

**ANALYSIS OF DIRECTED MOTIVATIONAL CURRENTS
(DMC) IN EFL STUDENTS' READING MOTIVATION**



THESIS

Written by:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

**ANALYSIS OF DIRECTED MOTIVATIONAL CURRENTS
(DMC) IN EFL STUDENTS' READING MOTIVATION**

THESIS

**Submitted in partial fulfillment of the requirements for the degree of
Bachelor of English Education**



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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THESIS

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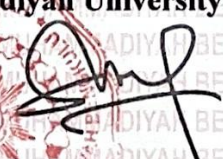

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MOTTO AND DEDICATION

MOTTO

“Allah memang tidak menjanjikan hidup akan selalu mudah, tapi dua kali Allah berjanji bahwa: *fa inna ma'al-'usri yusra, inna ma'al-'usri yusra,*”

(QS. Al-Insyirah : 5-6)

Long story short, I survived.

Grateful for the struggle, proud of the journey.

(Nindia Dwi Citra)

The scary news is you're on your own now, but the cool news is you're on your own now. Everything you lose is a step you take.

It's fine to fake it until you make it, until you do, until it's true.

(Taylor Swift)

DEDICATION

With all the struggle, sacrifice, love, hope, and gratitude, I dedicate this thesis to:

- ❖ To the two souls whom Allah entrusted to be my home, my father *Zalan* and my mother *Supi Pahaini*. Thank you for the prayers that continuously echo, tirelessly knocking on the gates of heaven for every step I take. Thank you for the endless love that flows through every heartbeat, becoming the gentle light that guides me through the dark corridors of life. Thank you for the countless sacrifices, the unceasing struggles, and the forgiveness that always comes before I even ask. You are the ones who weave my life with threads of hope, strengthen my steps when I falter, and remain the most beautiful reason why I always long to return home and keep fighting.
- ❖ To my only sister, *Nanda Pulita Ardiansari*, and her husband, *Loti Noris Cardo*. Thank you for being my second home, for guiding me to grow into a better person. Thank you for the endless prayers you have sent forth as messengers of hope, so that every step I take in this world may be eased. Thank

you for the boundless encouragement you have given, becoming a blazing strength when my light was about to fade.

- ❖ To my thesis advisor, *Mrs. Fetriani, M.Pd.*. Thank you for every guidance, direction, and advice during the process of writing this thesis. Thank you for your limitless patience and the precious time you devoted, which enabled me to complete this final project on time.
- ❖ To my dearest friends, *Della Adelia* and *Nurfadillah*. Four years is not a short time, yet with you, it passed so lightly. Thank you for your unwavering support, your tireless encouragement, and the laughter that became medicine amidst exhaustion. Thank you for the craziness we shared together, which made the burdens disappear as if into thin air. We have walked through joys and sorrows, rains and sunny days, until finally, we now stand at the crossroads that separate our steps. Yet I believe, even though our paths diverge, the sky that shelters our dreams remains the same. Under that sky, I will always pray for you guys, so that every step toward your dreams will be a beautiful journey.
- ❖ To my friends who have been with me since the very beginning when we met in the same course group (*B 3nglish Course*): *Fetri Novita Indah Lestari*, *Angelina Kurniati Wahung*, *Muhammad Parli*, *Yossudarso*, and *Demi Sofyanto Balante*. Thank you for bringing so much joy, your laughter and jokes became the cure when pain was gnawing at my soul. Thank you for the beautiful stories we created together, now kept as a priceless mosaic in my memory. Though time only allowed us to be together briefly, meeting you was a chapter I would gladly relive.
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- ❖ To *Wafiqah Ulya*, who is now pursuing her studies in West Sumatra. Thank you for every moment you spared just to listen to my complaints, even when distance stretched between us. Your voice from afar always brought me peace, as if distance were only an illusion. Thank you for being part of the small flame that kept my spirit burning until I was able to finish this stage.
- ❖ To my fellow fighters, thank you for being part of this journey. Thank you for the support that never dimmed, for the encouragement that continued to flow even when the path felt heavy. We have walked the same road, steep, winding, and full of stories. Every laughter, sweat, and tear we shared will forever be cherished pages in my memory.
- ❖ Finally, allow me to express my gratitude to myself. Thank you to this fragile soul that has kept standing in the midst of storms, even when forced to walk alone. Thank you for the tears, the wounds, the grief, and the pain that tore my resilience countless times. This chapter is not merely an academic paper, it is an ocean full of waves that relentlessly shook the small boat I steered. Every word written in this thesis was born alongside unspoken suffocation, betrayal, and humiliation that nearly extinguished hope, as well as the whispered prayers for strength when I was on the verge of giving up. Looking back, it seems impossible that I endured all this on my own. Yet somehow, Allah entrusted a spark of strength within my fragility, the very strength that kept me moving forward even as my feet trembled. Amidst the scars that still remain, I now stand at the end of this journey, proving that I am capable of completing a stage that was painfully heavy, and still choosing to live, to move forward, and to believe that even the fiercest storm will one day subside.

PREFACE

All praises be to Allah, the Most Gracious and the Most Merciful, for His blessings, health, and guidance that have enabled the author to complete this thesis proposal entitled *Analysis of Directed Motivational Currents (DMC) in EFL Students Reading Motivation*. This proposal is submitted to fulfill one of the requirements to obtain a Bachelor's Degree in English Education at Muhammadiyah University of Bengkulu. In the completion of this thesis proposal, the author has received support, guidance, and motivation from various individuals and institutions. Therefore, the author would like to express sincere gratitude and appreciation to:

1. Dr. Susiyanto, M.Si., as the Rector of Muhammadiyah University of Bengkulu, for all the facilities and support provided during the author's educational process.
2. Drs. Santoso, M.Si., as the Dean of the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu, for the direction and academic encouragement given throughout the study.
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The author realizes that this proposal is far from perfect. Therefore, constructive criticism and suggestions from readers are sincerely welcomed for the improvement of this work. Hopefully, this thesis proposal will be useful for readers, especially those interested in English language teaching and digital learning platforms.

Bengkulu, 11 August 2025

Nindia Dwi Citra

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CURRICULUM VITAE (CV)



The author's name is Nindia Dwi Citra, born in Tebat Gunung on August 29, 2004. The author's formal education began at State Elementary School 99 Seluma and was completed in 2015. Furthermore, the author continued her studies at State Junior High School 39 Seluma and graduated in 2018. Upper secondary education was taken at State Senior High School 4 Seluma, which was completed in 2021 with the title of outstanding student. In that year, the author was also accepted as a student of the English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

During her higher education, the author actively participated in various academic activities and student organizations. In 2023, the author became a member of the Tutor Team at the Language Center of Muhammadiyah University of Bengkulu in the first period. In the same year, the author served as Secretary in a community service program through English courses for elementary school students in Bengkulu City. The author was also selected as a delegate of Muhammadiyah University of Bengkulu in the Asia University Summer Program (AUSP) in Taiwan, which is part of the international student exchange program.

Besides that, in 2024 the author participated in the Teaching Campus Program organized by the Ministry of Education, Culture, Research, and Technology in one of the elementary schools in Bengkulu City for six months. In the field of scientific work, the author has produced an academic work in the form of a textbook entitled *Teaching English Vocabulary through Drama*, and a literary work in the form of a novel entitled *Tiga Nusa*.

ABSTRACT

Nindia Dwi Citra, 2025. "Analysis of Directed Motivational Currents (DMC) in EFL Students' Reading Motivation." Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Supervisor: Fetriani, M.Pd.

Motivation is a key determinant of success in learning English as a Foreign Language (EFL), particularly in reading, which requires sustained concentration, strategic approaches, and perseverance. However, many students struggle to maintain reading motivation, highlighting the need for a framework that explains strong and sustained motivational engagement. Directed Motivational Currents (DMC) provides such a framework, offering insights into the triggers, sustaining mechanisms, and contextual influences on motivation. This study investigates the triggers and maintenance strategies of DMC, describes students' experiences within this motivational state, analyzes the impact of contextual and instructional factors, and explores its implications for engagement and long-term reading habit formation. This study employed a mixed-methods convergent design, data were collected from 14 fourth-semester students of the English Education Study Program through total sampling. The quantitative data were analyzed descriptively, while qualitative data underwent Interpretative Phenomenological Analysis (IPA). The findings indicate that DMC is triggered by both positive and negative experiences, social support, and tangible reading progress. Motivation is sustained through reading routines and incremental goal-setting. Students in DMC reported positive emotional engagement, a clear long-term vision, and structured behavioral patterns, though internalization levels varied. Classroom environment, teaching strategies, and peer and lecturer support were found critical in initiating and sustaining DMC.

Keywords: Directed Motivational Currents (DMC), EFL Students, Reading Motivation, Reading Skills.

ABSTRAK

Nindia Dwi Citra, 2025. “Analysis of Directed Motivational Currents (DMC) in EFL Students’ Reading Motivation.” Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu. Pembimbing: Fetriani, M.Pd.

Motivasi memegang peran penting dalam keberhasilan pembelajaran bahasa Inggris sebagai bahasa asing (EFL), khususnya pada keterampilan membaca yang menuntut konsentrasi, strategi, dan ketekunan tinggi. Namun, banyak mahasiswa mengalami kesulitan mempertahankan motivasi membaca, sehingga diperlukan pendekatan yang mampu menjelaskan arus motivasi yang kuat dan berkelanjutan. *Directed Motivational Currents* (DMC) menawarkan kerangka teoretis untuk memahami fenomena tersebut. Penelitian ini bertujuan untuk mengidentifikasi pemicu dan mekanisme pemeliharaan DMC, mendeskripsikan pengalaman mahasiswa ketika berada dalam arus motivasi tersebut, menganalisis pengaruh faktor kontekstual dan instruksional, serta mengeksplorasi implikasinya terhadap keterlibatan dan pembentukan kebiasaan membaca jangka panjang. Metode penelitian yang digunakan adalah *mixed methods* dengan desain *convergent*. Partisipan terdiri atas 14 mahasiswa semester IV Program Studi Pendidikan Bahasa Inggris yang dipilih melalui teknik *total sampling*. Data kuantitatif dianalisis secara deskriptif, sedangkan data kualitatif dianalisis menggunakan *Interpretative Phenomenological Analysis* (IPA). Hasil penelitian menunjukkan bahwa pemicu DMC meliputi pengalaman positif dan negatif, dukungan sosial, dan pencapaian kemajuan nyata dalam membaca. Pemeliharaan motivasi didukung oleh rutinitas membaca dan penetapan target bertahap. Pengalaman berada dalam arus DMC ditandai oleh keterlibatan emosional positif, visi tujuan jangka panjang, dan struktur perilaku yang terstruktur, meskipun tingkat internalisasi visi masa depan bervariasi antar mahasiswa. Faktor kontekstual seperti lingkungan kelas, strategi pengajaran, serta dukungan dosen dan rekan sebaya berperan penting dalam memunculkan dan mempertahankan DMC. Penelitian ini menyimpulkan bahwa DMC berpotensi menjadi kerangka konseptual yang efektif untuk meningkatkan motivasi membaca EFL secara berkelanjutan.

Kata Kunci: Directed Motivational Currents (DMC), Keterampilan Membaca, Mahasiswa *EFL* (*English as a Foreign Language*), Motivasi Membaca

CHAPTER 1

INTRODUCTION

This chapter presents brief discussion about background, the research questions, objectives of the research, limitations of the research, significances of the research, and the definition of key terms of research.

1.1 Background

Motivation is one of the main determinants in the second language acquisition process, especially in the context of learning English as a foreign language (EFL). As stated by Abdullah (2019), motivation is a drive from within a person that directs individuals to act in achieving certain goals. In English language learning, which requires a long and repetitive process, motivation is not only the initial trigger, but also the foundation that sustains the learning process (Zhou, 2024). Without motivation, learning tends to be passive, undirected, and prone to stagnation. Conversely, with strong motivation, students can increase perseverance, strengthen resilience to learning challenges, and encourage active engagement in the learning process. Therefore, building and maintaining learning motivation is an important aspect in supporting the overall success of English language learning.

One of the English language skills that EFL students need to master is reading. Reading occupies a central role in higher education because it is the main basis in supporting students' academic mastery. Reading is a complex and multidimensional process that goes beyond simply deciphering written text. It involves linguistic, cognitive, and socio-cultural aspects, including the ability to scan codes, symbols, and other representations that contain patterns (Fatimah, 2020; Qizi, 2024). The urgency of reading skills lies not only in its function as a means of obtaining information, but also as a foundation in supporting independent learning and practicing critical thinking skills. Students who have good reading skills tend to be better able to understand various types of academic texts, such as scientific journals, research articles, and reference books, most of which are available in English. In addition, reading ability has also been shown to contribute positively to

the development of other language skills, such as writing and speaking (Nguyen, 2022; Ismailli, 2024).

Despite its importance, EFL students frequently struggle to sustain engagement in reading activities. The phenomena of low motivation to read, lack of interest in the text, and superficial engagement are significant obstacles in forming productive reading habits (Adhikari & Shrestha, 2024). These problems are exacerbated by other factors such as limited reading strategies, anxiety in understanding unfamiliar texts, and the absence of meaningful personal goals (Murzakanova, 2025). In the long run, this condition not only results in low academic achievement but also hinders the overall development of English language skills. This suggests that reading motivation cannot be understood as something static, but rather as a dynamic and contextualized process (Campbell & Storch, 2011).

Along with the paradigm shift in motivation studies, conventional motivation approaches that are static and tend to focus on short-term goals are considered inadequate in explaining intense and sustainable long-term motivation processes (Steel & König, 2006). The response to this limitation gave birth to a new, more dynamic approach, known as the Directed Motivational Currents (DMC) concept. Directed Motivational Currents (DMC) was introduced by Zoltán Dörnyei in 2013 which refers to very strong, focused, and directed motivational currents, which drive individuals to achieve specific goals in the long term (Muir & Gümüş, 2020; Muir & Ibrahim, 2014). DMC is characterized by a clear vision, strong emotional engagement, and goal-directed behavioral routines (Dörnyei et al., 2016:2 in Kuftić & Martinović, 2023:190). Unlike typical motivation, DMC is more focused, energetic, and able to sustain its intensity independently. Based on these characteristics, DMC is seen as relevant to explain how students' long-term engagement in reading activities can be formed and maintained, despite the various challenges faced.

Previous studies have shown that Directed Motivational Currents (DMC) play an important role in language skills, although the focus of research has not been directed much toward reading activities. To understand the complexity of this phenomenon, various studies have been conducted in diverse educational contexts

outside Indonesia with differing scopes. In the realm of speaking skills, Liangyan (2023) found that clear goal orientation and positive feedback can strengthen the motivational currents of non-English major students, although the study was limited to three case study participants. Meanwhile, Oh & Kim (2024) emphasized that Korean students' DMC is influenced by personal vision and social support, but this study remains tied to a specific cultural context and does not examine reading skills. From a quantitative perspective, Shen et al. (2025) analyzed the DMC of Chinese students preparing for a national-scale English language exam and found a significant contribution of DMC to academic performance. On the other hand, Khan et al. (2024) highlighted the role of social and cultural factors in shaping DMC pathways, with aspirations for social mobility as the primary driver.

In contrast to studies at the international level, research on DMC in Indonesia is still relatively limited. Abbas et al. (2022) even emphasize that this study in the context of Indonesian EFL students is rarely conducted and still widely open for exploration. For instance, Rasman (2018) found that teaching abroad can trigger the emergence of DMC among pre-service EFL students, although not all participants experience it intensely. Maharsi et al. (2024) also highlight the role of DMC in shaping reader identity through extensive reading programs, but the focus of the study is more on identity than reading motivation. In a different context, Wenlong et al. (2024) documented the emergence of DMC in the professional development of Mandarin language teachers in Indonesian Islamic schools, demonstrating the flexibility of this concept across various educational contexts.

Thus, although DMC has been extensively studied in various aspects and language skills, research specifically highlighting the role of DMC in EFL students' reading skills is still very limited. This gap serves as the foundation for this study to further explore the factors that trigger the emergence of DMC in reading activities, while also understanding how students describe their conceptual and instructional experiences when immersed in this motivational flow, as well as its impact on engagement and sustained reading habits. This study is expected to contribute to enriching the understanding of reading motivation in English language learning, thereby providing conceptual novelty that has not been extensively explored in previous literature.

1.2 Research Questions

Based on the background that has been described, the problem formulation in this study is as follows.

1. What were the key triggers and sustaining mechanisms of Directed Motivational Currents (DMCs) in EFL students' reading motivation?
2. How did EFL students describe their experiences of being in a DMC during extensive or academic reading activities?
3. To what extent did contextual and instructional factors influence the emergence and flow of DMC in EFL reading classrooms?
4. What were the perceived outcomes of experiencing DMC on students' reading comprehension, engagement, and long-term reading habits?

1.3 Objectives of the Research

Based on these research questions, the objectives of this study are as follows.

1. To identify the key triggers and sustaining mechanisms of Directed Motivational Currents (DMCs) in EFL students' reading motivation.
2. To describe EFL students' experiences of being in a DMC during reading activities.
3. To analyze the extent to which contextual and instructional factors influence the emergence and flow of DMC in EFL reading classrooms.
4. To explore the perceived outcomes of experiencing DMC on students' reading comprehension, engagement, and long-term reading habits.

1.4 Limitation of the Research

This study specifically only examines participants in university students (EFL), so the findings cannot be generalized to other groups of English language learners, such as ESL or bilinguals. In addition, the scope of this study focused only on reading skills, without covering other aspects of language skills.

1.5 Significances of the Research

This research is expected to provide benefits for students, researchers, and lecturers in English language learning.

1. For Students

This research is expected to provide insight to students regarding the role of the Directed Motivational Currents (DMC) concept in the reading learning process, so that students can understand how a strong motivational drive can consistently complete large amounts of reading.

2. For Future Researchers

This research provides a theoretical contribution to the study of DMC which is still relatively new in the field of language learning. The results of this study are expected to be a reference and inspiration for other researchers who want to develop similar studies, both in the context of reading learning and learning motivation in general, especially in the EFL (English as a Foreign Language) learning environment.

3. For Lecturers

The research findings can be a reference for lecturers to design learning strategies that are more effective and oriented to the needs and characteristics of students, in order to improve overall learning outcomes.

1.6 Definition of Key Term

The key terms used in this study are:

1. Reading is a cognitive process that includes the recognition of written symbols and the meaning of the content contained therein. This process involves the identification of linguistics such as letters, words, and sentences, which are then interpreted to gain an understanding of the information conveyed.
2. Reading motivation refers to the factors and internal drives that influence a person's willingness and desire to engage in reading activities.
3. Directed Motivational Currents (DMC) is a powerful and sustained motivational phenomenon, where individuals feel highly motivated and are able to perform with high focus and productivity, exceeding their expectations, thus providing a significant drive to achieve goals.
4. EFL students stands for English as a Foreign Language students, which are students who are learning English as a foreign language where English is not their daily language or the official language of their country.