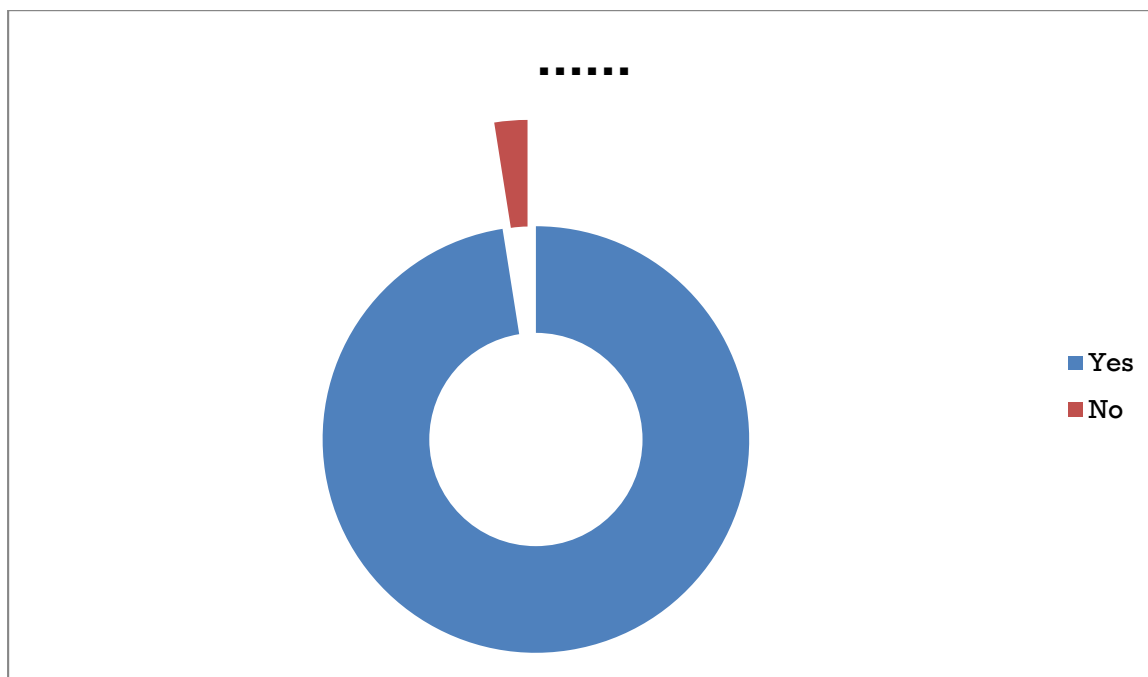
Table 3.4. *The relationship between autonomous learning and motivation*

Answer	Percentages
Yes	95%
No	5%
<b>Total</b>	100%

The table demonstrates the relationship between the concept of motivation and learning autonomy. Findings show that 95% of the participants believe that there is a link between these two terms , in which they view that autonomous learning stems from the learners' motivation . However, the rest of the participants who form 5% view that there is no relationship between these two notions.

**Question fourteen :** Do you learn on your own initiative, if you are motivated?

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*Figure 3.8. Students' initiation in learning*

As shown in the circle, 97,5% of the wide range claimed that they learn on their own initiative when they motivated. On the other hand, the remaining students who form 2,5% of the wide range frankly claimed that they do not learn on their own initiative, maybe these learners do not like to study without being motivated by the teacher or they do not even like to make the initiation to learning themselves.

### **3.2.2. Teachers' Interview**

**Question One :** What does motivation really mean?

Teacher 'A' said : “Motivation is the force that pushes someone to do something, and here in our case , it is the desire to learn English as a foreign language”.

Teacher 'B' said: “It is the desire towards doing something, or performing an action”.

Teacher 'C' said: “It is what motivates the learner to learn. It can be intrinsic or extrinsic, intrinsic has a relation with rationality, and extrinsic with emotional factors”.

Teacher 'D' said: “It is the purpose that leads someone to do something”.

**Question two :** What are the materials that boost motivation in an EFL classroom ?

Teacher 'A' said : “Well, it has a relation with the teachers' style of teaching, methods, and the materials that can best boost motivation are visual aids according to my humble experience”.

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Teacher 'B' said: “ Generally, I use the visual aids”.

Teacher 'C' said : “ I use visual aids and gamification”.

Teacher 'D' said: “Since I am a teacher of Oral expression , I audio-visual materials, and scripts”.

According to the answers of the four teachers, ICTs are the best tools to use for fostering motivation in an EFL context.

**Question three :** How do you keep your students motivated in the classroom?

Teacher 'A' affirmed that s/he keeps his/her students motivated by calling their names, and asking for their opinions throughout the session.

Teacher 'B' claimed that s/he keeps his/her students motivated by asking them from the beginning of the session about the method that they want to grasp the delivered input of the lesson at hand.

Teacher 'C' said that s/he keeps his/her students motivated by giving them interesting tasks to do in groups.

Teacher 'D' claimed that s/he keeps his/her students motivated by giving them rewards and extra marks .

**Question four :** Does learners' autonomy affect motivation?

Teachers 'A', 'B' and 'C' simply said “Yes, it does”. However, teacher 'D' said : “Yes, to a great extent, when the learner is relying on himself or herself to learn at home or outside the classroom setting, of course, s/he will participate, and be more engaged in several classroom activities and that can raise more and more his/her intrinsic motivation”.

**Question five:** Do you think that learner's autonomous motivation promotes language proficiency?

Teachers 'A' and 'C' simply said yes, whereas teacher 'B' said: “Of course, when s/he has the eagerness to learn him/herself, s/he will watch videos to understand more and that work on his/her pronunciation, s/he will learn more articles, more books, and that enrich her/his

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vocabulary package''. Teacher 'D' affirmed: " To a great extent, in my classroom it is obvious that autonomous learners are more proficient than others''.

**Question six:** Through your experience, what are the main difficulties that face the learners in their learning process ?

Teacher 'A' said that their unfamiliarity with the foreign language is the main difficulty, teacher 'B' viewed that their teachers' teaching styles do not suit their learning style, and this mismatch occurred made the lessons sophisticated and had to process. Teacher 'C' saw that the lack of motivation is among the difficulties and teacher 'D' claimed that the lack of communication using the foreign language made it difficult for them to engage voluntarily in oral sessions.

**Question seven:** How do students' performances differ depending on their motivation for learning ?

Teacher 'A' viewed that those who are motivated seem to be more active and well-engaged. Teacher 'B' claimed that motivation enhances participation in the classroom setting. Teacher 'C' affirmed that motivated learners are well prepared and that this fact facilitates the flow of information during the lesson. Similarly, teacher 'D' saw that motivated students present highly organized and well-structured presentations, with more authentic sources .

### 3.3. Discussion and Interpretation

As it was mentioned in the general introduction, the aim behind undertaking this study is to develop the relationship between motivation and learners' autonomy, to explore what fosters motivation in the EFL classroom as to find out the main difficulties that confront the students in learning.

To achieve those endeavors, the researcher raised three research questions; the first one: What is the relationship between motivation and autonomous learning ? The second one is : What are the materials that boost motivation in an EFL classroom ? And the last one is : What are the main difficulties that face the learners in their learning process ? These questions help the researcher to find convincing answers for his investigation after analyzing the data collected from the two research tools he has used; the learners' questionnaire and the teachers' interview.

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Indeed, both the teachers' questionnaire and the teachers' interview were used to answer the three research questions simultaneously. Starting with the questionnaire, which has a paramount importance in answering the first research question. Regarding the students' answers, the majority which forms 95% of the wide range revealed the fact that there is a strong relationship between motivation and autonomous learning (see answer to question thirteen, appendix A) . Besides, they claimed that they learn on their own initiative once they get motivated , in which 97,5% confirmed that (see answer to question fourteen). These answers were similar to the answers of the EFL teachers where they confirmed that motivation increases the learning autonomy to a great extent (see answer to question four, appendix B). This result ties well with a previous study which viewed that autonomous learners are highly driven, and autonomy leads to better, more effective work (Gandhimathi, 2016). Thus, the first hypothesis is confirmed.

Moving to the second research question that was answered through the teachers' interview. All of the four tutors who were interviewed agreed that the use of ICTs is what boosts motivation in an EFL context, in which they claimed that they use the visual aids in their classes to keep their students motivated (see answer to question two, appendix B). This finding is similar to a study conducted by Solanki and Phil (2012), it affirmed that technology influences EFL teaching and learning as it makes learning interesting and teaching more productive. Henceforth, the second research hypothesis is also proved.

Finally, the researcher wanted to answer the last research question which was about the difficulties that lurk with the EFL learners. According to the interviewed teachers, there are several difficulties that face the learners mostly; their unfamiliarity with the foreign language of English, the lack of motivation, the unsuitable teaching style in addition to the lack of communication using the English language. These answers were not similar to what the researcher has supposed. Thus, the last hypothesis is disconfirmed.

In a nutshell, the research tools of the teachers' interview and the learners' questionnaire that the investigator opted for assisted him to a large extent to answer the research questions he has raised.

### **3.4. Recommendations**

Recommendations are a piece of suggestions made to solve a given problem. For this reason, the researcher has addressed some recommendations to the EFL teachers and learners on how to increase the learning autonomy among the students.

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### ***For Teachers***

#### ➤ *Encouraging Learners to Establish Their Own Learning Aims*

Learners should be encouraged to establish their own learning objectives. This can assist them to instill a sense of ownership and responsibility for their education, which can be a strong incentive.

#### ➤ *Encouraging Group Learning*

This may assist to build a sense of community and teamwork, which can be a strong motivation. Students may learn from and encourage one another, which can boost their confidence and drive.

#### ➤ *Providing Learners with Regular Feedback*

Students should receive regular feedback on their progress. This allows them to observe their development and motivates them to keep studying.

#### ➤ *Using a Range of Teaching Resources*

To make learning exciting and engaging for students, teachers should opt for a variety of teaching materials. Visual aids, interactive technologies, and real-life examples are examples of this.

### ***For Learners***

#### ➤ *Taking The Ownership of Their Learning*

Learners need to establish their own learning objectives. They have to question themselves what they want to accomplish and why. This might assist them to remain motivated and focused.

#### ➤ *Find a Motivator*

Students need to determine what motivates them to study. Is it a passion of the topic, a drive to enhance their skills, or a sense of personal accomplishment? Knowing what inspires the learners might assist them in being engaged and dedicated.

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### ➤ *Maintaining A Positive Attitude*

A positive attitude can help the learners to overcome obstacles and to stay motivated. Students should concentrate on what they have learned so far as they need to enjoy their accomplishments.

### ➤ *Seeking Feedback*

Students have to ask their teachers, peers, or mentors for feedback. This can assist them in identifying areas for improvement and staying on target.

### **3.5. Conclusion**

This was the last chapter of the dissertation. It was analytical since it decoded the data gathered from the learners' questionnaire and the teachers' interview. Indeed, palpable findings were achieved in the chapter. Findings showed that there is a strong relationship between motivation and autonomous learning. Besides, Students face many challenges in learning English such as their unfamiliarity with the language. Additionally, these learners get enthused in the EFL context through the use of ICTs such as visual aids. At the end, the chapter provided some considerable suggestions related to the subject matter.



## **General Conclusion**

## **General Conclusion**

Motivation is critical in the development of learning autonomy. Learners that are driven to study are more likely to take control of their education, set objectives, and persevere in the face of obstacles. Motivation may also assist in the development of a sense of involvement and commitment to the learning process, which can lead to increased independence and self-direction. Besides, understanding the role of motivation in building learning autonomy may help teachers construct interesting, relevant, and challenging learning experiences. Teachers may also assist to promote a feeling of ownership and responsibility for learning by giving students opportunity to establish their own objectives, get feedback, and work with others.

In the context of autonomous learning, motivation can originate from a variety of sources, including internal and external variables. However, it is crucial to recognize that motivation levels can change, and maintaining motivation over time might be difficult.

The answers that the researcher has found are the fruits of what has been collected as data. These answers rests on the fact that motivation has a strong relationship with the students' autonomous learning, in which, the students take the charge of their own education once they got driven. Besides, motivation can be boosted in the EFL context through the tutors' use of ICT. Finally, the difficulties that are lurking with EFL students rest on their unfamiliarity with the language along their lack of motivation.

To answer those questions, the researcher opted for a questionnaire with the the learners and an interview with the tutors of Saida University. Both of these research tools helped the investigator to deduce the results he was asking for. The questionnaire denounced that the relationship between motivation and autonomous learning is complementary and the interview confirmed that. The interview helped the examiator to check the validity of the questionnaires' answer.

These two instruments were highly important in obtaining reliable results since they helped the investigator to prove the hypotheses. The data confirmed the suppositions. The first hypothesis suggested that the relationship between motivation and autonomous learning is complimentary is confirmed, in which, when the learner get enthused he builds his own space to learn and seek for knowledge himself. The second hypothesis which viewed that the use of ICT's in an EFL classroom encourage the students to learn passionately is also proved. The tutors confirmed that the use of visual aids helps them to keep the students engaged in their

activities. Finally, the last hypothesis which claimed that the difficulties faced by the learners revolve around the lack of good resources, the non use of technology in the classroom and the lack of motivation is 20% proved. It is correct that the lack of motivation is among these challenges, however ; their unfamiliarity with the English language is the main reason.

After getting the required results through the analysis and the interpretation of data, the investigator has suggested some recommendations to the EFL learners and teachers. The recommendations of the teachers can be cited as follow:

- ✓ Encouraging learners to establish their own learning aims
- ✓ Encouraging group learning.
- ✓ Providing learners with regular feedback.
- ✓ Using a range of teaching resources .

For the learners, it is suggested that they need to:

- ✓ Take the ownership of their learning.
- ✓ Find a motivator.
- ✓ Maintain a positive attitude.
- ✓ Seek feedback from peers, teachers..etc

Undoubtedly, this work has faced some obstacles that any other work would face, namely: the non-collaboration of some participants in addition to the investigator's work condition. However, those obstacles did not impede the researcher to fulfill his investigation

This study can pave the way to other studies related to the field of TEFL like “The Impact of Extrinsic and Intrinsic Motivation on Learning Foreign Languages” and ‘ The Role of Constructivism in Facilitating Learning in an EFL Context’’. These topics could provide a starting point for a dissertation on the role of motivation on the learning autonomy and could be modified to fit the specific interests and research goals of the author.

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## **Appendices**

### **Appendix A**

#### **Learners' Questionnaire**

Dear students,

you are kindly invited to fulfill the following questionnaire which aims to investigate the relationship between motivation and autonomous learning. Your answers will be highly appreciated.

1-Gender

Male

Female

2-Do you enjoy learning English?

Yes

No

3-Why do you study English?

a.To get a job

b.To socialize with new people and learn about their culture

c.you are interested in the language

4-Do you think that motivation impacts the process of learning English ?

Yes

No

5-How do you keep yourself motivated to learn a language?

a.Reading for pleasure

b.Listening to music

c.Watching movies

d.Speaking to the others



6-Which skill motivates you the most?

a.Listening

b.Speaking

c.Writing

d.Reading

Specify your answer , please.....

7-Does your attendance to your classes ( at the university ) satisfy your needs?

Yes

No

Specify please.....

8- Do the following factors affect the extent of your language acquisition?

a.Classroom size

b.Teacher-Student relationship

c.course syllabus

d.Pedagogies

e.none of these

9-which type of students ,in your opinion, will have a better command of English?

a.Instrumental motivated learner

b.Integrative motivated learner

10-Is it challenging for you to study English outside of a university setting?

Yes

No

Specify please.....

11-How can establishing goals enhance your motivation to learn English?

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

12-How much do you understand about autonomous learning?

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

13-Does motivation and learner's autonomy have any relationship?

Yes

No

14- Do you learn on your own initiative, if you 're motivated?

Yes

No

## **Appendix B**

### **Teachers' Interview**

- What does motivation really mean ?
- What are the materials that boost motivation in an EFL classroom ?
- How do you keep your students motivated in the classroom?
- Does learners' autonomy affect motivation?
- Do you think that learner's autonomous motivation promotes language proficiency?
- Through your experience, what are the main difficulties that face the learners in their learning process ?
- How do students' performances differ depending on their motivation for learning ?

