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**The Impact of EFL Students' Instrumental Motivation
on their Academic Achievements :
The Case of Third-Year License Students of the Department of English at the
University of Tlemcen**

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Dedications

We dedicate this work with all our appreciation to:

Our parents for their endless encouragement and enormous care

To our brothers and sisters

To our husbands

Fatima & Ahlem

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No work would be completed without sacrifice, motivation and encouragement.

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Abstract

The aim of this study was to investigate the impact of instrumental motivation (IM) on EFL students' academic achievements (AA). Accordingly, the research purpose from conducting this study is to find out the role of IM on these students' schooling achievements. To achieve this end, two research instruments were used; a questionnaire for third year License students and interview for teachers. The study was conducted in the Department of English at the University of Tlemcen. The data collected was analysed both qualitatively and quantitatively and the obtained results revealed that the respondents tend to have a strong instrumental motivation involved in their English learning. Typically, it was also uncovered that the research subjects' academic achievements resulted from their instrumental motivation.

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List of Acronyms

EFL: English as a Foreign Language

ESP: English for Specific Purposes

IELTS: International English Language Testing System

TEFL: Teaching English as a Foreign Language

TOEFL: Test of English as a Foreign Language

List of Abbreviations

AA: Academic Achievements

CWP: Comprehension and Written Production

FL: Foreign Language

IM: Instrumental Motivation

General Introduction

The world is becoming more and more open; traveling, doing business and other international activities are popular and frequent nowadays. As a result, English as a global language is being selected from a huge number of students to become their specialty at university studies. Under the guidance of this principle much effort has been devoted to teach and learn that language. Whereas, learning a foreign language in a country where that language is not mostly used, requires many sustained motivation strategies. The investigation of motivation and language learning began since the late of 1950s when the two Canadian researchers Robert Gardner (1972) and William Lambert (1972) started their investigation to find a persuasive answer to the question “why can some students learn a language easily and quickly while others cannot? ”. Here, it can be said that language proficiency depends on the type of motivation that a student has. Among these types; IM is generally indicated by the aspiration to get practical benefits from the study of a foreign language.

Seeing that this research explores if IM has an impact on the EFL students' AA, the following research questions were put forward:

Q1: Is it important for EFL students to be instrumentally motivated learners?

Q2: Is there an impact of IM on EFL students' AA?

The two above questions led the researchers to suggest the following hypotheses:

- It might be important for EFL students to be instrumentally motivated learners if they are not interested by the integration in the target culture but for finding a job and sit for international exams.
- There might exist an impact of IM on EFL students' AA seeing that language proficiency tests are based on the students' language aptitude.

To nullify or confirm the hypotheses raised above a case study of third year license students in the Department of English at the University of Tlemcen was undertaken. Two research instruments were used (a questionnaire for students and an interview for teachers) to collect both qualitative and quantitative data.

This work is divided into three chapters. The first chapter is devoted to a review of literature related to IM and its relationships with students' AA. It takes several sections and sub-sections that relate to IM (definition, importance, factors, the role of teachers in boosting students' IM) together with students' AA (the interrelation between IM and EFL student's AA). The second chapter represents the practical part which tackles the research design and methodology, sampling and instrumentations. The results of the investigation are also discussed and analysed at the end of this chapter to answer the research questions and either confirm or nullify the raised hypotheses. While the third chapter provides some recommendations, suggestions and practical implications for EFL teachers as well as students to best deal with IM in order to reach tangible AA.

**Chapter One:
Review of the
Related
Literature**

1.1. Introduction

In the present chapter, we will review the literature regarding IM and student's AA. We will mention some sections that may provide background information related to the present study. First, it is worth to shed light on the significance of motivation on EFL learning and the types of motivation in foreign language learning. We will introduce the importance of IM on EFL context and the role of teachers in boosting student's IM. Moreover we will mention the factors that strengthen the student's IM. Finally, we will speak about the interrelation between IM and student's AA.

1.2. Motivation in EFL Learning Defined:

Motivation is a multifaceted concept, it has been the subject of scholarly researchers in different academic areas and no single available theory has yet captured its total complexity (Dornyei, 2001). Gardner (2006) also confirmed that “motivation is a very complex phenomenon with many facets. Thus, it is not possible to give a simple definition”. This is because the expression of motivation has been investigated differently and from various perspectives. On the behavioral perspective, motivation is quite simply the anticipation of reward (Brown, 2001). Whereas the cognitive perspective views the term “motivation” as being more related to the student's decisions and the choices students make as to what experiences or goals they will approach. For constructivists, in their definition of motivation, they place further emphasis on the social context as well as the individual's decisions. Regardless of the differences in all the definitions of motivation given by the three perspectives the concept “needs” is emphasized. That is “the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context” (Brown, 2000).

In terms of foreign language (FL) learning, there are many definitions of motivation. Leightbown and Spada (1999) noted that motivation in FL

learning is quite complicated to study. This can be explained in terms of two factors; student's communicative needs and their attitude toward the target language community. In addition, Parson and Brown (2001) defined motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning helps students to gain new knowledge, skills and motivation that pushes them to go through the learning process.

Gardner (1983), in his socio-educational model, considered that motivation is perceived to be composed of three elements: efforts, desire and effect. The effort refers to the time students spend on FL learning and the drive of that student. The desire indicates how much the student wants to become proficient in the language. The effect means the student's emotional reactions related to language learning.

1.3. Types of Motivation on EFL Learning:

There are many types of motivation related to the FL learning. Gardner and Lambert (1972) explained that motivation is classified in two main types; integrative and IM. Deci and Ryan's (1985) added the intrinsic and extrinsic motivation.

1.3.1. Intrinsic (Natural) Motivation:

It is a response of needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth (Paul Eggan & Don Kanchat, 1994, p.428). It can be associated with the feelings of learners and it considers how learners engage in the task, and if they are willing to involve in the activity. Students with intrinsic motivation learn also for praise or rewards. According to Deci and Ryan (1985), intrinsic motivation refers to reasons for FL learning that are derived from one's inherent pleasure and interest in the activity which is undertaken because of

spontaneous satisfaction that is associated with it. Noels, (2003) claimed that intrinsic motivation is a highly self-determined type of motivation, when individual learners are intrinsically motivated, then they feel free to choose any activities which are interesting and fun. The learners are fully self-determined, and they will engage in the activity using their own creativity without any external pressure.

1.3.2. Extrinsic (Artificial) Motivation:

It is as an outward force in the form of expectation, praise and rewards powers students in English learning. The extrinsic motivation involves emphasizing much on the external need to urge students to participate in learning activities like an assignment or performing something that pleases teachers (Tokan & Imakulata, 2019). It has a negative effect on the learners because they do not with their firm intention, but they learn because they are pushed by the concern in the rewards or the punishment. When learners learn something due to the prizes, they will have a high motivation to enter their classes and will also quickly get the aim that is set for them (Gbollie & Keamu, 2017). Their motivation is primarily extrinsic; their reason for work and study lies primarily outside themselves and the aim of learning is not for the knowledge itself but the outward rewards in order to gain self-esteem. And the outward praise and rewards encourage students to study more actively.

1.3.3. Integrative Motivation:

Based on Gardner (1968), integrative motivation refers to willingness or desire to be such as valued members of other languages community. The learner must adopt various factors of behavior which characterize another linguistic community (e.g. new vocabulary, grammatical rules, pronunciation and sounds that the language teacher try to present in the

classroom). Furthermore, Gardner stated that integrative motivation plays an essential role in successful language learning. The aim of this type of motivation is the learner development i.e. the learner keeps learning a foreign language to inter to the target language community. Prayaga and Werdistira (2017) reported that learners with integrative motivation are also interested in the culture related to the target language.

1.3.4. Instrumental Motivation:

IM is generally defined as the aspiration to get practical benefits from the study of a foreign language (Hudson, 2000). It follows from this that it comes from outside the learner and refers to the practical or utilitarian dimensions of language learning. This motivation type includes the reasons for FL learning that reflects practical goals, such as attaining an academic diploma or a job. Accordingly, the learner himself is not really interested in learning since he learns the foreign language only for concrete purposes. Therefore, instrumentally motivated learners are not interested in interacting socially with target language community but with the foreign language AA.

In this research focus is placed on IM because it is an important factor in the rapid development of FL learning in general and student's AA.

1.4. Instrumental Motivation and Foreign Language

Learning:

1.4.1. Instrumental Motivation Defined:

IM seems to be the most popular motive for FL learning. Accordingly, Dornyei (2009, p.8) stated that “in our idealized image of ourselves we naturally want to be professionally successful and therefore instrumental motives that are related to career enhancement are logically linked to the ideal self”. In other words, IM refers to a specific, practical goal of FL learning. It is

worth noting that if that goal is continuous, it seems possible that IM will continue to be active.

IM relates to the idea of learning a language that will be used as a tool for different purposes. The language is not the students' goals but their means to a higher purpose, such as studying, reading or promoting. Students with IM think that English will be helpful for them, but they have no real interest in the language itself.

An expert of FL learning, Gardner (1985) explained that IM relates to more functional reasons for learning a language, to get a better job, a promotion, or to pass an examination. It stresses the pragmatic aspects of learning the second language, without any interest in communicating with the foreign language community. Typically students may learn English because it is useful in getting an excellent job in the future, studying or working abroad, passing a test (school test or TOEFL/IELTS test) and being able to read materials in the English language for school assignments or competition material.

The same idea is conveyed in different words by Ellis (1997) who pointed out that IM is a condition where learners are motivated to learn foreign language because it opens educational and economic opportunities. Specifically, Razavi (2014) in Anderson (2018) stated that IM is the desire to learn a language for reasons such as getting into college, making more money and fulfilling a credit requirement.

All in all, IM can be defined as one of motivation types which engender a desire of someone in learning foreign language in order to achieve certain goals, such a getting a better job.

1.4.2. The Importance of Instrumental Motivation on EFL

Learning:

According to some experts, (Ahmadi, 2011; Latifah et al., 2011; Learning Zhang, 2012; Wong, 2011) IM plays a crucial role in second or foreign language. There are some learners who tend to learn the English language to pursue their career aspirations, read general or technical texts, translate and so on. In other words, they are instrumentally motivated to obtain something for such utilitarian purposes as financial gains, AA, job promotion, etc. In the field of language learning, for instance, learners with IM may want to learn the language in order to enter college, score high in international English proficiency exams like IELTS, TOEFL, etc., get a job, or gain public recognition at school, college or society. (Brown, 2000)

IM has an important role in the EFL learning when the desire of the student and gain recognition overpower any other factors. It takes part as the factors that influence the students reading comprehension achievement. Also, it has greater influence for both high and low students when they are instrumentally motivated. In addition to this, there is a consensus that this type of learners' benefits more from practical opportunities in that they provide more answers in the classroom voluntarily; they give more precise responses and they are generally more successful language learners.

Krashen in AL-Ansari (2000) said that IM improves the learner's desire to achieve proficiency in the language or practical purposes to achieve specific goals such as to pass an examination or to use it in their work.

In the same line, IM affects both low and high achievers in language learning. It underlies the goal to gain some social or economic reward

through L2 achievement, thus, referring to a more functional reason for language learning (Gardner & Lambert, 1972).

1.4.3. Teachers' Role in Boosting Students' Instrumental Motivation:

Motivation plays an incredible role in learning and using a language with accuracy and proficiency. IM is a type of motivation that witnesses a great turnout from students. The English teachers should strive hard to make the students get motivated and involved in the utilitarian of the language beyond the teaching-learning scenario. Teachers can increase their students' motivation instrumentally by developing a student's positive attitude toward learning English as a foreign language. In doing so, language teachers should not only be aware of their important role as motivators but also need to decide the method used to motivate their students to learn. The methods refer to motivation types because, they determine the material used in the classroom (Alizadeh, 2006; Dornyei, 2008; Nicholson, 2013; Ozturk 2014; Zubairi & Saridim, 2009).

The primary role of instructors in a foreign language classroom is to act as facilitators to help learners actively participate in the learning process. Downey's research (1994, p.282) revealed that "teachers could increase student's interests and involvement in tasks by implementing varied new and challenging activities". For example, they should motivate their students to learn through verbal messages which could encourage students' motivation in general and IM in particular. Moreover, they can use visual methods as a medium of instruction to enhance learner's attention as well as classroom engagement. This method is somehow related to IM as topics like getting job and factors about the target language come from external sources.

Many researchers demonstrate that the teacher's behavior in the classroom and his relationship with his students influence their ability to acquire the FL. Indeed, the management of learner's learning is clearly linked to teacher's ability to set appropriate conditions and the ability to gain learners' respect and co-operation in class.

EFL teachers should play a crucial role in boosting students' IM towards English lessons because they are one of the important factors which can influence learners' IM. Teachers are even capable to engage students in long way of learning a new language.

In sum, teachers or educators should stimulate students' IM as the latter has become an important part in foreign language teaching, teachers should concentrate on increasing students' IM and developing the skills and strategies to make them more competent so that they will be able to take ownerships of their learning.

1.4.4. Boosting Students' Instrumental Motivation: Factors

IM is found to have a great impact on students' English language learning. Therefore, it is essential to determine the most important factors that affect EFL students' IM.

It would be appeared that there is a factor of outside pressure that motivates learners to learn a foreign language. Whether it is to please parents, receive a reward, or fulfill some pragmatic goals, instrumentally motivated learners generally have the desire to learn a foreign language because of some pressure or reward such as career advancement or a course credit.

Student-related factors also contribute to the success or failure of learning a foreign language. Their beliefs can either motivate academic efforts or undermine them both in short term and in long term (Dornyei, 2001). Also, teacher-related factor, such as performance, teaching methods,

and ways of giving feedback or personality. All have been provided to have influence on students' IM. Many students have high level of IM to learn English when their teachers have positive attitude toward the subject and are enthusiastic for the subject. The students are also instrumentally motivated if their teachers have high expectation, support and care about their students' English learning process.

The classroom environment is also considered to be one of the major factors that enhances students' motivation in general and students' IM in particular. The students cannot focus on learning if the classroom is crowded, noisy and not enough light. Recognizing this, both teachers and students need to arrange classrooms with good conditions so that they can obtain better results in teaching and learning. According to Murray et al (2011), a language learning classroom needs to establish a strong relationship between the teacher and learner.

Dornyei, (2005) established the idea of ideal self, which represents that a learner would like to bring elements of instrumental side. Learners' image of their future self will involve instrumental qualities such as employment and lifestyle.

1.4.5. The Interrelation between Instrumental Motivation and EFL Student's Academic Achievements:

Motivation has a direct effect on the learners' AA. Choossi and Intharaksa (2011) explained that motivation is the critical factor that may explain why learners disregard or regard English learning. Gardner and Lambert (1972) added that "a combination of efforts and desires become supportive in achieving the goals of learning". This promotes learners to make serious efforts to achieve their goals and keep it sustained for a long time. Due to the complexity of language learning, students need to specify their future goals. From this standpoint, they will determine the type of

motivation needed to achieve their goals and expectations. Accordingly, Kachru (2005) stated that “The best way is to begin with integrative and instrumental motivation since these two types play a significant role in the retaining of FL learning, but instrumental motivation is given preference”.

Students’ IM toward English language learning might, in some degree determine or influence their learning results. There is much evidence to advocate that with IM obtain excellent achievements. According to Qin (2003.p.123), “IM influence the learners’ autonomous learning ability, and determines the learners’ confidence in overcoming learning difficulties” . Thought IM is tied to a specific goal, its influence tends to be maintained only until that goal is achieved. If the goal is continuous, it seems possible that an IM will also continue to be effective.

Mostly instrumentally motivated learners are more likely to acquire in-depth aspects of phonology, morphology, syntax and semantics of the target language which are considered important or necessary for them. Consequently, the language acquisition will continue until achieving the necessary level for the future goals. When the practical value of second language proficiency is high and frequent IM may be a powerful predictor of foreign language acquisition (Krashen, 1981).

IM generally contributes to the enhancement of English majors’ learning; both high achievers and low achievers have higher IM i.e., high achievers have higher sense of achievement. While less sense of achievement than students with higher IM always achieve greater success in their language learning.

The importance of IM and its relationship with AA in the literature is multifaceted, and many studies have been inspected about the effectiveness of IM as a driving force in EFL learners’ achievement.

1.5. Conclusion:

While this chapter ends with the interrelation between IM and EFL student's AA, the next chapter will discuss and analyze the obtained data to either confirm or nullify the raised research hypotheses.

**Chapter Two:
Research
Methodology
and Data Analysis**

2.1. Introduction:

The present chapter deals with the practical part of the research. It presents the sample population, the research method and design, and data collection instruments, namely students' questionnaire and teachers' interview. The data gathered were analyzed both quantitatively and qualitatively and eventually discussed to cross check the validity of the research raised hypotheses.

2.2. Research Methodology and Design:

This research is based on a case study method involving 50 students of third year License and 5 teachers of the Department of English of the University of Tlemcen. According to Yin (1984) "a case study is an empirical inquiry that investigates contemporary phenomenon within its real life context especially when the boundaries between phenomena and context are not clearly evident...[and] relies on multiple sources of evidence are used" (p.13). The insights gained from such research can then help researchers develop additional ideas and study questions that might then be explored in future studies. In the present research, the researchers use this method to know more about the impact of IM on EFL student's AA.

2.3. Sample Population:

The entire population in this research encompasses of 50 students of third year License and 5 teachers of the same level. This research was done in the Department of English at the University of Tlemcen, during the academic year (2021/2022).

2.3.1. Students' Profile:

The study was conducted with 50 third year License students. There were 40 (80%) female participants while male participants, whereas there were only 10 male participants (20%) who have good level in English.

They choose English as a major for certain academic purposes including finding job, or sitting for international exams.

2.3.2. Teachers' Profile:

Five teachers took part in the study; four of whom were females. All of them have taught different modules for third year Bachelor students in the Department of English at the University of Tlemcen. Their experience in teaching English ranged from 3 to 15 years.

2.4. Data Collection Instruments:

Data collection is generally defined as the process of gathering and measuring evidence for a research work. In this study, two research instruments were used; a questionnaire that was directed to several EFL students at the Department of English, and an interview which was designed for teachers. The aim of using two research instruments is to have a variety of data sources.

2.4.1. The Student's Questionnaire:

A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents' questionnaires feature either open-ended or closed-ended questions and sometimes employ a mixture of both. Richard (2005) says that:

Questionnaires are one of the most common instruments used. They are relatively easy to prepare; they can be used with large number of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many kinds of issues, such as language use, communication difficulties, preferred learning

styles, preferred classroom activities and attitudes and beliefs.

The importance of questionnaires in research is immense in that it helps the researchers gain relevant information quickly and effectively. The questionnaire used in this research was divided into three rubrics. The first one consists of three questions about students' information to identify the students' profile. The second one also consists of three questions about motivation in English language learning, it was set in order to determine the students' level of motivation and knowing their position on whether teachers participate in motivating them or not. The last one was based on a Likert Scale composed of a set of statements about IM and student's AA. (See Appendix A) The structure of this questionnaire was arranged from general to specific to smoothly integrate the respondents into the scope of the present research.

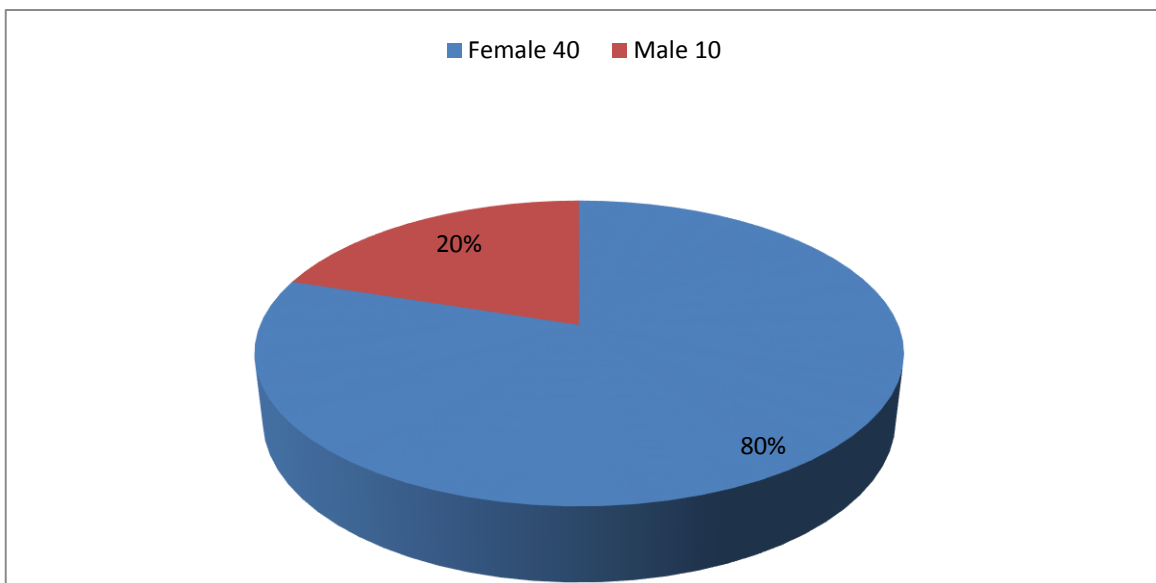
2.4.1.1. Design of the Questionnaire:

In order to investigate the impact of IM on EFL students' AA. The researchers administered 50 questionnaires to third year License students of the Department of English. It consists of a set of standardized questions that are put together and distributed through social media platforms such as Facebook and Instagram. The data gathered throughout the students' questionnaire were presented in pie-chart, graphs and tables for better illustration. Alongside with this, an interpretation of findings was put forward and discussed.

2.4.1.2. Results of the Students' Questionnaire:

This questionnaire is divided into three rubrics; the results of each rubric are presented below.

The first question in rubric 1 was about students' gender. The findings of this question are illustrated in the following pie-chart

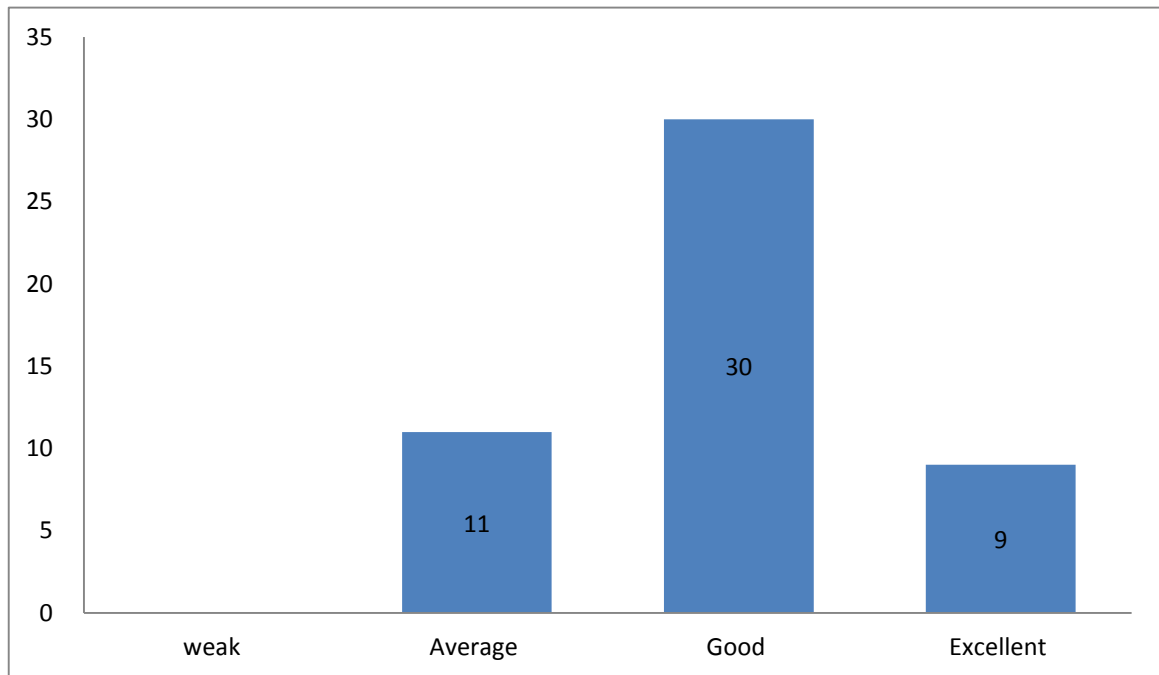


Pie-chart2.1. Students' Gender

The results of this question show that (80%) of students are female while the remaining (20%) are male.

Question 2 was set to learn about the extent to which students perceive their English level.

The results of this question are outlined in Graph2.1.



Graph2.1. Students' Level in English

The results of question 2 show that 60 % of students have a good level in English, 16 % of students said 'excellent' and the remaining 24 % Average. While no one opted for Weak.

In question 3 the students were asked about the reasons that encourage to choose English as their major.

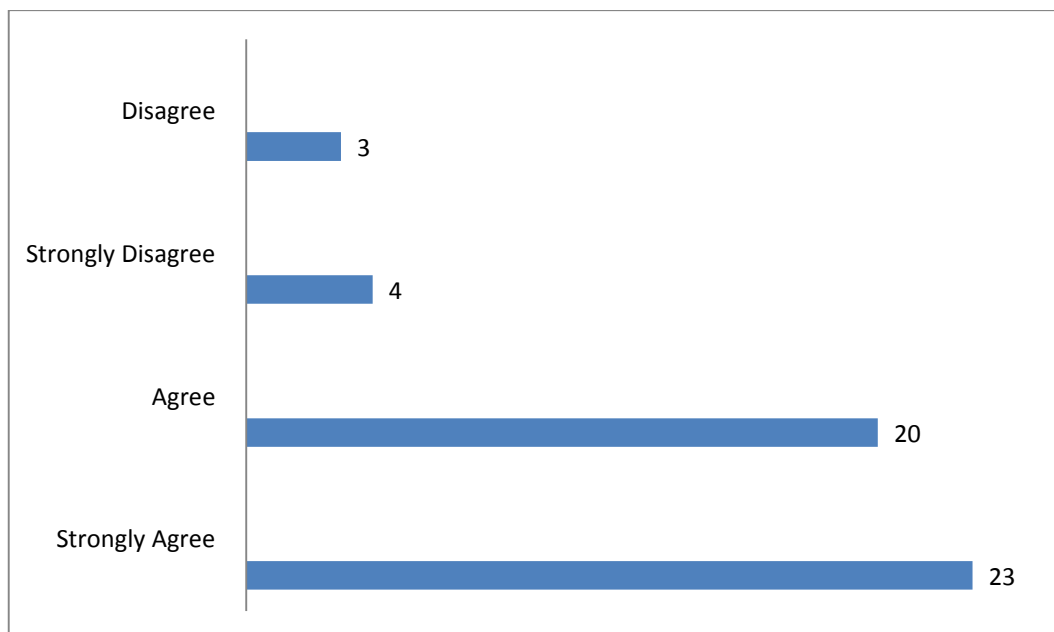
The table below shows the results of this question:

The reason behind choosing English	Get a good job	Have a new experience	To become part of the target community	Sit for international exams conducted in English
Number of students	20	15	10	5

Table2.1. Students Reasons behind Studying English

Relating to the reason behind choosing English as a specialty at university, we discovered that 20 students said that they learn English for getting a job. Furthermore, 15 students mentioned that they learn English as a new to develop a new experience in their life. Besides, 10 students take English to become part of the target language community. Finally, 5 students claimed that they study English to help them sit for international exams since it is the global language.

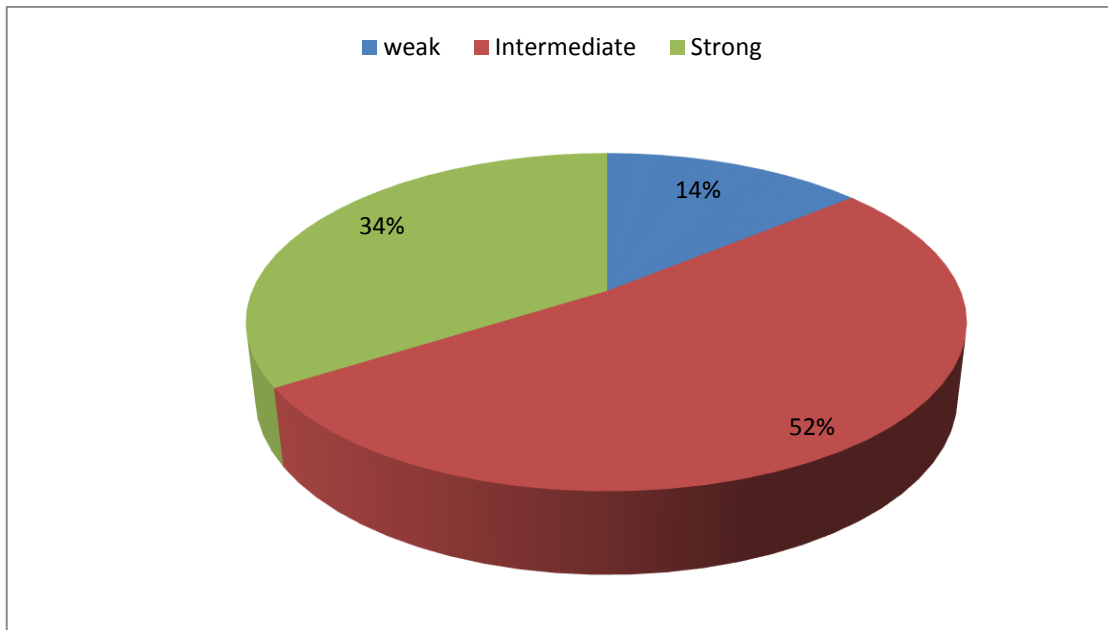
In the first question of the second rubric, students were asked to indicate the extent to which motivation is important in their EFL learning



Graph2.2. the Importance of Motivation in EFL context

Most students (44%) strongly agreed with the fact that motivation is an important component in the EFL context. 40% agreed while 8% disagreed. While the minority (6%) strongly disagreed.

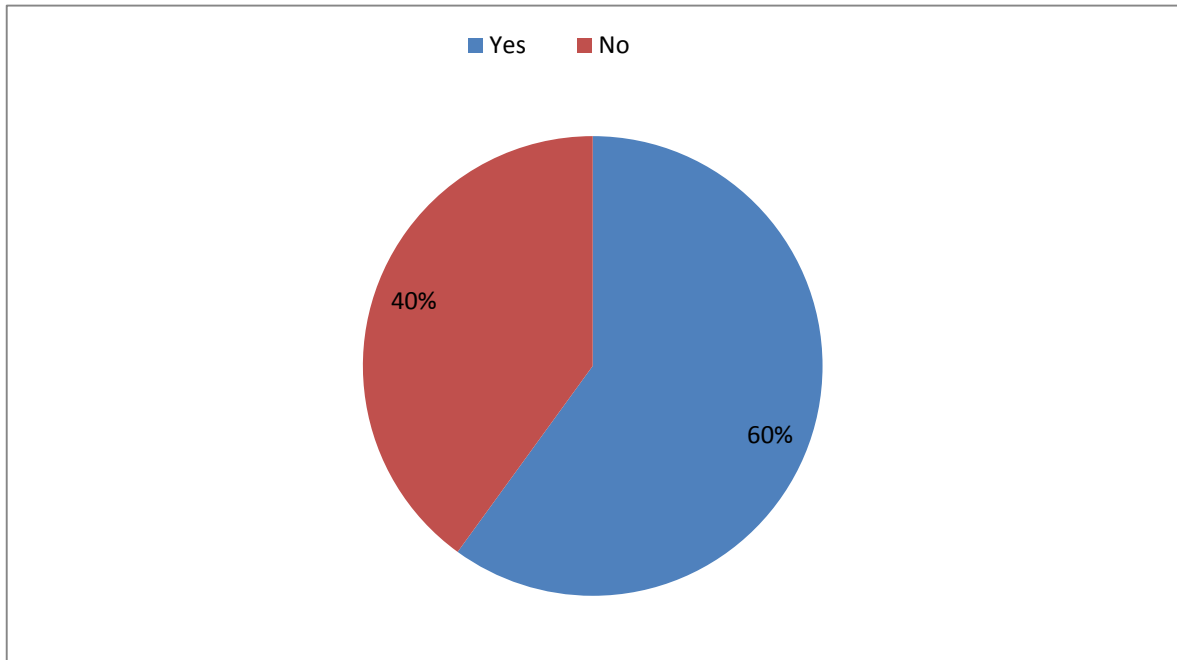
Question 2 was directed to determine the students' level of motivation.



Pie-chart2.2. Student's Level of Motivation

Most students (52%) considered their motivation level in learning English as intermediate. While 34 % of students said that they have a strong level of motivation. However, just 14 % of respondents mentioned that their level of motivation is weak.

In question 3 students were asked whether their teachers involved in motivating them or not



Pie- chart 2.3. Teachers' Motivation for their Students

The result of question 6 shows that most students (60%) confirmed that their teachers motivate them in their English learning. While the remaining (40%) claimed the opposite.

Rubric three involves a set of statements whose answers are based on a Likert Scale. In this rubric the researchers asked students to put a cross next to the answer that best presents their agreement/disagreement level, that ranges from strongly disagree, disagree, agree and strongly agree.

The table below represents the results of this question:

	Strongly Disagree	Disagree	Agree	Strongly Agree
English is primarily used for exams and assignments	9	12	19	10
Learning English is advantageous for being successful in life	2	6	19	17
English learners are more educated and skilled	4	13	18	15
English language acquisition gives the opportunity to get a good job	6	3	23	18
By knowing English your chances of being heard is higher	3	8	25	14
English learners have more opportunities and choices English Compared with those who did not know	3	9	17	21

Table2.2. Students' agreement/disagreement on Instrumental Motivation and their Academic Achievements

The results obtained from the Likert Scale showed that many EFL students are more concerned with learning English for instrumental reasons. Accordingly, they agreed that English is primarily used for exams and assignments. Furthermore, English learning is advantageous for being

successful as IM gives more opportunities to get a good job. Also, the majority thought that English learners have more opportunities and options compared to those who do not speak or learn English. While the minority saw the opposite in that English serves them in achieving other goals such as integrating themselves with the target community. The results of this table turned out that large number of third year License students are instrumentally motivated to learn English.

2.4.2. The Teachers' Interview:

Interview is typically a conversation between two or more people in that one is the interviewer, the one who ask questions, and the other is the interviewee the one who gives answers. It is used in order to gather a set of opinions and information for a study. Cohen et al (2000) define it as follows: "Interviews-be interviews or interview to discuss their interpretations of the world in which they live in and to express how they regard situations from their own point of view" (p.267). There are three types of interview "structured interview", "semi-structured" and "unstructured interview". In this study, the researchers used "structured interview".

Bryman (1988) defines structured interview as follows:

A structured interview, sometimes called a standardized interview, entails the administration of an interview schedule by an interviewer. The aim is for all interviewees to be given the same context of questioning. This means that each respondent received the same interviews stimulus as any other. The goal of the style of interviewing is to ensure that

interviewees' replies can be aggregated, and this can be achieved reliably only if those replies are in response to identical cues. (p.110)

In the present research work, a structured interview was used to collect both qualitative and quantitative data. This interview was held with five teachers of third year -License of the Department of English at the University of Tlemcen. The interview was held face to face and the teachers' answers were recorded and provided five different questions namely, open-ended, close-ended, leading questions to enlighten the teachers position toward EFL students' IM and their AA.

2.4.2.1. Design of the Interview:

The structured interview was held with 5 teachers, who teach third year license students in the Department of English at the University of Tlemcen. The interviewees aimed to find out whether teachers conceive their students as being more instrumentally motivated or not and what is their position towards this type of motivation. Besides that, this research instrument aimed to reveal teachers' perceptions regarding the impact of IM on EFL students' AA. (See Appendix B)

2.4.2.2. Interviews' Results:

The interview questions tend to move from the general questions to the specific ones. Basically, the interview started by asking the teachers about how they perceive their third year English students' motivation level. The answers were almost the same. Teachers confirmed that most of their students are motivated in learning English, especially because they are in an important stage of their education which is obtaining a License diploma to move to master's degree. They added that the nature of the module has a

role too. There are students who were motivated in the content modules [Didactics, ESP and Methodology]. While there are others who were much more motivated in the practical ones [Cwp, Linguistics, Cop...]. In addition to this, teachers confessed that students' long-term goals are the main motivational factors that push students to work more and more. So, it is essential for each student to set his/her future goals so that the level of his/her motivation will rise.

In question two, teachers were asked about whether their students English language proficiency level related to their instrumental or integrative motivation.

The table below represents the results of this question:

students type of Motivation	Both Instrumental And Integrative	Instrumental Motivation	Instrumental Motivation	Instrumental Motivation	Both Instrumental And Integrative
Teachers	2	2	3	4	5

Table2.3. EFL Students' Type of Motivation

The results of this question revealed that 3 teachers noted throughout their experience that the majority of third year students learn English because they are instrumentally motivated. While the remaining 2 teachers reported that third year students are motivated both integratively and instrumentally.

In the next question, teachers were asked to point out whether IM has witnessed a great turnout from third year students. The results revealed that five teachers said: "yes" saying that most third year students study English for some instrumental reasons like: English is the first language in the world,

its learning results in big opportunities in terms of job opportunities as well as in terms of status and preference.

Question 4 was directed in order to devote the teachers' position towards the necessity of IM for learners as well as they were asked in the same question about the strategies used by them to promote students' IM. The results of this question revealed that the 05 teachers said "yes" it is necessary for students to be instrumentally motivated. However, only two of them added that other type of motivation, namely integrative motivation should not be neglected because there are some students who tend to other goals, such as learning a culture or a civilization in order to integrate themselves with the target community. The following table shows some strategies used by five teachers in order to promote their students' IM:

Teachers	Strategies to promote third year license students' Instrumental Motivation
Teacher 01	<ul style="list-style-type: none"> – Getting closer to students in order to give them the comfort during the courses. – Creating classroom discussion on the lesson's topic to make everyone participate. – Reminding students that they are blessed because they are studying English.
Teacher 02	<ul style="list-style-type: none"> – Giving classroom activities about real life contexts. – Sharing the teachers' experiences and the overcome difficulties.
Teacher 03	<ul style="list-style-type: none"> – Give students as much information as they need so that will not struggle in exams. – Answering students e-mail, teams a social media. – Sharing videos, pictures and articles about the module on social media platforms.
Teacher 04	<ul style="list-style-type: none"> – Third year students are personally motivated for the sake of getting license diploma and the complete their careers to master's degree or doing something else.
Teacher 05	<ul style="list-style-type: none"> – Providing students with titles of books to help them develop their level. – Inform students about international exams such as IELTS and TOEFL.

Table 2.4. Teachers Strategies to promote third year license Students' Instrumental Motivation

In the last question, teachers were asked about their opinion towards the impact of IM on EFL students' AA. Results of this question revealed that all teachers said "yes", it has an impact. Some of them explained that instrumentally motivated learners frequently sought good or excellent marks that enable them to get best marks and thus first ranks. This is what makes them search and work hard. As a result, their AA is not poor in that they usually do well in all the modules. The other teachers added that instrumentally motivated students are aware of the status that English language holds in the world. That is why they want to perform it well in all its skills (speaking, listening, reading and writing).

2.5. Discussion of the Main Research Findings:

In the beginning of this work two research hypotheses were suggested. The first one puts forward that IM may play a very important role when studying English as a foreign language. After collecting data using two research instruments (students' questionnaire and teachers' interview). The results of question two and three in the first rubric of the students' questionnaire and questions three and four in the teachers' interview reveal that IM is the leading type of motivation among third year License students of the Department of English and its role very important in EFL learning situation. Following this, the first research hypothesis is valid. Similarly, Gardner and Lambert (1972) and Brown (2000) confess that IM is dominant in EFL classroom.

The second hypothesis suggests that there might exist an impact of IM on the EFL student's AA. According to the research findings namely rubric three in students' questionnaire and questions two and five in the teachers' interview. It was uncovered that IM affects EFL students' learning positively. It usually makes them achieve tangible AA such as

passing academic years, having good an excellent grade, getting diploma and excellent ranks. In accordance with those findings, the second research hypothesis is widely confirmed as well. Similar results were also found by Krashen (1981), Qin (2003) and Kachru (2005).

2.6. Conclusion:

This chapter was devoted to the analysis of the data collected both quantitatively and qualitatively. All results of this research were discussed. The results revealed the importance of IM on EFL teaching/learning context and the impact of that type of motivation on students' AA based on those findings, the researchers got inspired to devote a chapter to discuss some suggestions, recommendations and implications that can help both teacher boost students' IM as well as instrumentally motivated students to achieve their academic goals.

**Chapter Three:
Suggestions,
Recommendations
and Practical
Implications**

3.1. Introduction:

The present chapter aims to embody some suggestions for EFL teachers and students to best deal with IM for achieving better academic results. In addition, the researchers put forward some recommendations which can lead students towards success and teachers towards professionalism. At the end of this chapter some practical implications are outlined for the sake of supporting the teaching/learning process.

3.2. Suggestions:

Below are some suggestions for EFL teachers to develop their students' IMM while others are devoted to instrumentally students to further boost their academic purposes.

3.2.1. Suggestions for EFL Teachers to Develop their Students' Instrumental Motivation:

Teachers play pivotal role in providing and encouraging students' IM. Of course, that's easier said than done because students are motivated differently, and it takes time as well as effort to get a classroom full of students enthusiastic about learning. The following suggestions are set to help teachers improve their students' IM since most of EFL students tend to this type of motivation:

1) Giving student a sense of control:

Allowing students to have some choice and control over what happens in the classroom is one of the best ways to keep them engaged. For example, it would be more advantageous to give them the opportunity to choose the type of assignment they do or which subject they prefer.

2) Encouraging students to define clear objectives:

It would be frustrating for EFL students to complete an assignment or to behave in class if there are not clearly defined objectives. It is helpful

for students to lay out objectives, expectations and goals to work towards from the beginning of the year.

3) Offering varied experiences:

In order to keep all students motivated, teachers should mix up their lessons to cater students with different preferences. Doing so helps students pay attention and stay engaged.

4) Praising can be good for students:

There may be no other form of instrumental motivation that works quite like praising students. Even they are adults they need recognition and praise. EFL teachers can develop students IM by praising success publicly. (Burnet, 2022)

5) Trying to be a model enthusiasm for learning:

One of the best ways to make your students engaged is to show your enthusiasm with when the teacher is excited about teaching automatically, learners will be much more excited. (Kunter et al, 2011)

6) Setting high but attainable goals:

Students need to be challenged to achieve high expectations and goals with therefore teachers should not be afraid to push students to get more.

7) Tracking students' Progress :

Tracking students' progress plays a key role to raise students' awareness about their learning achievements. Allowing students see their growth and review how it relates to bigger goals increase their investments. (Zeller et al, 2012)

3.2.2. Suggestions for Instrumentally Motivated Students to further Boost their Academic Achievements:

EFL students would have many different reasons for studying English: sometimes they study for practical reason while others may have special affinity. Based on the study conducted in the Department of English with

third year license students, it has been concluded that most students tend to be instrumentally motivated to EFL learning. The following suggestions may help instrumentally motivated students to further boost their academic achievements:

1) Thinking Positive :

Thinking positive should be done when starting a new topic, a classroom, assignment. Students should always think of the amazing goals you are working towards.

2) Building and developing relationships with peers:

Getting closer to classmates can have some good benefits like keeping each other on track with assignments and deadlines of homework.

(Krashen, 1981; Long, 1983;Pica, 1996; Swain, 2000)

3) Setting their own academic goals:

Setting goals on scores of exams, assignments and over all courses can certainly keep students instrumentally motivated. If students know that they will need a certain score to reach their goal. Eventually, they will be more motivated to study and to do more efforts. (Marzano, Pickering & Pollock, 2001)

4) Assigning meaning to your studies:

One of the best ways to keep IM with students through all their EFL learning in their studies is to create a reason or a deeper meaning for their studies. Like to ask why you are taking this class? Is it to move higher or to get the degree you have always wanted?

5) Make a preparation before the lesson a habit:

Getting prepared before classes by doing small research about each course, reviewing notes before doing homework and before attending new classes are some steps that students should take to be ready for classes. Doing this will refresh their memory and they will be warmed up for the next lessons. In addition, this will give you a sense of confidence.

3.3. Recommendations:

This section is devoted to give sections and sub-sections.

3.3.1. Recommendations for EFL Teacher:

EFL teacher can create basic IM conditions to achieve better outcomes. To reach this end, the researchers based their recommendations on Dornyei and Otto (1998)'s process-oriented model:

- 1) Developing good student-teacher relationship by giving students a kind of freedom and providing opportunities to share their views.
- 2) Giving clear and short instructions that help students recognize what they are going to do in their activities with this helps them to start their tasks without confusion,
- 3) Personalizing students' learning; when tasks and assignments are relevant with this student' lives, learners will perform better because of the enjoyment and desire they feel when they complete the tasks.
- 4) Allowing students enough time to work in pairs or small groups for the sake of building up students' self-esteem and let them share their ideas between each other.
- 5) Creating a lively atmosphere in the classroom; being flexible, dynamic and humorous with students can create a friendly and supportive learning environment that makes students feel comfortable.
- 6) Using a variety of innovative teaching strategies and evaluation techniques. Dornyei (1998) explained that by varing teaching method, we can cater to different student learning styles, needs and desires. This also makes the class more interesting and useful for all learners.

3.3.2. Recommendations for EFL Students:

It is widely recommended for EFL students to incorporate the following capabilities and skills:

1) Engagement:

It can be perceived as the “hook” that captures students’ attention so that the students feel that the experience has value and relevance to their learning and their personal goals. (Andrew Martin’s, 2003)

2) Growth mindset :

Such students have a strong sense of control, they learn from their mistakes and they produce high quality works. They are generally motivated, flexible and they engage deeply with tasks. (Timothy Sifert’s, 2004)

3) Self-regulation :

Students will learn better when they can self-regulate. In fact, the degree to which students became self-regulators of their own learning influences their AA. They develop their own goals and they establish learning strategies according to these goals. As well as they employ techniques to monitor and evaluate their progresses. (Monique Boekaert’s, 1999)

4) Attention-regulation :

The link between IM and attention is strong because a deep learning for the sake of achieving future goals and objectives is based on the foundation of attention-regulation which results in correct behavior, thoughts and emotions which do contribute to learning. (Professor Annemaree Carroll, University of Queensland, 2011)

5) Manage Anxiety :

Anxiety influences negatively the learners’ behavior and it hinders basically students’ productive skills (speaking and writing). This problem

can be fixed by eliminating the fear of making mistakes. (Krashen, 1981& Gardner, 1985)

6) Extroversion Vs Introversion:

It is widely recommended for EFL students to avoid introversion. Introvert students are shy, quiet and anti-social. Alternatively, it is recommended to pursue Extroversion i.e. Extrovert students risk-taking social and interactive. This type of learners is equipped with natural energy and they are interested in the outside world. In this context, Hedge (2000, p.20) confirmed that. (MC Donough, 1983)

“Extrovert learners are likely to be more successful than introverted learners, possibly because they are more assertive, more willing to experiment and take risks, and more able to make the social context they need to practice language”.

3.4. Practical Implications:

The logical connection between a research subject and its results is the implications of the findings. The practical implications of this research serve the teaching/learning process and it can boost learners’ motivation in general and IM in particular:

1) Implications for classroom environment:

With the shift in instructional approach, the traditional classroom environment needs to be restricted. Standard lecture will be replaced with a blended pedagogical approach where learning techniques are introduced to engage students in the learning exercises that work best with learning goals and objectives. Active learning fosters students’ engagement, attention, participation as well as achievements. (Prince, 2004)

2) The quality of teaching and teachers:

A teacher and his way of teaching are directly related to students' development. Due attention should be paid to encourage training with modern teaching aids, tools and methodologies integrated with technology.

3) The need for relatedness :

According to Deci and Ryan (2008), the need for relatedness is reflected in the social aspect of learning and the students should have the opportunity to develop positive relationships with their teachers and peers, hence, reducing the feelings of reject and boosting students' motivation.

4) Overcoming the difficulties related to writing skills:

Encouraging students to use different activities to improve writing skills, such as keep a journal, poster presentation and editing processes, raise students' confidence and helps them monitor and self-correct their own errors to improve their language accuracy.

Alleviating students' focus on social or financial problems and maintaining students' focus on AA, Government through the Ministry of Education and faculty members should make efforts to alleviate various problems confronting students including poverty problems and stringent measures against harassment must be assertively supported. The ministry and faculty members should collaborate to guide, mentor and motivate students to remain focused and purposeful in their academic studies.

3.5. Conclusion:

Current chapter is devoted to some suggestions for EFL teachers as well as students to best deal with IM, when learning a foreign language. This section also assembled recommendations and some practical implications relating to the research main findings.

General Conclusion

The researchers have tried through this research work to partly spotlight on the importance of IM and partly on the impact of that type on EFL students' AA. To reach this end the following research questions were put forward:

Q: Is it important for EFL students to be instrumentally motivated learners?

Q: Is there an impact of IM on EFL students 'AA?

At the beginning of this work two research hypotheses were suggested the first one raised the idea that IM may play an important role when studying English as a foreign language. While the second hypothesis suggested that there might exist an impact of IM on EFL students 'AA. After collecting the necessary data using two research instruments (students' questionnaire and teachers interview), it was revealed that L3 students in the Department of English at the University of Tlemcen were mostly instrumentally motivated particularly because they were clearly interested in learning English to achieve certain goals, such as getting good job opportunities, sit for international exams, obtaining diploma and passing exams. These motives make them devote greater efforts to acquire English following this; the raised research hypotheses are valid.

Following this, three chapters included in the present research. In the first chapter the researchers sought to review all the related literature regarding IM and students' AA. The data collected using the students' questionnaire and the teachers' interview was discussed and analysed in the second chapter. Eventually, some recommendations, suggestions and practical implications were offered in the third chapter of the thesis.

It should be admitted that the present research like any other ones, suffer from a set of limitations including the current promotion system, used by the Department of Higher Education due to the pandemic situation.

This problem has stopped us for a certain period waiting for the desired research sample. Besides, the findings of this research could not be completely generalized because only 50 students out of 400 third-year students were involved.

It is important to make other attempts to investigate further research works on EFL student's IM. Other research can be conducted to investigate the achievements obtained by English graduates as well as to shed light on the opportunities of instrumentally motivated learners when learning English out of its origins particularly, in Algeria when Arabic is the first language and French in a foreign language. In addition, results of this research could be investigated further with large sample population.

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Appendices

Appendix A : Students' Questionnaire

Students Questionnaire :

Dear students this questionnaire is used to gather evidence about the impact of instrumental motivation on your academic achievements. We hope that you will answer the following questions comfortably and honestly.

Rubric one: Students information

Sex: Male

Female

1) How do you perceive your level in English?

a) Weak

b) Average

c) Good

d) Excellent

2) What is your reason behind choosing English as a specialty at university?

a) Get a good job

b) Sit for international exams conducted in English

c) To become part of the target community

d) The like of experiencing new things

Rubric two: Motivation in English Language Learning

1) Motivation is an important component in the EFL learning context. To what extent do you agree with this statement.

a) Strongly Disagree

b) Disagree

c) Agree

d) Strongly agree

2) Do you perceive your level of motivation in learning English as?

a) Weak

b) Intermediate

c) Strong

3) Do your teachers motivate you in learning English?

Yes

No

How?

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

Rubric three: Instrumental Motivation and Student`s Academic Achievements.

Please, put a cross () next to the answer that best presents your agreement / disagreement level.

	SD	D	A	SA
1) English is primarily used for Exams and assignments.				
2) Learning English is adventegious for being successful in life				
3) English learners are more educated and skilled.				
4) English language acquisition gives the opportunity to get a Good job.				
5) By knowing English your chances of being hired is higher.				
6) English learners have more opportunities and choices compared with those who did not know English.				

Thanks

Appendix B: Teacher's Interview

Q1_ As a third-year license teacher, how do you perceive your student's motivation level?

Q2_ How do you perceive their level relate to their instrumental or integrative motivation?

Q3_ According to you, is instrumental motivation witnessing a great turnout from EFL students? Justify?

Q4_ Is it necessary for students to be instrumentally motivated?

– If yes, how can you promote your learner's instrumental motivation?

Q5_ Do you think that instrumental motivation has an impact on EFL student's achievements? Justify?

ملخص:

الهدف من هذه الدراسة هو تحديد اهمية التحفيز المادي في تعلم اللغة الانجليزية كلغة اجنبية و كذلك معرفة مدى تأثير هذا النوع من التحفيز في التحصيل الدراسي لدى الطلاب. اجريت هذه الدراسة مع طلاب السنة الثالثة ليسانس في قسم اللغة الانجليزية بجامعة تلمسان. من اجل تحقيق هذا تم استخدام اداتين بحثيتين: استبيان لطلبة السنة الثالثة ليسانس و مقابلة منظمة مع مدرسيهم. تبين من خلال هذه الدراسة ان التحفيز المادي يلعب دورا مهما في تعلم اللغة الانجليزية كما يؤثر هذا النوع من التحفيز على التحصيلات الدراسية لهؤلاء الطلاب.

Résumé:

L'objectif de cette étude est de découvrir l'importance et l'effet de la motivation instrumentale sur les réalisations académiques pour les étudiants d'anglais comme langue étrangère. A cette fin, deux outils ont été utilisés ; un questionnaire pour les étudiants de troisième année License et un entretien pour les enseignants. Cette étude a été menée au Département d'anglais de l'université de Tlemcen. Les résultats obtenus on révèlent que la motivation instrumentale joue rôle important dans l'apprentissage d'anglais. Ce type de motivation affecté les réalisations académiques des étudiants EFL.

Summary:

The current research attempted to investigate the importance of instrumental motivation on EFL Learning and the impact of that type of motivation on their academic achievements. Hence, the case study led with third-year License students at the Department of English at the University of Tlemcen, To reach this end, two types of instruments were used; a questionnaire for students and structured interview with teachers. The findings of this study revealed that instrumental motivation plays a very important role when learning English as a foreign language in addition to that it has a greater impact on EFL students' academic achievements.