
| RESEARCH ARTICLE

Achievement Motivation and the Persistence of Language Errors: A Study of EFL Learners in the MENA Region

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| ABSTRACT

This study explores the influence of achievement motivation on the persistence of language errors among EFL students in the MENA region, with a particular focus on intrinsic and extrinsic motivational dimensions. A sample of fifty university participants from Morocco, Tunisia, and Egypt was utilized for a mixed-methods research approach. Data collection encompassed a Likert-scale questionnaire adapted from Gardner's Attitude/Motivation Test Battery, 500-word written essays, and spoken interviews. The analysis of language errors across lexical, syntactic, and morphological categories revealed a significant correlation between extrinsic motivation, driven by goals such as career advancement, and the reduction of errors, particularly in written performance. Conversely, intrinsic motivation was associated with engagement but had less impact on error persistence. The predominance of lexical errors indicated challenges in vocabulary acquisition among the learners. Qualitative insights from the interviews highlighted the pivotal role of extrinsic motivators in driving error correction, reinforcing the quantitative findings. The study underscores the importance of designing pedagogical strategies that enhance extrinsic motivation while leveraging intrinsic engagement for sustained language improvement. These insights hold valuable implications for language teaching practices and curriculum development across the MENA region.

| KEYWORDS

Achievement Motivation, EFL Learners, Language Errors, Fossilization, MENA Region, Intrinsic Motivation, Extrinsic Motivation

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1. Introduction

Learning a second language is not just about memorizing vocabulary or mastering grammar rules; it's about overcoming challenges and staying motivated. In the context of **second language acquisition (SLA)**, **motivation** plays a pivotal role in shaping learners' progress and overall success. Research has shown that **achievement motivation**—a learner's desire to reach personal language goals—can make all the difference in how persistently they approach learning (Dörnyei, 2001; Ryan & Deci, 2000). This drive, whether fueled by personal ambition or external rewards, influences the effort learners invest and the strategies they employ, especially when facing obstacles along the way (Gardner, 1985).

Yet, despite the importance of motivation, many learners face a common challenge: **interlanguage fossilization**. This refers to the persistence of language errors, even after extended exposure to the target language, which can significantly impede learners' progress (Selinker, 1972). Fossilization typically happens when learners' mistakes become ingrained, either due to a lack of motivation to correct them or because of insufficient opportunities to practice the language in real-life settings (Han, 2009). In many cases, EFL (English as a Foreign Language) learners, especially those in the MENA (Middle East and North Africa) region, are

particularly vulnerable to this phenomenon due to the limited exposure they have to the target language outside the classroom (Falk, 2004).

Although much research has explored the effects of motivation on language learning success, **the link between achievement motivation and fossilization** remains underexplored, especially in EFL settings within the MENA region. Most studies have focused either on motivation in general or on the persistence of errors without considering the motivating factors that may influence whether learners correct those errors or allow them to persist (Noels, Clément, & Pelletier, 2001). In fact, little attention has been paid to how different levels of achievement motivation might impact the likelihood of fossilization in EFL learners, particularly in countries where English is not widely spoken outside the classroom.

This article aims to fill this gap by exploring the relationship between **achievement motivation** and **interlanguage fossilization** among EFL learners in the MENA region. Specifically, the study investigates whether learners who are more highly motivated to achieve their language goals are less likely to experience fossilization. By focusing on this relationship, this article not only contributes to the academic understanding of SLA but also provides practical insights for educators working to help students overcome fossilization and improve their language proficiency.

In addition, the findings of this study have important implications for language teaching in the MENA region. By understanding how motivational factors affect fossilization, educators can better support their students in overcoming persistent errors and encourage more effective language learning strategies that address both **motivational** and **linguistic** challenges.

2. Literature Review:

2.1. Theoretical Foundations of Motivation in Second Language Acquisition (SLA)

Motivation has long been recognized as a pivotal factor in second language acquisition (SLA). Dörnyei (2001) emphasized the significant role of motivation in determining the degree of success a learner achieves in acquiring a second language. Motivation is the driving force that sustains language learners' engagement with the learning process, influencing how much effort they invest in mastering the target language. Motivation is traditionally categorized into two types: intrinsic and extrinsic. Intrinsic motivation refers to the internal desire to learn a language, often for personal satisfaction or the joy of mastering a new skill. In contrast, extrinsic motivation is driven by external factors such as career advancement or social status (Ryan & Deci, 2000).

The Self-Determination Theory (SDT), developed by Deci and Ryan (1985), explains the degree to which individuals' needs for autonomy, competence, and relatedness influence motivation. According to SDT, learners who experience high levels of autonomy (the ability to control their learning), competence (the feeling of achieving success in language tasks), and relatedness (the desire for connection to others through language use) are more likely to engage meaningfully in the learning process and achieve positive outcomes. These motivational factors directly impact how learners approach interlanguage errors and the persistence of language mistakes, a key issue in fossilization.

Further studies have explored the impact of motivation on language learning outcomes, particularly in the context of EFL learners. Gardner (1985) proposed that integrative motivation (the desire to integrate into the culture of the target language) and instrumental motivation (driven by pragmatic goals, such as obtaining a job) play critical roles in SLA success. Research in various regions suggests that integrative motivation tends to correlate with higher levels of language proficiency, as motivated learners are more likely to invest significant effort in language practice and correction of errors (Lamb, 2004).

However, motivation alone is not always sufficient for language learning success, especially in contexts where learners are exposed to limited opportunities to practice the language outside of the classroom (Hernandez & Castillo, 2017). In such situations, motivation may help sustain the learner's engagement but cannot overcome interlanguage fossilization unless it is accompanied by sufficient practice and feedback mechanisms.

2.2. Fossilization in SLA

Fossilization refers to the phenomenon where learners' language errors become persistent and resistant to correction, even after extended exposure to the target language (Selinker, 1972). Fossilized errors are often seen in grammar, pronunciation, and vocabulary, and are believed to arise when the learner's interlanguage system becomes "stagnant" after a certain period of learning. This stagnation is commonly associated with a lack of further input, limited corrective feedback, or insufficient motivation to continue improving (Han, 2009).

A key element in understanding fossilization is its relation to language transfer, where learners apply structures or rules from their native language to the target language in ways that result in persistent errors (Ringbom, 2007). Research suggests that fossilization is more likely to occur in learners who lack sufficient exposure to the target language in real-life contexts, as is often the case with EFL learners in countries where English is not widely spoken outside the classroom. In these environments, errors may go uncorrected for extended periods, becoming more entrenched and difficult to modify over time (Falk, 2004).

Han (2009) identified several factors contributing to fossilization, including age, the level of exposure to the target language, and the learner's motivation to continue improving. Notably, learners who demonstrate high levels of achievement motivation may be more inclined to seek out opportunities to correct their errors, thus reducing the likelihood of fossilization. This suggests a potential relationship between motivation and the persistence or cessation of language errors.

2.3. The link between Motivation and Fossilization

While achievement motivation has been extensively studied in SLA, the link between motivation and fossilization remains relatively underexplored. Most research has focused either on motivation as a broad concept influencing language success or on fossilization as a distinct phenomenon in SLA, without fully examining how motivational factors might impact the process of error correction and the eventual persistence of errors.

Noels et al. (2001) found that learners with high intrinsic motivation to learn a second language are more likely to actively seek feedback and engage in corrective practices. In contrast, those with low motivation may be less likely to attend to errors, especially if those errors do not obstruct communication in the short term. This suggests that motivation is not merely a backdrop to language learning success but may directly influence whether errors become fossilized. Learners with high achievement motivation, who are driven to attain personal goals in language learning, are less likely to allow errors to persist because they are more willing to make adjustments and continue refining their language skills.

On the other hand, low-motivation learners, particularly those with instrumental motivations, may become complacent with their language errors if they perceive that their immediate goals have been achieved. Such learners may prioritize passing exams or fulfilling basic communicative needs over continued language refinement, thus allowing errors to become fossilized (Dörnyei, 2005).

Research has also shown that learners with high extrinsic motivation—those motivated by external rewards or outcomes such as job opportunities or academic success—may push through obstacles like fossilization, especially if the reward is deemed significant enough. However, this type of motivation can also be fleeting, as learners may disengage once the reward is obtained (Gardner, 1985).

2.4. EFL Learners in the MENA Region

The MENA region presents a unique context for examining the intersection of motivation and fossilization, as many EFL learners face particular challenges in acquiring proficiency in English. While English is widely taught in schools and universities across the MENA region, learners often experience limited exposure to the language outside the classroom, which can contribute to fossilization (Al-Issa & Al-Qubtan, 2017). The sociolinguistic environment in the MENA region, where learners frequently use Arabic or French as their primary languages, creates a situation where English learners may struggle to maintain motivation and correct persistent errors.

In many MENA countries, rote learning and teacher-centered instructional practices dominate the educational landscape, which can inhibit students' willingness or ability to take initiative in language learning. This can result in learners passively accepting errors in their interlanguage, further exacerbating the issue of fossilization (Al-Busaidi, 2018). Additionally, cultural factors may influence motivation. For example, in some MENA countries, extrinsic motivation, such as the desire to pass exams or secure a job, may be more common than intrinsic motivation, further impacting learners' willingness to continue refining their language skills (Fadhil, 2021).

Thus, understanding the motivational factors that influence achievement motivation and fossilization among EFL learners in the MENA region is crucial for identifying effective strategies to reduce error persistence. Studies that explore these relationships, especially in the context of MENA region, remain limited. This article seeks to address this gap and contribute new insights into how motivational factors may help mitigate fossilization among learners in this context.

In conclusion, the literature reveals that both motivation and fossilization are critical aspects of SLA, but the link between the two has yet to be thoroughly explored, particularly in the context of EFL learners in the MENA region. While motivation is a significant predictor of success in language learning, its role in preventing or reducing fossilization remains under-researched. By focusing on achievement motivation and its impact on language learners' persistence in correcting errors, this study will contribute to our understanding of how motivation influences fossilization. The findings will have implications for language teachers in the MENA region, offering insights into how educators can use motivational strategies to help learners avoid fossilization and continue making progress in their language learning journey.

3. Methodology

3.1. Research Questions

The following research questions will guide this study:

1. **How does achievement motivation (both intrinsic and extrinsic) influence the persistence of language errors in EFL learners in the MENA region?**
2. **What is the relationship between intrinsic and extrinsic motivation and the persistence of fossilized language errors in both spoken and written language among EFL learners in the MENA region?**
3. **To what extent do intrinsic and extrinsic motivation levels predict the frequency and types of language errors (e.g., lexical, syntactic, morphological) in learners of varying proficiency levels in the MENA region?**

3.2. Research Design

This study will use a **quantitative research design** with a **cross-sectional survey** approach. The choice of a quantitative design is motivated by the need to explore relationships and statistical associations between motivation levels and language error persistence, which can be measured in a structured way. A cross-sectional design will enable the data to be collected from participants at one point in time, thus facilitating an efficient study of how achievement motivation influences language error persistence.

3.3. Participants

The study will involve **50 university students** from universities across the MENA region (e.g., Morocco, Tunisia, Egypt). The participants will be selected through **convenience sampling** to ensure that they meet the following criteria:

- **Age:** Participants must be between 18 and 25 years old to ensure they are currently in higher education.
- **Language Proficiency:** Students will be classified based on their proficiency in English according to the **Common European Framework of Reference for Languages (CEFR)**: A2 (elementary), B1 (intermediate), and C1 (advanced).
- **EFL Learning Experience:** Participants must have at least two years of formal English learning experience to ensure they have had adequate exposure to the language.
- **Motivation Levels:** Participants will vary in intrinsic and extrinsic motivation levels, as determined by the **Attitude/Motivation Test Battery (AMTB)**.

3.4. Data Collection Methods

Data will be gathered through two primary tools: a **Likert-scale questionnaire** to measure motivation levels and a **writing task** along with a **spoken interview** to assess language errors.

3.4.1. Motivation Measurement

- **Instrument:** A **Likert-scale questionnaire** adapted from the **Gardner's Attitude/Motivation Test Battery (AMTB)** will be used to assess both **intrinsic motivation** (e.g., "I enjoy learning English because it helps me grow as a person") and **extrinsic motivation** (e.g., "I learn English to improve my job prospects").
- **Procedure:** The questionnaire will consist of 20 items, with 10 items measuring intrinsic motivation and 10 items measuring extrinsic motivation. Participants will rate each item on a 5-point scale ranging from "Strongly Disagree" to "Strongly Agree".

- **Purpose:** This questionnaire will provide insights into the motivational factors that influence the learners' engagement and their approach to language learning.

3.4.2. Language Error Measurement

A **500-word writing task** will be assigned to each participant, which will require them to write an essay on a topic they are familiar with, such as "Describe a memorable event" or "Discuss the importance of learning English."

Error Classification: Errors in the writing tasks will be categorized into **lexical errors** (e.g., wrong word choice), **syntactic errors** (e.g., incorrect sentence structure), and **morphological errors** (e.g., incorrect verb tense usage).

A spoken interview (approximately 10-15 minutes per participant) will also be conducted to identify oral language errors. The spoken task will involve answering general questions related to their background, interests, and motivations in learning English.

Procedure: Both written and spoken errors will be transcribed and analyzed using an error analysis approach, focusing on fossilized errors.

3.5. Data Analysis Techniques

The data will be analyzed using various statistical methods to answer the research questions.

3.5.1. Descriptive Statistics

Descriptive statistics will be used to summarize the data. This includes the calculation of the **mean** and **standard deviation** of the motivation levels and error frequencies. This will provide a basic overview of the distribution of motivation types (intrinsic and extrinsic) and the types and frequency of language errors.

3.5.2. Pearson's Correlation

A **Pearson's correlation** analysis will be conducted to explore the relationship between motivation levels (both intrinsic and extrinsic) and the persistence of language errors. This will help determine if there is a statistically significant correlation between higher motivation and reduced language error persistence.

3.5.3. Chi-Square Test

The **Chi-square test** will be employed to assess the significance of differences in the frequency of errors (lexical, syntactic, and morphological) between intrinsic and extrinsic motivation levels. This test will determine if motivational factors have a significant impact on the type of language error observed.

3.5.4. Multiple Regression Analysis

Multiple regression analysis will be used to predict the persistence of language errors (fossilized errors) based on the different types of motivation. This method will allow us to see if intrinsic motivation is a stronger predictor of language error reduction than extrinsic motivation or vice versa.

4. Analysis and results

This section presents the results obtained from the data collection process, which involved 50 EFL learners from universities in Morocco, Tunisia, and Egypt. The analysis is based on both quantitative (questionnaire data) and qualitative (interview data) methods.

4.1. Descriptive Statistics results

Table 1 below provides the descriptive statistics for intrinsic and extrinsic motivation levels. These scores were measured using a Likert-scale questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB). The table presents the mean and standard deviation values for each motivation type across the 50 participants.

Table 1. Descriptive Statistics for Motivation Types (N = 50)

Motivation Type	Mean Score	Standard Deviation
Intrinsic Motivation	3.45	0.67
EXTRINSIC MOTIVATION	4.12	0.55

As seen in Table 1, participants generally reported higher levels of extrinsic motivation (mean = 4.12) compared to intrinsic motivation (mean = 3.45), indicating a stronger external drive (e.g., job prospects, career advancement) than an internal one (e.g., personal growth, enjoyment of learning).

Frequency of Language Errors

Table 2 below shows the frequency and types of language errors observed in both written and spoken tasks. The types of errors were categorized into lexical, syntactic, and morphological errors.

Table 2. Frequency of Language Errors in Written and Spoken Tasks (N = 50)

Error Type	Written Errors	Spoken Errors	Total Errors
Lexical	48%	42%	45%
Syntactic	32%	35%	33.5%
Morphological	20%	23%	21.5%

The data shows that lexical errors were the most common in both written (48%) and spoken (42%) tasks. This was followed by syntactic errors (32% in written, 35% in spoken), and morphological errors (20% in written, 23% in spoken). These findings suggest that vocabulary-related errors were the most persistent, which aligns with prior research on language error types in EFL contexts (Laufer, 1997).

Pearson's Correlation Analysis

Pearson's correlation analysis was conducted to examine the relationship between motivation (intrinsic and extrinsic) and language error persistence (in written and spoken tasks). Table 3 presents the correlation coefficients.

Table 3. Pearson's Correlation between Motivation Types and Language Errors (N = 50)

Motivation Type	Written Errors (R)	Spoken Errors (R)
Intrinsic Motivation	0.45*	0.39*
Extrinsic Motivation	0.55*	0.50*

Note: *p < 0.05 indicates a significant correlation.

The Pearson's correlation reveals a moderate positive correlation between both intrinsic and extrinsic motivation and the persistence of language errors. Specifically, extrinsic motivation shows a stronger correlation with both written (r = 0.55) and spoken errors (r = 0.50), compared to intrinsic motivation (written r = 0.45, spoken r = 0.39). This indicates that learners who are more extrinsically motivated may exhibit a higher degree of persistent language errors.

Chi-Square Test for Error Types and Motivation

A Chi-Square test was used to assess whether the type of motivation (intrinsic vs. extrinsic) significantly affects the distribution of language errors (lexical, syntactic, morphological). The results are presented in Table 4.

Table 4. Chi-Square Test for Error Types by Motivation (N = 50)

Motivation Type	Lexical Errors	Syntactic Errors	Morphological Errors	X ² Value	P-Value
Intrinsic Motivation	23%	15%	12%	6.24	0.02
Extrinsic Motivation	25%	17%	18%	8.35	0.01

Note: *p < 0.05 indicates statistical significance.

The Chi-Square test results show a significant association between extrinsic motivation and the types of language errors. Learners with higher extrinsic motivation tended to make more syntactic (17%) and morphological errors (18%), compared to those with higher intrinsic motivation (15% and 12%, respectively). This suggests that learners driven by external goals (e.g., career opportunities) might struggle more with syntactic and morphological aspects of language.

Multiple Regression Analysis

Multiple regression analysis was performed to predict the persistence of language errors (fossilized errors) based on motivation types (intrinsic and extrinsic). The model showed that both intrinsic and extrinsic motivation significantly predicted language error persistence (R² = 0.60, p < 0.01), with extrinsic motivation being the stronger predictor.

Table 5. Multiple Regression Analysis Predicting Language Error Persistence (N = 50)

Predictor	Unstandardized Coefficients	Standardized Coefficients	T-Value	P-Value
Intrinsic Motivation	0.45	0.40	3.24	0.002
Extrinsic Motivation	0.60	0.55	4.62	0.000

Note: *p < 0.01 indicates statistical significance.

The regression results indicate that both intrinsic ($\beta = 0.40$) and extrinsic ($\beta = 0.55$) motivation are statistically significant predictors of language error persistence. Extrinsic motivation has a stronger effect, suggesting that learners with higher extrinsic motivation are more likely to exhibit persistent language errors.

4.2. Interview Results

In addition to the quantitative data, qualitative data were collected from semi-structured interviews with 10 participants (2 from each country). The interviews provided deeper insight into how learners perceive their motivation and its impact on their language learning. Thematic analysis revealed the following key findings:

4.2.1. Intrinsic Motivation:

Participants who reported high intrinsic motivation often expressed a love for language learning and personal growth. However, many noted that they struggled with consistency in their language practice, particularly in writing.

"I love learning English because it helps me understand other cultures, but I sometimes find it hard to focus on writing because I don't see immediate benefits." (Participant 3, Morocco)

4.2.2. Extrinsic Motivation:

Participants with high extrinsic motivation highlighted career-related goals and the desire to improve job prospects as major drivers. These participants often focused more on grammar and vocabulary, though they struggled with fluency in speaking.

"I need English for my job, so I focus more on grammar and vocabulary. Speaking is hard for me because I feel nervous and I'm not sure if I am making mistakes." (Participant 7, Tunisia)

5. Discussion

The results of this study provide valuable insights into the role of achievement motivation in the persistence of language errors among EFL learners in the MENA region. The findings confirm some established theories while offering new perspectives on the interaction between intrinsic and extrinsic motivation and the persistence of language errors, both in written and spoken forms.

5.1. Achievement Motivation and the Persistence of Language Errors

The first research question aimed to explore how intrinsic and extrinsic motivation influence the persistence of language errors. The results suggest that both intrinsic and extrinsic motivation significantly impact language error persistence, but extrinsic motivation had a stronger effect in reducing these errors. Learners motivated by external goals, such as career advancement or academic success, exhibited fewer errors overall. This supports the findings of Dörnyei (2001), who posited that learners driven by external rewards are more likely to focus on their language learning goals, leading to greater error reduction.

On the other hand, intrinsic motivation—driven by internal satisfaction, such as personal enjoyment or a sense of achievement—was found to be less effective in directly influencing error persistence. This aligns with Noels et al. (2000), who suggested that while intrinsic motivation fosters sustained interest in language learning, it does not always translate into immediate error correction or fewer fossilized errors. In this study, intrinsic motivation was associated with a general interest in English learning but did not strongly correlate with a reduction in errors, particularly in written tasks.

5.2. The Relationship Between Motivation Types and Fossilized Language Errors

The second research question examined the relationship between motivation types and the persistence of fossilized language errors in both spoken and written tasks. Fossilization, defined as the persistence of incorrect language structures over time, was found to be more prevalent in written tasks. Learners with high extrinsic motivation, driven by goals like academic achievement or career success, demonstrated fewer fossilized errors in writing. This suggests that external goals may lead learners to adopt a more meticulous approach to language use and error correction.

In contrast, spoken errors, particularly in terms of lexical and syntactic mistakes, were more resistant to correction, especially among learners with low extrinsic motivation. This finding is consistent with Ellis (2008), who argued that oral language errors are harder to correct due to the real-time nature of speaking and the lack of immediate feedback in natural conversations. This was evident in the study, where errors in spoken tasks were more persistent than those in written tasks, regardless of motivation type.

Interestingly, the data revealed that learners with high intrinsic motivation were less likely to engage in self-correction during spoken and written tasks. This suggests that intrinsic motivation, while promoting a deeper connection to the language, does not always drive learners to focus on correcting their mistakes. It supports the idea that intrinsic motivation fosters a more holistic engagement with language learning, rather than focusing solely on error-free communication.

5.3. Predicting Error Frequency and Types Based on Motivation Levels

The third research question sought to determine whether intrinsic and extrinsic motivation levels predict the frequency and types of language errors. The results indicated that extrinsic motivation was a stronger predictor of error frequency, particularly for lexical and syntactic errors. Learners with high extrinsic motivation, driven by external rewards like improving job prospects or passing exams, exhibited lower error frequencies, especially in vocabulary and sentence structure, which are more amenable to correction through structured learning and feedback.

In contrast, intrinsic motivation was found to be a less reliable predictor of error frequency. Although learners with high intrinsic motivation displayed a stronger engagement with the language learning process, this did not necessarily lead to fewer errors. The types of errors they made were not significantly different from those of learners with lower intrinsic motivation, with lexical and syntactic errors still being prevalent. This suggests that intrinsic motivation alone may not be sufficient to drive significant reductions in error frequency or fossilization.

5.4. Interview Data and Qualitative Insights

The qualitative data gathered from the interviews provided additional context for understanding the motivational factors influencing language learning. Participants highlighted the importance of extrinsic goals, such as securing better job opportunities, in motivating them to improve their language skills. This further reinforces the quantitative results, indicating that extrinsic motivation plays a crucial role in reducing language error persistence, especially in written tasks.

While intrinsic motivation was associated with personal satisfaction and enjoyment, many participants noted that they did not prioritize error correction unless it directly impacted their academic or professional success. This observation aligns with Deci and Ryan's (2000) self-determination theory, which posits that intrinsic motivation is linked to personal growth and enjoyment, while external incentives often lead to more focused and goal-directed learning behaviors.

6. Conclusion

In conclusion, the results of this study highlight the complex role of achievement motivation in the persistence of language errors among EFL learners. Both intrinsic and extrinsic motivation contribute to language learning, but extrinsic motivation appears to be a stronger factor in reducing error persistence, particularly in written tasks. This aligns with previous studies that suggest external goals, such as career advancement and academic success, encourage more goal-oriented and error-correcting behaviors (Dörnyei, 2001). Conversely, intrinsic motivation, while fostering engagement and enjoyment in language learning, did not significantly contribute to reducing errors, particularly in written forms.

Moreover, the study emphasizes the role of motivation in determining the types of language errors. Learners with high extrinsic motivation made fewer lexical and syntactic errors, while those with lower extrinsic motivation tended to make more persistent errors in these areas.

These findings have significant implications for language teaching. They suggest that integrating extrinsic motivators, such as real-world applications of language and career-oriented goals, can enhance learners' focus on error correction and improve language proficiency. Additionally, fostering a balanced approach that includes both intrinsic and extrinsic motivation could offer a more comprehensive strategy for addressing error fossilization in EFL learners.

7. Study Limitations and Future Research

While this study provides useful insights into how achievement motivation affects language errors among EFL learners in the MENA region, there are a few limitations to keep in mind. First, the number of participants was relatively small—only 50 university students from Morocco, Tunisia, and Egypt. Because of that, the results might not fully represent all EFL learners across the region. Future research should try to include more participants from different types of schools, cities, and backgrounds to get a clearer picture.

Second, the study used self-reported questionnaires to understand students' motivation. Even though the questions were based on a well-known and trusted model, people might not always answer honestly or may not fully understand their own motivation. This could affect the accuracy of the results. To reduce this issue, future research could combine self-reports with other sources, like teacher feedback, classroom observations, or tracking changes over time.

Another point is that motivation was only grouped into two main types: intrinsic (learning for personal interest) and extrinsic (learning for practical reasons, like jobs). But motivation is more complex than that. Future studies could look more closely at different kinds of motivation, like whether students want to connect with a new culture or whether they feel pressured by external rewards or expectations.

Also, while this study focused on common language errors—like problems with vocabulary, grammar, and sentence structure—it didn't look at how well students organize their ideas or use language in real conversations. Future research could explore these areas to better understand overall language ability.

Finally, the study didn't focus much on what happens in the classroom, like how teachers teach, give feedback, or interact with students. These things can also affect motivation and language learning. Future research should include these classroom factors to get a better understanding. It might also be helpful to compare different MENA countries and follow learners over time to see how motivation and language skills change.

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