Exploring the prevalent factors affecting Intrinsic and Extrinsic Motivation in Learning English among Fifth-Grade primary school pupils

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Exploring Intrinsic and Extrinsic Motivation in English Language Learning Among Fifth-Grade Algerian Pupils: A case study of Rezouq El Bachir Primary School in Sidi Amrane ,Algeria

A dissertation submitted in partial fulfillment of the requirements for a

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Declaration

I, Amani BENZAHRA, hereby declare that this dissertation is presented to obtain

a Master's degree in Sciences of Language is the product of my efforts, and therefore all

The contents of this dissertation are original except where references are made. I additionally

Certify that this work has not been submitted to any university or institution to obtain

A degree or qualification.

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Dedication

First and foremost, I thank Allah, the Most Gracious, the Most Merciful, whose guidance, mercy, and endless blessings have lit my path.

I dedicate this humble work to myself, for not giving up when things got tough, for believing even when doubts whispered, and for turning dreams into determination.

You did it.

To those who gave me life and whose love is my constant strength—my beloved parents. Your sacrifices, prayers, and unconditional support made this possible.

To my greatest supporters, my siblings Marwa and Younes, your presence has always lifted me higher.

To my bestie Chaima, thank you for walking beside me through five years of growth. Your laughter, kindness, and loyalty made every moment brighter.

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To my family, friends, and everyone who believed in me, thank you for your kindness, love, and endless support.

"And say, **'My Lord, increase me in knowledge.'"**

— Surah Taha, 20:114

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Abstract

This study explores the intrinsic and extrinsic motivational factors influencing fifth-grade pupils in English language learning at Rezouq El Bachir Primary School in El Meghaier, Algeria. The research investigates what motivates pupils and how these factors impact classroom engagement. A qualitative case study design was employed, involving a purposive sample of 24 students selected from two fifth-grade classes (totaling 78 learners). Data were gathered through student profiles and classroom observations, and analyzed using thematic analysis following Braun and Clarke's six-step framework. Results show that extrinsic motivation—such as teacher praise, rewards, and recognition, had a stronger influence on student engagement than intrinsic motivation. The findings suggest that teachers can enhance motivation by combining extrinsic strategies with practices that gradually promote autonomy and interest.

Keywords: intrinsic motivation, extrinsic motivation, English language learning, Algerian primary school, thematic analysis

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List of Abbreviations

Abbreviation	Full Form
EFL	English as a Foreign Language
ESL	English as a Second Language
L2	Second Language
SDT	Self-Determination Theory

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General Introduction

Exploring the prevalent factors affecting Intrinsic and Extrinsic Motivation in Learning English among Fifth-Grade primary school pupils

The English language has recently become the lingua franca that is highly recommended for academic, professional, and even social success. Many countries, including Algeria, have recognized its importance and have introduced it at an earlier stage of education. However, motivating young learners, especially in a non-native English context, remains a persistent challenge for educators. Motivation is a significant factor in language acquisition, and it can be differentiated as intrinsic motivation, which comes from an internal drive for personal development and enjoyment, and extrinsic motivation, which is driven by external rewards or pressures. While both forms have a significant impact on the outcomes of language learning, research on motivation in the Algerian context has been widely conducted. However, more attention is needed in the context of primary schools regarding these factors in young Algerian learners, particularly fifth-grade students.

1 Statement of the problem

Motivation is essential for success in learning a second language, particularly English, which has become increasingly important in Algeria's education system through its inclusion in the primary school curriculum. However, primary school students exhibit different levels of motivation, which can be categorized into intrinsic factors, like a personal desire to learn, and extrinsic factors, such as rewards or external expectations. Most previous research on language learning motivation has focused on various educational contexts, while the Algerian primary school context remains underexplored, where motivation plays a critical role in shaping language learning experiences.

Despite the significance of English in the Algerian education system, there is limited research that delves into the specific factors affecting motivation among primary school students. The differences in motivation levels among students can greatly influence their

engagement, persistence, and overall success in learning English. This study seeks to explore the intrinsic and extrinsic motivational factors that affect fifth-grade students' English learning in Algerian primary schools and to identify the key elements that boost their motivation and, therefore enhance their language learning outcomes.

2 Significance of the study

This study aims to tackle a significant issue in education by exploring the factors that influence motivation among fifth-grade students in Algerian primary schools, particularly in the realm of English language learning. By identifying both intrinsic and extrinsic motivators for students learning English, the research intends to provide practical insights into how these factors can boost student motivation and improve learning outcomes.

Unlike other school subjects, where motivation is primarily linked to exam results, grades, and academic performance, English occupies a unique position as both an academic subject and a vital life skill—crucial for effective communication, future opportunities, and global participation.

This study also aims to raise families' awareness that students' motivation should not always be driven by extrinsic factors, such as rewards or obligations. Intrinsic motivation, or a combination of both intrinsic and extrinsic factors, is equally important for fostering a genuine interest in learning. Families should recognize the value of encouraging motivation without forcing students, creating an environment where learning is meaningful and self-driven.

Ultimately, this research could inform teaching practices by giving educators a better understanding of what encourages students to engage with English learning. By promoting greater motivation, this study aspires to enhance the learning experience for students,

benefiting not only the students themselves but also the wider educational community and society as a whole.

3   Research Questions

This study endeavors to answer the following research questions:

- ✓ What intrinsic and extrinsic motivational factors influence fifth-grade pupils' motivation to learn English?

- ✓ How do these motivational factors affect pupils' engagement and participation in the classroom?

4   Research Objectives

This research will be guided by the following objectives:

- ✓ To identify the intrinsic factors that motivate fifth-grade students in Algerian primary schools to learn English.

- ✓ To identify the extrinsic factors that influence students' motivation to learn English.

- ✓ To explore whether students are more motivated by personal interests and goals or by external pressures.

5   Research Methodology

5.1 Research Approach

This study will adopt a qualitative research approach to explore the motivational factors influencing fifth-grade primary school pupils in learning English. A case study design will be used to provide in-depth insights into students' intrinsic and extrinsic motivation through student profiles and classroom observation.

Participants:

The study focused on two fifth-grade classes at Rezouq El Bachir Primary School in Algeria during the 2024–2025 academic year with approximately 36 per class (totaling 78 participants). Participants were selected, using purposive sampling to ensure a focused and manageable investigation of motivation levels. Initially, the study aimed to include all students for the student profiling phase. However, due to feasibility concerns, time constraints, and the risk of redundant or unnecessary responses, this approach was refined. Analyzing 78 student profiles would be overwhelming and impractical within the given timeframe. Therefore, with the teacher's assistance, 24 students (12 from each class) will be selected and categorized into three groups: highly motivated, medium motivated, and low motivated students. This targeted selection enhances data quality by ensuring diverse yet meaningful responses. Following student profiling, classroom observations will be conducted with the entire two classes to gain broader insights into student motivation in a natural setting.

5.2 Data Collection Methods

To explore students' motivation in English language learning, the study employed qualitative data collection methods. These included purposive sampling to select student profiles and non-participant classroom observations. Together, these approaches provided insights into students' engagement, behaviors, and levels of intrinsic and extrinsic motivation within a natural classroom setting.

5.2.1. Student's profiles

Rather than profiling all 78 students, which would be impractical and redundant within the available timeframe, a purposive sampling strategy was used to select a smaller, more manageable group. With the assistance of the classroom teacher, 24 students (12 from each

class) were identified based on their observable levels of motivation. These students were categorized into three groups: highly motivated, moderately motivated, and low motivated.

The selection was informed by the teacher's professional judgment and familiarity with the students' classroom behavior, participation, and general engagement. This targeted approach ensured a focused exploration of motivation while maintaining practical feasibility and avoiding unnecessary data collection from the entire student population.

5.2.2. Classroom Observation

The researcher was conduct non-participant observations to examine students' engagement, participation, and classroom behaviors related to motivation. The Observations focused on verbal and non -verbal expressions of motivation, interactions with teachers and peers besides responses to learning. An observation checklist was employed to systematically record behaviors indicative of both intrinsic and extrinsic motivation, ensuring consistency and focus throughout the data collection process.

5.3. Data Analysis

The data collected from both the student profiles and the classroom observations will be analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). This approach allows for identifying meaningful patterns and insights related to students' intrinsic and extrinsic motivation within a natural classroom context.

The student selection process, conducted with the help of the classroom teacher, involved identifying a manageable sample of 24 students based on observed levels of motivation. While this selection helped ensure diverse perspectives, it was not intended for comparative analysis. Instead, it served to focus the study on a representative and practical subset of learners.

The classroom observations, conducted with both classes, provided rich qualitative data on students' verbal and non-verbal behaviors, engagement, participation, and interaction patterns. These observations, along with insights gained from the selection process, will be analyzed together using the following steps:

- ➢ **Familiarization with the data:** Observation notes and teacher input will be read and reviewed multiple times to develop a deep understanding of the motivational context.

- ➢ **Generating initial codes:** Key actions, expressions, and observations will be coded using descriptive labels (e.g., "shows enthusiasm," "reluctant to participate," "responds positively to praise").

- ➢ **Searching for themes:** Codes will be grouped into broader themes representing intrinsic and extrinsic motivation, as well as any emerging influences on student engagement.

- ➢ **Reviewing themes:** Themes will be refined and validated against the full data set to ensure coherence and relevance to the research questions.

- ➢ **Defining and naming themes:** Each theme will be clearly defined and illustrated with supporting examples.

- ➢ **Producing the report:** The final themes will be presented and interpreted in light of the study's aims, providing insight into the motivational factors affecting English language learning among fifth-grade students.

This approach supports a comprehensive and flexible analysis of motivation, grounded in both practical classroom observations and the teacher-informed selection of participants.

6   Structure of the Study

This dissertation is organized into four main chapters:

- **Chapter One** reviews the literature related to English language learning and learner motivation, particularly in the context of EFL primary education.

- **Chapter Two** outlines the research methodology, including the research design, participants, data collection tools, and data analysis techniques.

- **Chapter Three** presents and discusses the findings of the study, drawn from student profiles and classroom observations.

- **Chapter Four** offers a general conclusion, summarizes the key results, and provides recommendations for educators and policymakers based on the study's findings.

Chapter One : Literature Review

1   Introduction

This chapter traces the historical development and describes the status of English language instruction in Algeria, starting from early attempts to integrate it in schools, to the current time initiative and its subsequent challenges and benefits. This chapter also explores motivation in language learning, particularly among primary school pupils. Motivation plays a crucial role in shaping students' engagement, persistence, and success in acquiring a foreign language. This section provides different definitions of motivation, explores its common types (intrinsic and extrinsic), and discusses the key factors that influence young learners' motivation to learn English in Algerian primary schools. Finally, the chapter examines the impact of motivation on language learning outcomes, providing insights into how motivation shapes students' learning experiences.

2.   Learning English in Algeria

In a globalized world, the importance of learning foreign languages has increased and many countries have been incorporated them into their school curricula to be taught in early schooling. French has historically been taught earlier due to Algeria's colonial past while English was introduced later due to its growing importance worldwide.

2.1.   The Status of English in Algeria

Algeria is a multilingual country where multiple languages are spoken, with Arabic and Berber as the official languages. Arabic, introduced during the Islamic conquest, is the primary language used in public life, while Berber is spoken by a significant group of the population, particularly within Amazigh communities. Both languages reflect Algeria's rich cultural and historical identity (Benrabah,2014).

Despite this linguistic diversity, French colonization established French as the dominant foreign language in Algeria. After Algeria gained independence in 1962, the country faced several challenges, especially in terms of language and education. According to Benrabah (2014), the government attempted to reinstate Arabic as the primary language through a policy known as Arabization, which aimed to increase the use of Arabic in public life.

While the Arabization policy aimed to strengthen Arabic's dominance, discussions about diversifying foreign language education emerged, leading to an attempt in the 1990s to introduce English as an alternative to French in primary schools. According to BBC News (2022), the goal was to provide parents the option between enrolling their children in French or English as a foreign language at the primary school level, as an effort to reduce the dominance of French. However, this policy failed due to a number of factors. Most parents at the time opted for French over English, arguing that it was more widely used in Algeria and that their children would struggle with a language lacking institutional support. Additionally, the insufficient teacher training, lack of resources, and resistance from policymakers as highlighted by Kouicem (2019). Although the 1990s initiative failed, the role of English in Algeria continued to evolve The increasing influence of globalization, digital communication, and international mobility has gradually positioned English as an essential linguistic asset for economic, academic, and cultural exchange. Recognizing these global trends and the demand for English proficiency, the Algerian Ministry of National Education made a significant shift in 2022 by introducing English at the primary level (BBC News, 2022).

2.2. Early stages of Learning English in primary schools

The president of Algeria, Abdelmadjid Tebboune, said on July 30, 2022 that, "For us, the French language is the spoils of war. But English is an international language which for us will be taught from the start of the school year so that Algeria can reach universality"

(BBC News, 2022). This change not only illustrates the increased importance of English as one of the global languages, but also represents a fundamental change in the Algerian primary educational system. The introduction of English is a positive sign towards preparing the pupils for international opportunities. English in Algerian primary schools first began to be taught in the 2022-2023 school year and the first cohort of students to be taught were the third grade students (Arab News, 2022).

2.3.   *My Book of English 5PS*: The Fifth-Grade English Textbook

With the national introduction of English at the primary level in 2022, the Ministry of National Education also developed new teaching materials tailored for young learners. For fifth-grade students, the official textbook is titled *My Book of English 5PS*. It follows a competency-based approach and aims to build foundational communicative skills. The book incorporates songs, dialogues, colorful visuals, and interactive tasks designed to stimulate engagement and support basic vocabulary acquisition. It emphasizes simple structures and familiar topics to make English accessible and enjoyable. However, the success of this textbook depends heavily on the teacher's implementation strategies and the availability of adequate classroom support. (Ministry of National Education [MNE], 2022)

2.4. Benefits of Learning English for Young Learners

Following Bialystok (2001), early exposure to a foreign language such as English, can offer numerous advantages for the young learners in terms of academic achievement, social growth, and future opportunities. Learning English at a younger age helps children become exposed to a wider range of vocabulary, sentence structures, and ways of expressing ideas, which subsequently enhances their academic achievements (Cummins, 2000). Socially,

young learners benefit from the improvement of their communicative skills by interacting with diverse groups and increasing their cultural awareness (Gardner & Lambert, 1972; Kramsch, 1993).

Furthermore, English language has often became a key requirement in international job markets and higher education thus young learners who develop English skills at an early age gain access to future opportunities (Crystal, 2003).

2.5. Challenges in Learning English for Young Learners

In the process of learning English, young learners may encounter a number of challenges. One major challenge is finding opportunities for exposure to English outside the classroom. Learners often have limited opportunities to interact with others and use the language outside the classroom setting, which may affect their motivation to learn the language. Pegrum (2000), claims that exposing students to real-world language environments beyond the classroom plays a crucial role in providing an authentic language experience, and increasing students' motivation. He refers to Krashen and Terrell (1983) stating that the purpose of language instruction is to allow the learner to "understand language outside the classroom" (Krashen & Terrell, 1983, p. 1).

Another significant challenge is the difficulty to find relevant Instructional materials; young learners often struggle to stay motivated to learn the language when the teaching materials do not align with their interests and needs. In this context, McCombs and Whisler (1997, as cited in Dörnyei, 2001) concluded that educators often assume that learners are uninterested, whereas, in reality, the issue is that they are not receiving the materials they need. (p. 62).

Furthermore, unrealistic expectations from teachers, parents, or even the learners themselves can negatively impact motivation. Dörnyei (2001) discusses the idea of the 'good enough' approach, which suggests that striving for perfection may interfere with a learner's motivation and confidence.

3. Primary school learners' Motivation in Learning English

Motivation is a crucial element in language learning, particularly for primary school pupils. This chapter explores motivation in language learning, focusing on its definition, types, theoretical foundations, influencing factors, and its overall impact on young EFL primary school learners.

3.4. Motivation in Language Learning

Successful learning requires many educational, social and psychological elements. Motivation is one of these elements. Many scholars, namely Kiziltepe (1972, p. 144) declares that "Motivation is one of the most important components of learning." For primary school pupils, motivation is a fundamental component in language learning, as it plays a critical role in influencing learners' engagement, effort and persistence, shaping their overall success in acquiring the language.

3.4.1. Motivation Defined

Motivation as a term has been the focus of different research studies, leading to various definitions. According to Dörnyei (1998), motivation is one of the keys that influence the rate and success of language learning. He viewed motivation as a broad umbrella concept that covers different meanings. From Pintrich and Schunk's view)1996, as cited in Dörnyei, 1998, p. 181) motivation is defined as "the process whereby goal-directed activity is instigated and sustained". In other words, motivation is not just about getting started on something but it is

also about keeping the energy and focus needed to reach a certain goal. Furthermore, it is commonly assumed that motivation is strongly related to the desire to learn. Gardner (1985) believes that motivation is a combination between the desire to learn and the effort that pushes somebody to learn the language. Hence, motivation to learn a language can be viewed as a dynamic process involving internal and external influences. While some students are motivated by interest and enjoyment (intrinsic) in learning, others may be under the influence of extrinsic rewards or social pressures. Lastly, motivation is the driving force that decides learners' interest, perseverance, and success in learning a foreign language.

3.4.2. Types of Motivation

Motivation is a concept with multiple dimensions, and many researchers have proposed different classifications. One widely accepted classifications was introduced by Edward L. Deci (1971), in which he classified motivation into two types: intrinsic motivation and extrinsic motivation.

3.4.2.1. Intrinsic Motivation

This type describes the internal drive to learn or engage in any activity for its own sake. It arises from inherent interests for self-fulfilment, and the enjoyment of doing something. Csikszentmihalyi (1990) explains this concept through Flow Theory, which describes an optimal state of engagement where individuals feel fully interested in an activity. He suggested that people experience the best moments in life when they are fully engaged in activities that challenge their abilities, motivating them from within to achieve something meaningful and fulfilling. Additionally, Deci and Ryan (2000) in their Self-Determination Theory, argued that intrinsic motivation is driven by three psychological needs: competence, autonomy, and relatedness.

In an EFL classroom, competence is developed when students feel confident in their language abilities autonomy grows when they have control over their learning strategies and relatedness he strengthened when they engage in meaningful communications with peers and teachers (Deci & Ryan, 2000). Thus, intrinsic motivation plays a crucial role in fostering long-term learning success and personal growth, as it encourages individuals to pursue knowledge and skills driven by curiosity and genuine interest. For example, an EFL learner who enjoys reading English books out of personal interest is more likely to develop strong language skills compared to a student who studies English solely to pass an exam.

3.4.2.2. Extrinsic Motivation

Extrinsic motivation occurs when a person engages in an activity solely to obtain an external reward or avoid a penalty or pressure, rather than out of personal interest or enjoyment, (Deci and Ryan, 2000). According to Dörnyei (1994), external factors such as grades, teacher feedback, parental encouragement, and institutional policies can significantly influence learners' motivation to learn; many students, particularly in primary school, focus on learning a language to achieve visible results, like getting good grades or ranking high in class, rather than for personal enjoyment or interest. Similarly, Gardner (1985) states the role of instrumental motivation, a form of extrinsic motivation, where learners focus on the practical benefits of mastering a language, such as career advancement or better academic opportunities.

Therefore, extrinsic motivation is an important factor in the learning process, especially when rewards like good grades or praise from teachers and parents are involved. For instance, a student learning English as a foreign language might put in extra effort in class to pass exams or meet school requirements.

To sum up, intrinsic motivation, as noted by Deci and Ryan (1985), is essential for long-term learning. In primary school students, intrinsic motivation is often driven by curiosity and enjoyment (Dörnyei & Ushioda, 2021). Conversely, extrinsic motivation in young learners stems from parental expectations, teacher feedback, and academic rewards (Kim & Lin, 2022). Some studies argued that without extrinsic motivation as a foundation, students may lack the initial drive needed to develop intrinsic motivation over time (Schunk & DiBenedetto, 2023).

3.4.3. Theories of Motivation

Over the past decades, motivation has been a central focus in educational research, leading to the development of various theories, such as Self-Determination Theory (SDT), Gardner's Socio-Educational Model, and Dörnyei's L2 Motivational Self System.

3.4.3.1. Self-Determination Theory (SDT)

SDT formulated by Deci and Ryan (1985) focuses on the importance of intrinsic and extrinsic motivation in the process of learning. According to this theory, people are most likely to be motivated when their fundamental psychological needs of autonomy, competence, and relatedness are fulfilled (Figure 1). Students in language learning who are in control of learning (autonomy), confident about their abilities (competence), and connected to others (relatedness) tend to stay motivated. Subsequently, Ryan and Deci (2000) elaborated on SDT, stating that intrinsic motivation is the most internally motivated type, whereas extrinsic motivation differs with the extent of internalization of external factors such as rewards or grades. The more a learner internalizes these external factors, the more self-driven their motivation becomes.
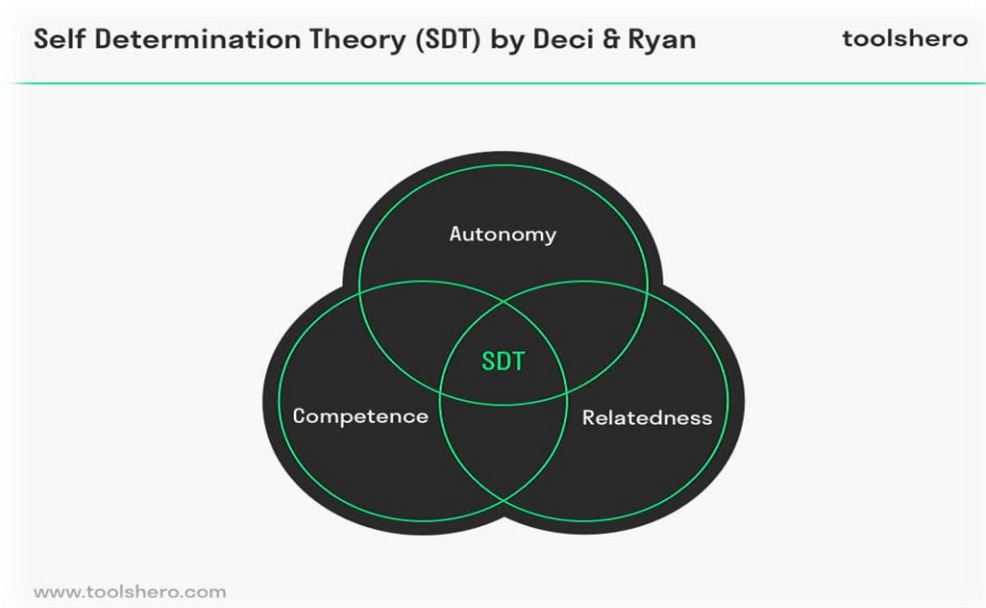
Figure 01: The three psychological needs in Self-Determination Theory (Deci & Ryan, 2000). Adapted from Toolshero (n.d.), https://www.toolshero.com/psychology/self-determination-theory-sdt/

3.4.3.2. Gardner's Socio-Educational Model

Gardner's Socio-Educational Model (1985) is the most prevalent theory of second language acquisition, with its emphasis on attitudes and motivation. Gardner proposed that language learning motivation includes two key components: integrative and instrumental motivation." Integrative motivation is when a student wants to learn a language in order to belong to the target language community, while instrumental motivation is driven by extrinsic rewards, e.g., academic success or future employment opportunities. This model assumes that the students who have an integrative style are more successful in the long term to learn languages as their motivation stems from the genuine interest in the people and culture surrounding the language.
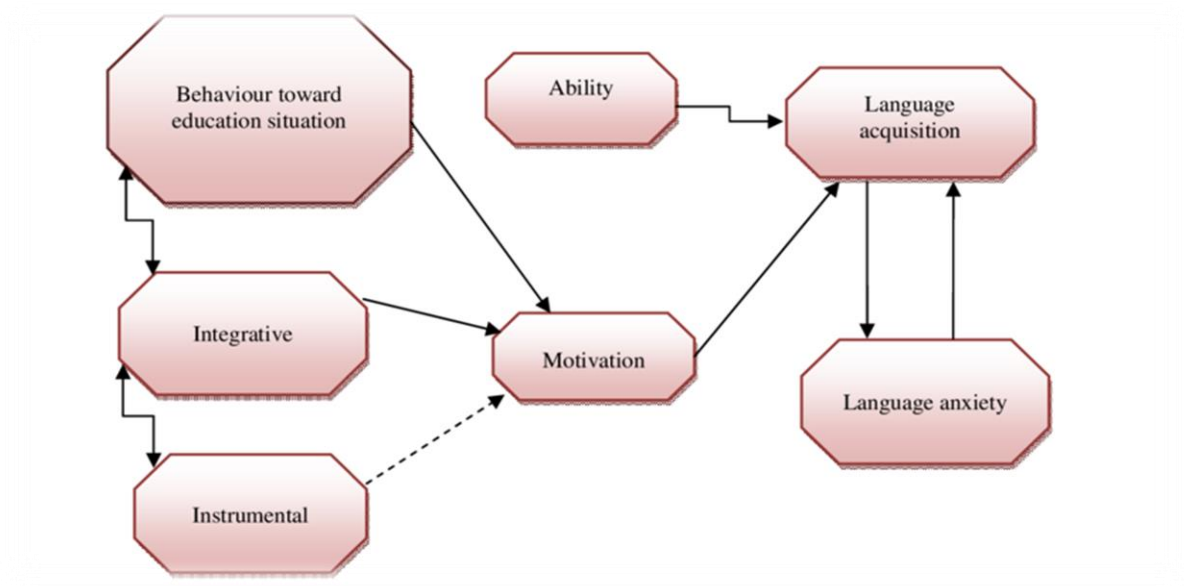
Figure 02*: Socio-educational model of second language acquisition (Gardner, 2005)*

This figure shows how motivation affects language learning. A student's behavior toward education influences their motivation, which can be integrative (learning for personal growth and connection with the culture) or instrumental (learning for practical benefits like a job). Both types of motivation help in language acquisition, along with the student's ability. However, language anxiety can make learning harder, but motivation can help reduce this anxiety.

3.4.3.3. Dörnyei's L2 Motivational Self System

Dörnyei (2005, 2009) proposed the L2 Motivational Self System, which remodeled motivation for second language learning by drawing from self-concept theories. These theories suggest that people build a sense of self on the basis of personal experiences, future aspirations, and external influences, which in turn influence their motivation and behaviour. Dörnyei developed this concept to language learning, bringing into existence three components: The Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The

Ideal L2 Self represents learner ideals and visions in terms of language proficiency, e.g., to speak English as naturally as a native. Ought-to L2 Self refers to external pressures, i.e., family expectations or professional requirements that force learners to acquire a language. The L2 Learning Experience focuses on proximal learning environments, i.e., classroom instruction and peer relationships that affect motivation. The theory focuses on the dynamic complexity of motivation and explains how personal goals and external forces interact to affect language learning behavior.
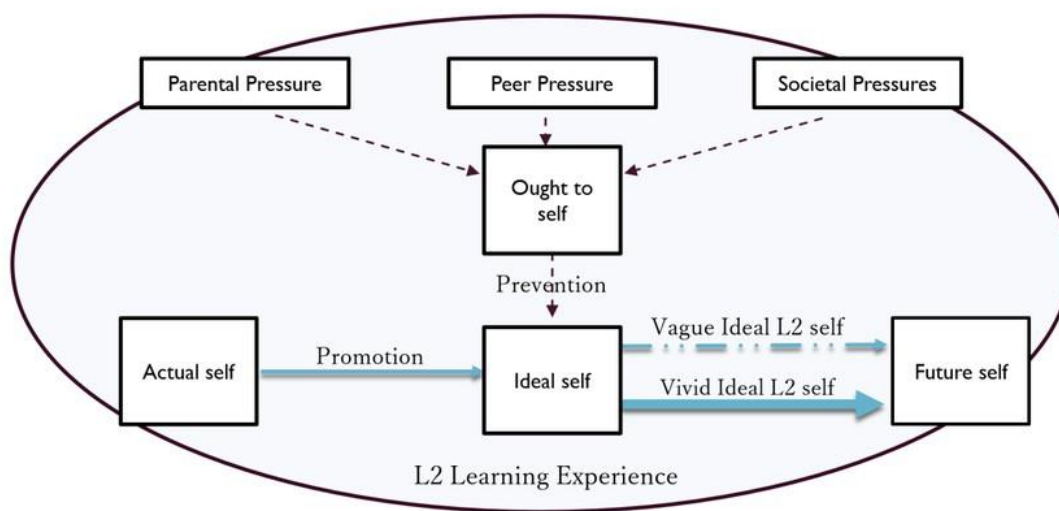
Figure 03: Operationalization of Dörnyei's L2 Motivational Self System (Yarwood, 2018)

The figure illustrates Dörnyei's L2 Motivational Self System, showing how motivation in language learning is shaped by personal aspirations (Ideal Self) and external pressures (Ought-to Self). The Actual Self moves toward the Future Self through promotion (personal goals) or prevention (external pressures like parental, peer, or societal expectations). A vivid Ideal L2 Self strengthens motivation, while a vague one weakens it. The L2 Learning Experience (such as classroom context) is important in the formation and support of motivation.

Similarly, Mercer and Ryan (2020) explored dynamic motivation, which argues that motivation is context-specific to classroom interaction and sociocultural factors. Recent research (Ushioda, 2022) targets learner autonomy and self-regulation, challenging the intrinsic-extrinsic dichotomy of motivation. Such research identifies the complexity of motivation beyond intrinsic-extrinsic dichotomy

2.1.4 Factors Affecting Young Learners' Motivation

Various factors influence young Learners' motivation, which can be categorized into social, psychological, and educational aspects.

2.1.4.1 Social Factors

Socialization and environmental factors play an important role in motivating young learners in EFL settings. Gardner (1985) believes that language learning motivation has a strong relation to social attitudes and support networks. Some major social factors include parental involvement, peer influence and classroom environment, and cultural attitudes towards English

The first factor is parental involvement. Parents' attitudes and support play a vital role in influencing students' motivation (Dörnyei & Ushioda, 2011). If parents believe that English is an essential skill, children are likely to have a positive attitude towards learning English. Recent studies, for example, that by Kim and Lin (2022), show that parental involvement significantly impacts rates of extrinsic motivation among young students. However, counter studies (Wang & Chen, 2023) suggest excessive parental pressure will be detrimental to motivation because it creates fear and reduces autonomy. The second factor is the peer influence and classroom environment. Friendships and peer perceptions of learning English can reinforce or weaken motivation. Classrooms in which students are engaged in

cooperative learning and group work, motivation will be higher (Ryan & Deci, 2000). A positive classroom environment supports motivation. Dörnyei and Murphey (2021) found that cooperative learning environments encourage learners to engage. Furthermore, studies such as Lee and Evans (2023) point out that peer collaboration is necessary to help maintain motivation levels. The third factor is cultural attitudes towards English. In contexts where English is a desired language that would serve them better in the long run, the learners are likely to be more motivated (Gardner, 2001). If the learners consider English something of no application in their day-to-day activities, then the motivation will possibly diminish.

2.1.4.2 Psychological factors

Psychological aspects such as self-confidence, anxiety, past learning experiences, interest in learning English also affect the motivation levels of learners. To start with self-confidence and anxiety, students with higher self-confidence will participate more intensively in language activities, whereas high levels of anxiety will very possibly decrease their motivation and participation (Horwitz et al., 1986). Past Positive experiences of learning enhance learners' internal motivation, while negative ones create resistance to learning (Deci & Ryan, 1985). Interest and Attitude towards English are also important factors in increasing learners' motivation. Students' intrinsic motivation typically goes along with their liking for language activities. If learning English is found fun and interesting to students, learners will definitely be motivated (Dörnyei, 2005).

2.1.4.3 Educational Factors

Classroom strategies, Teachers' role, and curriculum planning are important in shaping learners' motivation.

Classroom activities and teaching methods are crucial educational factors that affect learners' motivation. Interactive and student-centred approaches, such as storytelling, games,

and role-playing, have been shown to enhance motivation among young learners (Ellis, 1994). Teacher's Role is also significant factor in Motivation. Positive feedback, encouragement, and varied learning activities by teachers develop higher levels of motivation (Williams & Burden, 1997). Curriculum planning and instructional resources are influential elements in motivating learners. Students can lose interest if the curriculum is either too hard or dull. Age-level relevant and culturally appropriate textbooks and instruction help to keep them motivated (Cameron, 2001).

2.1.5 The Impact of Motivation on EFL primary school Learners

Motivation has many impacts on EFL Primary School learners' success in learning English as a foreign language. Intrinsic motivation has an impact on academic achievement. When students are intrinsically motivated—working from interest and pleasure—they are more likely to learn and engage in classroom activities (Deci & Ryan, 2000). Moreover, extrinsic motivation and classroom behaviour play a great role in motivating learners. Praise by teachers, rewards, and grades may influence students' effort and class participation. Yet, frequent external rewards, however, can undermine motivation in the long term (Schunk et al., 2014). When it comes to motivation and learning difficulties, students with low-motivation may have learning difficulties with class participation, are more anxious, and have lower achievement (Gardner, 2007).

Recent studies have shown that motivation among primary school EFL learners is highly context-dependent, shaped by the sociocultural and educational setting in which learning takes place. For instance, Sadighi and Zarafshan (2006) found that younger learners in EFL contexts are more responsive to immediate feedback and interaction-based learning environments. Similarly, Benzerroug (2021) explored the role of cultural representation in EFL materials and its effect on young learners' engagement and motivation. Moreover,

Cheng and Dörnyei (2007) emphasized that in contexts where English is not widely spoken, creating a positive and engaging classroom culture becomes even more critical for sustaining motivation among young learners. These studies reinforce the idea that successful EFL learning at the primary level requires integrating motivational strategies, engaging materials, and context-sensitive pedagogy.

Observational research suggests that classrooms with motivational environments—where teachers use engaging materials, interactive exercises, and constructive feedback—result in better student performance. On the other hand, unmotivated students are prone to disengagement, increased use of the mother language, and resistance to learning English (Littlewood, 2004).

Conclusion

This chapter provided an overview of English language in Algeria, tracing its historical, social, and educational status. It highlighted the early introduction of English in primary schools, discussing both the benefits and the challenges that young learners face in acquiring the language.

The chapter then covered key definitions of motivation, its main types—intrinsic and extrinsic—and reviewed major theories of motivation. Additionally, it analyzed the various factors that influence young learners' motivation, including social, psychological, and educational aspects. Finally, it discussed the impact of motivation on EFL primary school learners, emphasizing its crucial role in shaping their learning experiences and outcomes.

Chapter Two : Methodology

1. Research Design

This study adopts a qualitative exploratory approach to investigate intrinsic and extrinsic motivation among 5th-grade primary school pupils learning English as a foreign language. The exploratory nature of the study allows for a deeper understanding of students' motivation through their behaviors and responses in a natural classroom setting. Since motivation is influenced by social, psychological, and educational factors, a qualitative approach is best suited to uncover the complexity of these influences. Unlike a quantitative approach, which focuses on numerical data, qualitative research provides rich descriptions and interpretations that align with the study's objective of exploring student motivation in depth.

2. Data Collection Tools

This study employs two qualitative data collection tools:

a. Student Profiles

To understand students' backgrounds and motivation, student profiles will be collected first. These profiles include information about students' social backgrounds, psychological traits, and educational contexts. Since 5th-grade students may struggle to express themselves in English, the questions in the student profiles will be in Arabic to ensure clarity and accurate responses. The profiles include Yes/No questions, but they serve as a tool for categorizing and understanding students' motivational tendencies rather than for statistical analysis, keeping the study qualitative. In this study, *profiling* refers to the process of gathering structured, descriptive data about each student. This approach helps create a full picture of the learners, which is essential in qualitative research aiming to explore complex factors like motivation. Profiling is particularly useful here as it enables the researcher to

interpret students' intrinsic and extrinsic motivation in light of their individual circumstances, ensuring that findings are contextually grounded and more meaningful.

b. Classroom Observation

To gain an authentic understanding of how motivation manifests in real learning contexts, classroom observation will be implemented as a key data collection method. Observing students in their natural classroom environment allows the researcher to capture spontaneous behaviors, interactions, and engagement levels. A structured observation guide will be used to document students' behaviors and actions that reflect intrinsic motivation (e.g., participating voluntarily, showing curiosity) and extrinsic motivation (e.g., responding to teacher praise, working for rewards). Observations will take place during regular English lessons, ensuring that data reflects typical classroom dynamics and supports a richer, more nuanced interpretation of motivational patterns

3. Population and Sampling

The participants in this study are 5th-grade students at Rezouq El Bachir Primary School in Algeria during the 2024–2025 academic year. Purposive sampling; a non-probability sampling technique where participants are selected based on specific characteristics relevant to the research objectives, will be applied in the selection of students for profiling. This method is suitable in this context as it allows for the intentional inclusion of students who exhibit varying degrees of intrinsic and extrinsic motivation, thus enabling a more focused and meaningful analysis. While classroom observation will be conducted with the entire two 5th-grade classes. Although the initial plan was to collect student profiles from all students in both classes, a decision was made in collaboration with the teacher for reasons of practicality and feasibility to select 12 students from each class. This means a total of 24

students will be profiled, ensuring a balanced representation of motivation levels. The selection includes: highly motivated students, who actively participate in classroom activities and exhibit noticeable enthusiasm toward learning English, moderately motivated students, who engage to a reasonable extent and typically respond when prompted, and low motivated students, who often display reluctance or disengagement during lessons. Such categorization enables a deeper exploration of motivational patterns among young EFL learners in Algeria.

Additionally, 5th-grade students were chosen instead of those in 3rd or 4th-grade because, at this stage, they have a better-developed ability to express their thoughts and experiences regarding their motivation for learning English. Younger students might struggle with articulating their motives clearly, making it challenging to collect meaningful qualitative data. Moreover, 5th grade represents a transitional stage before middle school, making it an ideal time to assess their engagement and understand motivational factors before they advance to a higher educational level.

4. Data Analysis Methods

The data collected from student' profiles and classroom observations were analyzed using thematic analysis. According to Braun and Clarke (2006), this method involves identifying patterns and recurring themes related to intrinsic and extrinsic motivation across students' behaviors and responses.

The thematic analysis followed Braun and Clarke's six-phase framework, which includes the following steps:

- ✓ **Familiarization with Data** – Reviewing observation notes.
- ✓ **Generating Initial Codes** – Identifying key phrases, behaviors, and patterns.
- ✓ **Searching for Themes** – Grouping related responses under common themes.

✓ **Reviewing Themes** – Refining and confirming key themes.

✓ **Defining and Naming Themes** – Clearly describing how each theme relates to intrinsic or extrinsic motivation.

Since the study is qualitative, the analysis will focus on interpretation rather than numerical measurement.

5. Ethical Considerations

This study follows strict ethical guidelines to ensure the well-being and rights of participants:

✓ **Confidentiality & Anonymity** – Students' identities will be kept confidential, and pseudonyms will be used in the study.

✓ **Voluntary Participation** – Students will be informed that participation is voluntary, and they can withdraw at any time without consequences.

✓ **Respect for Participants –** All questions and observations will be conducted respectfully, ensuring students feel safe and comfortable.

6. Procedure

✓ **Student Profiles:** Background information is gathered for the selected students first.

✓ **Classroom Observations:** Conducted over multiple lessons using an observational guide.

Observation Context and Details

Classroom observations were conducted over five English sessions in two 5th-grade classes at Rezouq El Bachir Primary School in El Meghaier, Algeria. The sessions took place on the following dates:

✓ Session 1: April 21, 2025

✓ Session 2: April 23, 2025

✓ Session 3: April 27, 2025

✓ Session 4: April 30, 2025

✓ Session 5: May 2, 2025

Each session lasted 45 minutes. The teacher, a female educator with over 10 years of experience teaching English at the primary level, followed the official national textbook My Book of English 5PS. The classes included a mix of boys and girls (about 36 students per class), and the sessions were held in a typical government school classroom with whiteboards, flashcards, and some visual aids. The researcher attended as a non-participant observer and recorded notes based on a structured observation grid (Appendix B).

✓ **Data Analysis:** Thematic analysis will be used to identify patterns in student profiles and observed behaviors related to intrinsic and extrinsic motivation.

This methodology ensures a comprehensive and well-justified investigation into motivation among young EFL learners.

Conclusion

This chapter has outlined the qualitative methodological approach to explore the prevalent factors affecting Intrinsic and Extrinsic Motivation in Learning English among Fifth-Grade primary school pupils. Through purposive sampling and non-participant classroom observation, the study aims to gather meaningful insights into students' motivational behaviors. The targeted student selection, in coordination with the classroom teacher, ensured both practicality and data diversity. Both the student selection process and observation data

will be analyzed using thematic analysis to identify recurring patterns related to intrinsic and

extrinsic motivation

Chapter Three : Results and Discussion

1. Introduction

This chapter presents and discusses the findings of the study based on data collected through student profiles and classroom observations. The aim is to explore the intrinsic and extrinsic motivational factors influencing 5th-grade students learning English as a foreign language in an Algerian primary school. The findings are organized thematically to provide a detailed and meaningful understanding of the students' motivational tendencies.

2. Thematic Analysis Process: Student Profiles

Thematic analysis was used as the primary method for analyzing the qualitative data gathered from the student profiles**.** Thematic analysis is a method for systematically identifying, analyzing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006). It allows researchers to interpret meaning across a dataset by organizing the data into meaningful categories. This method is particularly well-suited for educational research as it offers flexibility and depth, enabling the exploration of students' experiences, perceptions, and motivational drivers. In this study, thematic analysis was essential for uncovering the underlying factors shaping learners' motivation, both intrinsic (e.g., interest, enjoyment) and extrinsic (e.g., parental expectations, external rewards), as expressed through their responses in the profiles**.**

2.1. Overview of Student Responses

A total of 24 students participated in the profile activity, selected through purposive sampling from two fifth-grade classes. These students were categorized by the teacher into three motivation levels: highly motivated, moderately motivated, and low motivated. Each student was asked the open-ended question: *"Why do you love English?"*

The responses varied in depth and clarity. Some were simple and repetitive, such as "I love English because I love English," while others reflected more specific reasons — for example, interest in learning, future career goals, and using English in daily life (e.g., on YouTube or to talk to foreigners). These responses were then thematically analyzed to identify patterns reflecting intrinsic and extrinsic motivation.

2.2. Familiarization with the Data

All 24 responses to the question "Why do you love English?" were reviewed multiple times. Some answers were repetitive (e.g., "I love English because I love English"), while others included keywords such as "fun," "job," "YouTube," or "international."

2.3. Generating Initial Codes

Codes were created based on repeated ideas in the responses:

- "fun" → *enjoyment*

- "helps in the future" → *career/future opportunities*

- "speak fluently" or "talk to immigrants" → *communication goal*

- "it's international" → *global status of English*

2.4. Searching for Themes

Related codes were grouped under broader themes. For example, codes related to "fun" and "enjoyment" were placed under the theme *Intrinsic Enjoyment*. Codes about career and fluency were grouped under *Extrinsic Motivation – Future Opportunities*.

2.5. Reviewing Themes

The themes were revised to ensure consistency. Some similar codes (e.g., "YouTube" and "speak fluently") were checked for overlap and either merged or kept separate.

2.6. Defining and Naming Themes

Four main themes were finalized (see Table 1):

- Intrinsic Enjoyment of English

- English as an International Language

- English for Future Opportunities

- English for Communication

To ensure accurate representation of each motivational theme, student quotes were selected based on clarity, frequency, and thematic relevance. Responses that clearly reflected the meaning of the theme were prioritized, especially those that used unique or repeated phrases indicative of motivational orientation. While brief, these quotes served as authentic expressions of learners' perceptions and provided insight into both intrinsic and extrinsic factors affecting their motivation.

2.7. Producing the Report

Each theme was discussed in relation to the research questions. Student quotes were used to illustrate the themes and reflect the diversity of responses.

The following four themes were identified and organized as follows:

Table N°: 01 Thematic Analysis of Student Profiles: Motivational Themes

Theme	Meaning	Example Quotes
Intrinsic Enjoyment of	Students enjoy the	"I love English because it's

English	language because it's fun, easy, or they simply love it.	fun." "I love English because I love English."
English as an International Tool	Students recognize English as a global, widely spoken language.	"It's an international language." "It's official and widely spoken."
Future-Oriented Motivation	Students view English as useful for future careers or success.	"It helps me in the future." "It opens doors for job offers."
Communication Purposes	Students want to use English to talk to others, online or in real life.	"To use it on YouTube." "To communicate with immigrants." "To speak it fluently."

2.4. Analysis and Discussion

2.4.1. First Theme: Intrinsic Motivation

The majority of the students expressed intrinsic motivation through their personal enjoyment of the language. Common words included "fun," "easy," and simply "I love English." These responses suggest that students are drawn to English not because of external rewards, but because they find the learning experience itself enjoyable and emotionally satisfying. This type of motivation is often seen in younger learners, especially when learning is supported by songs, games, and visual aids, which are common in the fifth-grade curriculum. According to Alamer (2021), intrinsic motivation is crucial at early learning stages because it fosters curiosity and sustained engagement even in the absence of external reinforcement.

2.4.2. Second Theme: Extrinsic Motivation – English as an International Language

Several students referred to English as a global or "official" language. These responses reflect an awareness of the global role English plays in communication, media, and culture. Even at a young age, these learners seem to associate English with worldwide usefulness — likely influenced by what they observe in media or hear from adults. As Firat, Noels, and Lou (2022) explain, learners often develop extrinsic motivation when they view language learning as a tool for intercultural access and global belonging, particularly in non-English-speaking countries.

2.4.3. Third Theme: Extrinsic Motivation – Future Opportunities

Students who mentioned English in connection with jobs, future success, or academic benefit clearly demonstrate instrumental extrinsic motivation. This shows a surprising level of goal orientation in young learners, possibly shaped by parents or teachers. It reflects the increasing awareness among Algerian families about English as a "language of opportunity." Teimouri et al. (2022) argue that learners often perceive English as a passport to better futures, which drives them to learn even when they do not necessarily enjoy the process.

2.4.4. Fourth Theme: Extrinsic Motivation – Communication

Some learners indicated that they want to use English to watch YouTube, communicate with others, or speak fluently. Although these seem simple, they reveal a practical orientation: students are motivated by real-world use. For young learners in today's digital age, platforms like YouTube may represent both entertainment and aspiration. As Untalan and Cabutotan (2021) suggest, when learners are motivated by communication goals, they

tend to view the language as a tool for social interaction, which strengthens their learning drive.

It is important to note that while some students mentioned future careers or communication with immigrants, their understanding of these concepts may not be fully developed at this age. Such responses may have been influenced by what they hear from teachers, parents, or media rather than a mature, personal outlook. Therefore, these statements were interpreted cautiously, recognizing the role of external influence in shaping young learners' perceptions.

Final Interpretation Paragraph

Overall, the analysis of student profiles reveals that while intrinsic motivation exists, the dominant motivational force among these fifth-grade learners appears to be extrinsic in nature — particularly linked to communication and future benefit. These findings suggest that even at a young age, Algerian learners are aware of the practical and global value of English. Recognizing these motivational drivers can help teachers align their instructional strategies with students' real interests and perceived goals.

1. Thematic Analysis Process: Classroom observation

1.1. Thematic Analysis Methodology

The thematic analysis of the classroom observation data followed Braun and Clarke's (2006) six-phase framework, allowing for a structured and detailed exploration of students' motivational behaviors across five observed English language sessions in a 5th-grade classroom. The steps were carried out as follows:

1. Familiarization with the Data:

The researcher attended five English sessions and reviewed observation notes multiple times to gain a deep understanding of classroom dynamics and student engagement. Notable moments included students eagerly singing along, seeking peer help, and showing disengagement during extended writing tasks.

2. Generating Initial Codes:

Recurrent patterns were labeled with descriptive codes, such as:

- *enthusiastic singing* → intrinsic enjoyment

- *peer prompting/helping* → peer support

- *writing fatigue* → low engagement in rote tasks

- *teacher praise (e.g., "Good job!")* → extrinsic reinforcement

- *absence of home practice* → lack of parental support

3. Searching for Themes:

Codes were grouped into broader thematic categories. For example, "peer support" and "imitation" were categorized under **Social Factors**. "Teacher praise" and "reaction to visual materials" formed part of **Educational Factors**, while "confidence" and "hesitation" fell under **Psychological Factors**.

4. Reviewing Themes:

Themes were refined for consistency and relevance. Overlapping codes were combined or split based on observation clarity. For instance, "writing fatigue" and "disengagement" were consolidated under **Educational Challenges**.

5. Defining and Naming Themes:

The final themes used in the analysis were:

- *Social Factors* (e.g., peer encouragement, collaboration)

- *Psychological Factors* (e.g., confidence, anxiety)

- *Educational Factors* (e.g., teaching methods, classroom materials, teacher feedback)

  These were clearly defined to reflect their contribution to intrinsic or extrinsic motivation.

6. Producing the Report:

The identified themes were presented in Tables 2 and 3 and discussed in detail in the results section. Examples from the observation data were used to illustrate how these themes influenced student motivation and engagement in real-time classroom situations.

1.2. Sample Coded Observation Excerpts

Table N°: 02 Observation Indicators and Student Behavior - First Session

Excerpt from Observation Notes	Initial Code	Theme
Students sang along with smiles and gestures.	Enjoyment of songs	Intrinsic Motivation
A boy whispered a word to help his partner.	Peer support	Social Factors
Students seemed tired during the writing task.	Signs of fatigue	Teaching Methods
A student used a new English word outside the	Language use beyond the class	Intrinsic Motivation

classroom.		
Teacher said, 'Good job!' and the student smiled proudly.	Teacher praise	Extrinsic Motivation
No student mentioned practicing English at home.	Absence of parental support	Social Factors

1.3. Session Comparison Matrix

The table below tracks theme recurrence across the five sessions.

Table N°: 03 Session Comparison Matrix: Observation Indicators and Student Behavior

Theme / Behavior	Session 1	Session 2	Session 3	Session 4	Session 5	Notes
Enthusiastic response to songs	✓	✓	✓	✓	✓	Consistently high motivation observed during music activities
Peer encouragement / imitation	✓	✓	✓	✓	✓	Peer influence was a dominant, recurring pattern
Parental support observed	✗	✗	✗	✗	✗	No evidence in any session — suggests a major motivational gap
Low engagement in rote tasks	✓	✗	✓	✓	✓	Session 2 showed less disengagement; possible task variation
Teacher praise	✗	✓	✓	✓	✓	Absent in Session 1; possibly a shift

						in teaching approach
Student use of English outside class	✓	✓	✓	✓	✓	Strong intrinsic motivation present across sessions

1.4. Summary of Patterns, Contrasts, and Contradictions

The data reveal consistent motivational engagement among learners during music-related activities and peer interactions across all five sessions. These patterns indicate a strong presence of intrinsic and socially mediated motivation. However, contrasts emerged in Session 2, where disengagement during writing tasks was notably reduced, possibly due to a variation in instructional design. A key contradiction appeared in teacher behavior: praise and verbal encouragement were absent in Session 1 but became more frequent in subsequent sessions. This shift may reflect an intentional adjustment in classroom management strategies. Additionally, the persistent absence of parental support across all sessions suggests an external limitation on sustained motivation beyond the classroom. Overall, the thematic analysis shows that motivation in primary English lessons is complex and shaped by many different factors.

2. Discussion of Results

Observation records reveal that several general patterns of motivation exist among 5th-grade EFL learners. In all five sessions, intrinsic motivation came into focus. Students always showed enthusiasm in participating in songs, games, and role-plays, and most of them showed a natural willingness to employ English words outside the classroom. Such enthusiasm demonstrates that learners are motivated internally through pleasure, interest, and desire for communication. This finding aligns with a study by

Ahmed et al(2020). Their study emphasized that when students enjoy themselves during learning, they learn better and longer in language tasks.

Peer influence was also prominent. Most students were encouraging peers or copying their responses, illustrating how social processes assume a dominant role in engagement.

Similarly, Liu et al. (2025) have revealed that peer-based interaction expressed as supportive feedback significantly increases motivation and engagement in EFL speaking lessons. However, Liu's study involved secondary students and structured mobile feedback, while ours observed spontaneous, informal chats among primary students. This suggests that younger kids might find motivation in social mimicry and emotional support rather than structured academic feedback, thereby expanding the conceptual scope of peer influence in motivation research. In contrast, Parental encouragement was absent to a large degree from classroom interaction, which shows a limited role of family support in students' English learning during this period. In terms of extrinsic motivation, the teacher's positive reinforcement — praise and encouragement — helped to sustain effort and confidence. This concurs with the results of Peng (2021), who found that teacher praise has a positive effect on the academic motivation and emotional investment of EFL learners.

Positive feedback creates a supportive environment that supports learner confidence. However, the current study extends Peng's work by highlighting the *immediacy and emotional tone* of teacher praise as particularly impactful for young learners. The students' responsiveness suggests that external validation plays a key role in reinforcing self-belief at this developmental stage.

In addition, the use of colourful materials like flash cards, songs, and pictures was a very powerful motivational force, especially when compared to traditional approaches like copying or repetition, where students' attention typically waned. his finding aligns with

visual and kinaesthetic learning theories, emphasizing the importance of sensory stimulation in young learner motivation. The contrast in engagement levels also supports the idea that material design is not merely supportive but central to maintaining motivation in EFL classrooms. Nervousness or speech fear was evident in some instances but was largely overcome with the help of the teachers. Students did get things right and didn't seem discouraged by mistakes, an indication that suggests a positive and helpful class environment that supports both learning as well as motivation. Overall, the observation data support the fact that motivation in such classrooms is shaped by intrinsic (pleasure, interest, self-confidence) and extrinsic (teacher feedback, study materials, social interaction) factors. The findings have implications for teaching approaches that can be applied to more effectively teach young EFL learners.

Conclusion

This chapter presented and analyzed the findings of the study through thematic analysis of student profiles and classroom observations. The data revealed multiple sources of motivation—both intrinsic and extrinsic—among 5th-grade Algerian EFL learners. Students expressed enjoyment, future aspirations, communicative goals, and recognition of English as a global language as reasons for their motivation. Observation data further reinforced these findings, showing that classroom engagement was influenced by internal interests, social interactions, instructional methods, and teacher feedback. While intrinsic motivation was consistently evident during interactive and sensory-rich activities, extrinsic factors such as teacher praise and the absence of parental support also emerged as significant. These findings suggest that fostering a balanced motivational environment—one that taps into both personal interest and supportive external elements—can enhance language learning outcomes. The insights gained here lay the groundwork for pedagogical

strategies that align with young learners' motivational profiles, ultimately supporting more

effective and meaningful English language instruction.

General Conclusion

General Conclusion

   This qualitative study examined the key intrinsic and extrinsic motivational factors influencing fifth-grade learners' motivation to learn English at Rezouq El Bachir Primary School in Algeria. Motivation is essential to language learning success, especially for young learners in contexts where English is not the native language, such as Algeria. Understanding motivation at the primary level is especially important, as English has only recently been introduced into the Algerian primary curriculum.

Through a qualitative approach involving student profiles and classroom observations, the study yielded valuable insights. The analysis identified four main motivational themes: enjoyment of English, English as an international language, future opportunities linked to English, and using English for communication. Many students were motivated by their interest and enjoyment of the language, while others viewed English as important for academic success, employment opportunities, and connecting with the wider world.

Observations from five classroom sessions confirmed these motivational patterns. Students displayed both intrinsic and extrinsic motivation. Interactive teaching methods such as songs, games, flashcards, and role-plays kept students engaged and supported their intrinsic motivation. Positive feedback from teachers served as an important extrinsic motivator that helped students remain confident and persistent. Peer support further encouraged participation, particularly among less confident students.

However, the study found that parental involvement in classroom motivation was limited. Unlike teacher praise and peer interaction, parental support was rarely observed or mentioned, suggesting an area for improvement beyond the classroom setting.

Educational factors also played a significant role in shaping student motivation. Students responded more positively to interactive, learner-centered activities than to traditional rote-learning methods. Age-appropriate and visually engaging materials helped maintain attention and enjoyment, while passive tasks tended to reduce motivation.

Psychologically, most students felt confident during interactive lessons, though some experienced mild anxiety when faced with new or difficult tasks. Teacher encouragement proved effective in reducing anxiety and created a more supportive learning environment.

Social influences, including peer relationships and cultural attitudes toward English, also shaped motivation. Students valued English not only for academic purposes but also for global communication and access to online content. This finding demonstrates that motivation is shaped by both school-based and broader cultural factors.

In summary, young learners' motivation to learn English is multifaceted, shaped by enjoyment, rewards, social context, teaching methods, and psychological elements. Supporting this combination of influences is essential to improving English language education in Algeria and similar EFL settings.

The findings suggest that integrating intrinsic and extrinsic motivational strategies, reducing anxiety, and applying interactive, learner-centered teaching methods can significantly improve engagement and outcomes for young English learners.

Response to Research Questions

RQ1: What intrinsic and extrinsic motivational factors influence fifth-grade pupils' motivation to learn English?

The study identified intrinsic motivation through enjoyment and classroom engagement, and extrinsic motivation through future aspirations, communication goals, and awareness of

English as a global language. These factors were evident in both the student profile responses and the classroom behaviors.

RQ2: How do these motivational factors affect pupils' engagement and participation in the classroom?

Learners who were intrinsically motivated participated more actively in songs, games, and speaking tasks. Those driven by extrinsic goals responded well to teacher praise and tasks linked to real-life situations. However, motivation decreased when lessons became repetitive or lacked visual support. Peer collaboration and interactive strategies consistently promoted engagement.

Limitations of the Study

Like any research, this study has limitations:

- ✓ **Limited Generalizability** – While classroom observations will be conducted with the entire two 5th-grade classes, the student profiles focus on a selected group of 24 students, which may limit the ability to generalize findings to all primary school students.

- ✓ **Subjectivity** – As a qualitative study, the interpretation of behaviors and responses is subjective and influenced by the researcher's perspective.

- ✓ **Time Constraints** – Conducting student profiling and observations within a limited time frame may restrict the depth of data collection.

- ✓ **Language Barrier** – Although Arabic will be used to ensure clarity, some motivational concepts may still be difficult for students to articulate.

Recommendations

Based on the findings of this study, the following recommendations are proposed for various stakeholders involved in the English language learning process of young learners:

For Teachers

English teachers are encouraged to adopt more interactive and enjoyable teaching strategies, including the use of songs, games, flashcards, and role-plays. These activities help foster intrinsic motivation by making learning more engaging and less intimidating. In addition, teachers should strive to strike a balance between intrinsic and extrinsic motivators. While praise and rewards can be effective in encouraging students, they should be paired with learning tasks that students find personally meaningful and enjoyable. Furthermore, providing clear, positive feedback and constructive guidance can help students feel supported and reduce anxiety, especially when facing new challenges. Teachers can also enhance motivation by integrating opportunities for real-life English use, such as classroom storytelling, thematic projects, or digital activities that reflect students' everyday experiences.

For Parents

Parents play a vital role in sustaining motivation beyond the classroom. Schools should involve parents more directly by organizing regular meetings or brief workshops that help them understand how to support their children's English learning at home. Parents are encouraged to create a positive environment by showing interest in what their children are learning and by engaging in simple English activities together, such as watching cartoons with English subtitles or helping review new vocabulary. Their encouragement can significantly influence a child's confidence and willingness to participate in English lessons.

For School Leaders and Policymakers

School administrators and education policymakers are advised to invest in ongoing professional development programs that train primary school English teachers in motivation-based pedagogies. The current national textbook, *My Book of English 5PS*, could also be revised to better reflect real-life, digital, and student-centered content that resonates with young learners' interests. Additionally, schools can promote English language motivation by creating school-wide initiatives such as "English Days" or classroom exchange projects that integrate English into students' daily experiences. More collaboration between schools and families should be encouraged to ensure learners are supported from both inside and outside the classroom.

For Future Research

Future research should investigate how parents perceive their role in motivating young learners to study English, as this could help build stronger parent-teacher cooperation. Comparative studies between public and private school settings could also shed light on environmental or institutional differences in motivational patterns. Furthermore, with the growing influence of technology, it would be beneficial to explore how digital media platforms (such as YouTube or language apps) shape the way primary school learners experience and respond to English.

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Appendices

Appendix A: Student Profiles

ALL ABOUT ME

Personal Information المعلومات الشخصية

الاسم :

Name :

السن : 9 سنوات □ 10 سنوات □ 11 سنة □
□ فما فوق

Age: □ 9 years □ 10 years □ 11 years and above

هل لديك إخوة أو أخوات؟ □ نعم □ لا □

Do you have brothers or sisters? □ Yes □ No

كم عددهم؟ □ 1-2 □ 3-4 □ أكثر من 4

How many? □ 1-2 □ 3-4 □ More than 4

Family Conditions الظروف العائلية

هل والداك على قيد الحياة؟

□ كلاهما على قيد الحياة □ أحدهما متوفى □ كلاهما متوفيان

Are your parents alive?

One of them is deceased □   Both are alive □

Both are deceased □

ما هي الحالة الاجتماعية لوالديك؟ □ متزوجان □ منفصلان

What is your parents' marital status?

Married □   Divorced □

هل يعمل والدك؟ □ نعم، يعمل (اذكر نوع العمل) .... □ لا يعمل

Does your father work?

Yes, he works (mention the type of work) □ *No, he doesn't work* □

هل تعمل والدتك؟ □ نعم، تعمل (اذكر نوع العمل) .... □ لا تعمل

Does your mother work?

Yes, she works (mention the type of work) □ *No, she doesn't work* □

تفضيلات التعلم   *Learning Preferences*

هل تحب تعلم اللغات الأجنبية (اللغة الفرنسية واللغة الانجليزية)؟

لا □   نعم □

Do you like learning foreign languages (French and English)?

□ *Yes*   □ *No*

هل تحب تعلم اللغة الانجليزية ؟

لماذا؟..

Do you like learning English? Why?

ما النشاط الذي تحبه أكثر عند تعلم اللغة الإنجليزية؟
□ الاستماع إلى الأغاني أو القصص
□ كتابة الكلمات والجمل   □ قراءة النصوص
والكلمات   □ التكلم باللغة الانجليزية
أنشطة اخرى : ....

Which activity do you like the most when learning English?

□ *Listening to songs or stories*   □ *Reading texts and words*

□ *Writing words and sentences*   □ *Speaking in English*

□ *Other activities: ....*

Motivation Factors   عوامل التحفيز

لماذا تتعلم اللغة الإنجليزية؟

لأنها ممتعة وأحبها ☐   لأنها مهمة للحصول على درجات جيدة

☐ لأن والديّ يشجعاني على تعلمها

لأنني أريد استخدامها والتواصل بها في المستقبل ☐

لأنها تساعدني في فهم البرامج التلفزيونية ☐

Why are you learning English?

☐ Because it's fun and I love it   ☐ Because it's important to get good grades

☐ Because my parents encourage me to learn it

☐ Because I want to use it and communicate with it in the future

☐ Because it helps me understand TV programs

كيف تشعر عندما تتلقى دروس الإنجليزية؟

☐ متحمس ومتحفز   عادي ☐   لا فرق عندي ☐   غير مهتم أو أشعر بالملل ☐

How do you feel when you take English lessons?

☐ Excited and motivated   ☐ Neutral

☐ Not interested or feel bored   ☐ It doesn't matter to me

من يحفزك لتعلم اللغة الانجليزية ؟ ☐ أنت   ☐احد افراد عائلتي   ☐ لا أحد

Who motivates you to learn English?

☐ You   ☐ A family member   ☐ No one

هل تدرس دروس دعم في اللغة الإنجليزية؟   ☐ نعم، في مدرسة خاصة ،

☐ نعم، مع أستاذ/احد افراد العائلة في المنزل ،   ☐ لا، لا أدرس دروس دعم

Do you take support lessons in English?

☐ Yes, in a private school   ☐ Yes, with a teacher / a family member at home

☐ No, I don't take support lessons

Thank You

Appendix B: Classroom Observation Grid

Classroom Observation Grid: Motivation in Learning English

Teacher's Class: 5PM

Date:

Time:

Total Students:

Students Observed Closely:

Category	Observation Indicators	Notes (Examples, Student Behavior)
Social Factors		
Parental Encouragement	Do students mention practicing English at home?	
	Do they reference parents encouraging or helping them?	
Peer Influence	Do students participate more when working with friends?	
	Do they imitate or follow their peers' attitudes?	
Cultural Exposure	Do students engage with English songs, media, or games?	
	Do they reference English outside the classroom?	

Exploring the prevalent factors affecting Intrinsic and Extrinsic Motivation in Learning English among Fifth-Grade primary school pupils

Psychological Factors		
Self-Confidence/Anxiety	Do students volunteer answers confidently?	
	Do they hesitate, seem nervous, or avoid speaking?	
Intrinsic Motivation	Do students seem genuinely interested in activities?	
	Are they excited about learning new words or skills?	
Learning Preferences	Do students respond better to certain activities? (songs, games,role-play)	
	Are they more engaged in hands-on activities vs. traditional methods?	
Educational Factors		
Teaching Methods	Do interactive activities (games, group work) increase participation?	
	Do students lose interest during rote learning?	
Teacher's Attitude	Does positive feedback boost student effort?	
	How do students react to corrections? (discouraged or motivated?)	

Exploring the prevalent factors affecting Intrinsic and Extrinsic Motivation in Learning English among Fifth-Grade primary school pupils

Curriculum &Materials	Do students engage with the lesson materials?	
	Are material sage-appropriate and visually engaging?	
Assessment&Grading	Do tests/exercises cause anxiety or motivation?	
	Do students ask about grades or worry about performance?	

ملخص الدراسة

تتناول هذه الدراسة الدوافع التي تحفّز تلاميذ السنة الخامسة في مدرسة رزوق البشير الابتدائية بالجزائر على تعلم اللغة الإنجليزية. وتهدف إلى تحديد وتحليل العوامل التحفيزية السائدة التي تؤثر على تفاعل التلاميذ ومشاركتهم في تعلم هذه اللغة. اعتمدت الدراسة على منهج نوعي، حيث تم جمع البيانات من 24 تلميذًا تم اختيارهم عمديًا ليمثلوا مستويات متفاوتة من التحفيز، من أصل 78 تلميذًا. كما أُجريت ملاحظات صفية في قسمين لدراسة السلوك التحفيزي أثناء عملية التعلم. أظهرت النتائج أن المحفزات الخارجية، مثل مدح المعلم، والمكافآت، والاعتراف الخارجي، تلعب دورًا أكبر في تعزيز مشاركة التلاميذ مقارنة بالدوافع الداخلية، التي لوحظت بدرجة أقل. تؤكد هذه النتائج على أهمية فهم تفاعل العوامل التحفيزية، وتدعو المعلمين إلى دمج استراتيجيات تحفيزية داخلية وخارجية لتعزيز دافعية التلاميذ وتحقيق تعلم أكثر فاعلية. وبناءً على نتائج الملاحظات، يُنصح المعلمون بما يلي: (1) تقديم التشجيع اللفظي المنتظم والمدح البنّاء للاعتراف بجهود التلاميذ؛ (2) تطبيق أنشطة قائمة على المكافآت تعزز المشاركة والإنجاز؛ و(3) خلق فرص للتعبير الذاتي ومنح التلاميذ بعض الاستقلالية لتعزيز اهتمامهم الداخلي بالتعلم تدريجيًا. من خلال الجمع بين هذه الممارسات، يمكن للمعلمين بناء مناخ تحفيزي متوازن يعزز المشاركة الفورية والنتائج التعليمية طويلة المدى.