

Sacrificing the Break: Exploring Intrinsic and Extrinsic Motivation Among EFL Summer Class Students

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ABSTRACT

Intensive summer language courses offer an accelerated path for academic progression, yet they require substantial temporal sacrifices from students who must study during their official holidays. This study investigated the learning motivation dynamics and psychological experiences of EFL students navigating a high-density, daily summer English program at an Indonesian university. Employing a qualitative descriptive case study design, data were gathered through individual, one-on-one semi-structured interviews with five purposively selected university students ($n = 5$). The individual interview records were compiled into complete verbatim transcripts and analyzed using a descriptive narrative approach. The findings revealed that although students experienced initial emotional friction, including laziness, nervousness, and social media jealousy, they successfully maintained their learning focus. Their academic endurance was heavily driven by clear extrinsic goals, such as securing grades, finishing credit requirements, and ensuring timely graduation. Furthermore, a supportive classroom environment, highly interactive teaching styles, and smaller class sizes effectively transformed the potential stress of a fast-paced schedule into a positive tool for focused learning. This study implies that the success of intensive programs relies heavily on instructors maintaining empathetic, high-engagement pedagogy to mitigate student mental fatigue.

Keywords: EFL Summer Class; Extrinsic Motivation; Intrinsic Motivation; Intensive Learning; Qualitative Inquiry

INTRODUCTION

In the field of learning English as a Foreign Language (EFL), motivation is widely regarded as one of the most important factors influencing students' learning success. Motivation functions as the internal drive that initiates the learning process and helps students sustain their long-term language learning journey (Dörnyei, 2001). In a regular university semester, students usually learn English over a period of four to five months. This structure provides sufficient time for them to understand complex materials, complete assignments gradually, and rest between classroom sessions. However, many higher education institutions also offer summer classes or intensive short semesters. In this type of class, the academic

timeline becomes more compressed and fast-paced. Students are often required to attend classes every day, process complex English language structures, and complete a heavy workload within only a few weeks (Davies, 2016). Although this accelerated format can help students graduate on time or improve previous academic grades, it also creates a high-pressure learning environment that may influence how students experience, maintain, and negotiate their motivation.

To understand how students navigate this demanding learning situation, this study draws on Self-Determination Theory (SDT), developed by Ryan and Deci (2000). This theory explains that human behavior and persistence are influenced by different types of motivation, particularly intrinsic and extrinsic motivation. Intrinsic motivation refers to a condition in which students learn English because they have personal interest, curiosity, enjoyment, or satisfaction in mastering the language. In this case, students are driven by internal reasons, such as their love for English or the pleasure they feel when they understand difficult materials (Ryan & Deci, 2000). In contrast, extrinsic motivation refers to learning that is driven by external factors, such as the need to pass examinations, avoid academic failure, follow institutional requirements, improve grades, or meet family expectations (Deci & Ryan, 2008). In a regular semester, students may have more opportunities to balance their personal interest in English with external academic demands. However, in an intensive summer class, external pressures can become more dominant because students must complete the same amount of learning within a much shorter period of time.

One of the major challenges faced by students in summer classes is the socio-emotional cost of sacrificing their holiday break. While many of their peers are resting, traveling, returning home, or taking a break from academic routines, summer class students must continue attending dense and demanding English lessons. They are required to master vocabulary, sentence structures, reading tasks, writing assignments, and other language activities within a limited timeframe. This situation can cause physical fatigue and mental exhaustion. Student motivation in language learning is also dynamic because it can change depending on immediate social and environmental conditions. For example, when students see their friends sharing vacation activities on social media platforms such as Instagram or TikTok during a short study break, they may experience a decline in mood, focus, and learning energy. As a result, maintaining motivation in an intensive summer class requires not only academic commitment, but also emotional resilience, self-regulation, and effective coping strategies.

Previous studies have examined the motivation of Indonesian EFL students in traditional or regular semester contexts. These studies have provided useful insights into how students develop, maintain, or lose motivation in learning English. However, there is still limited research that specifically explores the psychological and emotional experiences of students who learn English in intensive summer classes. Most existing studies tend to rely on quantitative surveys and questionnaires, which are useful for identifying general trends but may not fully

capture students' personal struggles, emotional responses, and lived experiences. Therefore, qualitative inquiry is needed to understand how students personally experience intensive English learning, how they manage academic pressure, and how intrinsic and extrinsic motivation interact during the compressed learning period.

This study aims to address this research gap by exploring the motivational experiences of five university students who completed a high-density summer English program. Under the title "Sacrificing the Break: Exploring Intrinsic and Extrinsic Motivation Among EFL Summer Class Students," this study investigates how students negotiate their internal desires and external pressures while participating in an intensive English course. Through in-depth interviews, the study seeks to reveal how students sustain their motivation, cope with academic demands, and interpret the meaning of learning English during a period that is normally used for rest. The findings are expected to provide practical insights for EFL educators and institutions in designing intensive English programs that are academically effective while still considering students' emotional well-being and risk of academic burnout.

LITERATURE REVIEW

Previous Related Studies

To understand the baseline of language learning behavior within the local context, Lamb (2012) investigated the English learning motivation of 527 Indonesian junior high school students across metropolitan, provincial, and rural settings using Dörnyei's L2 Motivational Self System framework. Utilizing a 50-item questionnaire and a proficiency test, the study found that student motivation was structurally similar in urban and provincial towns, but significantly different in rural districts. Crucially, Lamb (2012) revealed that a positive classroom learning experience was the strongest predictor of both motivation and English proficiency across all groups. This high baseline of motivation among Indonesian learners is further supported by Yuzulia (2021) who conducted a qualitative case study in Pekanbaru involving 62 senior high school students. Her findings revealed that students possessed robust academic drive driven by both internal and external factors, where 95.2% felt a personal need to master English and 92.81% saw the language as beneficial for their future careers. Expanding this into adult education, Rahmayana et al. (2024) examined 30 adult EFL learners using a mixed-methods case study design, confirming that global communication needs and professional career growth act as the most significant extrinsic motivators for adult students.

While these first three studies successfully map traditional language motivation in Indonesia across geographical locations and age groups, they were strictly conducted within standard academic calendars. They do not explore how these motivational forces shift or fluctuate when students are placed under the high-

pressure schedule of an intensive summer class where they have to actively sacrifice their seasonal holiday breaks.

Shifting the focus from standard schedules to compressed summer formats, several researchers have evaluated the structural efficacy and challenges of short-term programs. Zvoch & Stevens (2011) conducted a longitudinal study in the Pacific Northwest examining a bridging summer school program designed for young, struggling readers. Utilizing regression discontinuity statistical models, their research revealed that participating students achieved significant short-term gains in oral reading fluency (approximately 0.40 standard deviations higher than non-participants), though these advantages were not sustained over the subsequent regular academic year. In a domestic second language context, Tragant et al. (2017) investigated intensive language learning within a domestic summer framework by examining 105 school-age learners across an overnight summer camp and a daily language school. Their results indicated that learners in both settings underwent significant language improvement in spite of the short duration (three to four weeks), though domestic programs heavily struggled with maximizing target language use outside of formal lessons.

Although these two studies provide valuable empirical evidence regarding the linguistic and academic benefits of short-term summer instruction, they remain limited to early childhood literacy or young learners in structured environments. Consequently, they fail to capture the adult motivational dynamics, the intense cognitive fatigue, or the distinct socio-emotional pressure faced by university-level EFL students who must give up their personal vacation time for daily mandatory classes. Finally, the psychological alignment between a student's initial expectations and their actual performance in accelerated courses remains a critical variable. Badstübner & Ecke (2009) examined students' initial motives, expectations, and perceived language progress during a short-term study abroad immersion program in Germany. Their findings indicated a notable psychological gap, as students' initial expectations regarding their language growth were consistently higher than their actual perceived progress in almost all language skills at the end of the term. While this study provides critical insights into the friction between student expectations and short-term outcomes, it was conducted within a study-abroad context where cultural novelty and international travel act as natural, positive motivators. It does not address the more taxing reality of a domestic summer course, where EFL students must endure daily intensive classes in their home country while facing the psychological friction and social isolation of sacrificing their holiday break while their peers are resting.

The Theory of Sacrificing

In this research framework, temporal sacrifice functions as a primary socio-emotional predictor that quantifies the psychological cost borne by EFL learners when surrendering designated holiday periods required for cognitive restoration and social re-engagement. This deficit is structurally compounded by the second variable, course intensity, which acts as an environmental stressor characterized by

high-density daily academic demands and a complete absence of the traditional weekly rest intervals found in regular semesters. The convergence of these two structural pressures creates an empirically distinct, high-friction learning context that directly confronts the third variable: EFL learning motivation dynamics.

Grounded in Self-Determination Theory (Ryan & Deci, 2000), the combined pressures of temporal sacrifice and course intensity are hypothesized to directly threaten the satisfaction of learners' basic psychological needs, thereby destabilizing their *intrinsic motivation*. As cumulative cognitive fatigue sets in and peer-group social comparison intensifies, a distinct motivational shift occurs; the preservation of academic endurance becomes heavily dependent on *extrinsic motivation* and the activation of Dörnyei (2009) *Ought-to L2 Self*. Consequently, learners must continuously leverage external regulations such as institutional graduation mandates, grade remediation, and parental expectations as compensatory mechanisms to override daily exhaustion. Therefore, these variables do not function as separate constructs, but rather as a dynamic and interdependent system, in which the structural configuration of time commitment and learning intensity continuously influences the internal and external dimensions of motivation in learning English as a foreign language (EFL). By examining these specific operational interactions, this study can map the precise psychological mechanisms that govern adult learners' resilience within dense and non-traditional academic schedules.

METHOD

Design and Samples

This study utilizes a qualitative descriptive case study design to examine student motivation within a daily, intensive summer English course at an Indonesian university. Using purposive sampling, five ($n = 5$) university-level EFL students were selected based on two criteria: voluntary enrollment in the compressed summer program and the requirement to study during their official academic holiday. Data collection relies exclusively on individual, one-on-one semi-structured interviews conducted separately with each participant to gather independent perspectives. Ethical standards are maintained through written informed consent and the strict use of pseudonyms for confidentiality.

Instrument and Procedures

The primary research instrument employed in this study was a semi-structured interview protocol developed by the researcher to directly address the conceptual variables of temporal sacrifice, course intensity, and EFL learning motivation dynamics. The interview guide utilized carefully framed open-ended questions to allow participants to express their perspectives freely, while providing the researcher with the structural flexibility to probe deeper into specific individual

responses regarding academic endurance, cognitive fatigue, and personal coping mechanisms.

The research procedures were systematically executed across three consecutive phases. In the initial preparatory phase, the researcher secured institutional access to the intensive summer English program and identified prospective participants who met the purposive criteria. These five students were contacted individually, briefed on the scope and academic objectives of the study. The second phase involved conducting the individual, one-on-one semi-structured interviews. Each session was held separately in a quiet, neutral environment to ensure participant comfort, eliminate external peer influence, and encourage authentic disclosure. Every interview was digitally audio-recorded with the explicit permission of the informant. In the final post-interview phase, the recorded audio files were transcribed verbatim by the researcher. To secure data trustworthiness and qualitative validity, the completed transcripts were returned to each respective participant for member-checking, confirming that the written text accurately represented their individual statements before the data was finalized for thematic analysis.

Data Analysis

The qualitative data obtained from the individual interviews were compiled into complete verbatim transcripts by writing down the participants' responses exactly as spoken. The analysis was conducted using a descriptive narrative approach. The researcher repeatedly read through these comprehensive verbatim texts to deeply understand each student's perspective. Key statements regarding the students' motivations, academic pressures, and emotional experiences of sacrificing their holiday break were systematically highlighted and grouped into major topics. These findings were then synthesized into a descriptive report, heavily supported by direct quotes from the verbatim transcripts to ensure the authenticity and original voice of the five participants were preserved.

RESULT AND DISCUSSION

This section presents the empirical findings derived from the complete verbatim transcripts of the one-on-one interviews, followed by a critical discussion contextualized within the established theoretical frameworks. The data gathered from the five participants reveal the intricate ways in which adult learners navigate the high-friction environment of an accelerated academic schedule. To provide a systematic overview of the students' individual accounts, the findings are organized into major descriptive themes that map the psychological interplay between temporal sacrifice, course intensity, and the shifting nature of EFL learning motivation.

The opening question

“How did you feel on the first day of this summer class, knowing your friends were on holiday and you had to study?”

Pseudonyms	Answers
Abram	I feel kind of lazy, ma'am. Eee because ee.. I see my friends are having holiday and I have to go to a class, hmmm this is holiday
Bobby	<i>(Ee yang pertama mungkin rasa eee lain begitu pertama karena yang seharusnya torang kuliah yang lalu tapi harus ambil di summer, dan dia punya kelas itu berbeda dengan yang lalu, pokoknya di summer itu kelasnya setiap hari, jam yang sama dengan dosen yang sama. Kalau di kuliah normal kan torang punya kelas itu, contohnya setiap senin rabu atau Selasa Kamis, jadi hanya dua kali seminggu, jadi kalau di summer ini rasanya berbeda ma'am)</i> Well, the first one might feel a little different because we were supposed to take that class last semester but had to take it this summer, and the schedule is different from before. Basically, during the summer, we have class every day at the same time with the same professor. In a regular semester, we have class, for example, every Monday and Wednesday or Tuesday and Thursday—so only twice a week—so this summer feels different, ma'am <i>(kalau mau bilang susah tidak juga sih, tergantung torang punya kemauan)</i> It's not really that hard, though—it just depends on how determined we are
Charlie	<i>(Kalau untuk perasaan ehmm senang bisa mengikuti summer class ehmm karena ini juga eee summer class terakhir di UNKLAB eee mmm semester depan sudah mau tamat)</i> As for how I feel, um, I'm happy to be taking the summer class, um, because this is also, um, my last summer class at UNKLAB, um, and next semester I'll be graduating
David	<i>Ehmmm for the first I feel nervous, I don't know hmm (berapa banyak teman-teman yang ada di kelas) and then (nda tau siapa-siapa semua, mungkin nda baku kenal).. and learning English makes me a little nervous</i> Um, at first I felt nervous—I didn't know, hmm, how many classmates there were, and I didn't know any of them; maybe we wouldn't get to know each other... and learning English makes me a little nervous
Emilie	<i>(Nervous pertama.. karena ehmmm pastikan cuman sedikit to tu orang dan ehmm karena ma'am pe mengajar asik, deng bekeng cepat mengerti ehmm ternyata nda sebuuruk itu kalau kelas summer, jadi semester berikut so ada ta kurang, dan ma'am pe mengajar lagi bagus jadi...)</i>

	(I was nervous at first... because, um, I was sure there wouldn't be many people there, and, um, because the teacher was so engaging, and I caught on quickly—um, it turned out summer classes weren't that bad after all, so I didn't fall behind in the next semester, and the teacher was great again, so...)
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The students felt different ways on their first day of the busy summer class. Abram felt "lazy" because he saw his friends enjoying their holiday while he had to study. David and Emilie both felt "nervous" about the new class and about learning English. Bobby noticed that the summer class is much harder because it meets every day instead of just twice a week, but he said that staying determined helps. On the other hand, Charlie felt "happy" because this was his last summer class before graduating from UNKLAB next semester. In short, the first day was tough for most students as they had to fight their lazy or nervous feelings and focus on their goals.

Finding the Intrinsic Motivation (Inside Drive)

“Is there anything you really like or enjoy about learning English in this summer class? Can you give me an example?”

Pseudonyms	Answers
Abram	Yes, ma'am ... eeee... I don't know but.. I am very enjoying English, because I like English, and because English is my favorite subject
Bobby	<i>(eeeeeee menariknya karena sering berinteraksi walaupun torang kadang kurang paham dan kurang fasih dalam Bahasa Inggris, tapi karena cara mengajar yang buat torang enak belajar)</i> It's so interesting because we interact a lot, even though we sometimes don't fully understand or aren't very fluent in English, but the teaching style makes it easy for us to learn
Charlie	<i>(ehmm.. tentunya merasa senang karena, ehmm sebagai calon perawat ehmm mungkin kedepannya ehmm karena kami melayani untuk semua orang dari eee dari bermacam macam negara, karena belajar Bahasa Inggris ini sangat membantu kedepannya untuk berkomunikasi dengan pasien-pasien dari luar negeri)</i> Um... of course I'm happy because, um, as a nursing student, um, maybe in the future, um, since we'll be serving people from, um, all kinds of countries, learning English will be very helpful in the future for communicating with patients from other countries.
David	(Eeeee, yes I enjoy because, the teacher is famous, because ma'am teaching with smile and.. I take this class because of my schedule.... (and lebih cepat mengerti sedikit). (and understand a little faster)
Emilie	<i>(Ehmmm ada.. hmm asik, makanya saya enjoy.)</i> Hmm, there is... hmm, cool, that's why I'm enjoying it

The students found different things they really liked and enjoyed about learning English in the summer class. Abram enjoyed it simply because English is his favorite subject. Bobby liked the class because of the high interaction and the teacher's style, which made it easy to learn even when students struggled with fluency. Charlie felt happy because, as a nursing student, he knew English would help him communicate with foreign patients in the future. David enjoyed the course because the teacher taught with a smile, which helped him understand the lessons faster. Lastly, Emilie simply found the class "cool" and fun, which kept her engaged. Overall, the data shows that good teaching styles, future job goals, and a personal love for the subject help students find joy in an intensive class.

Finding the Extrinsic Motivation (Outside Pressure)

“Why did you register for this summer class? Did you choose it yourself, or did you join because of grades, university rules, or parents?”

Pseudonyms	Answers
Abram	Because I have to... I have to take this summer English class so I can graduate in January. Only English class that I take this summer Eee I want it myself, so I can graduate
Bobby	<i>(Mungkin karena ini adalah kita pe semester akhir, mau kasih selesai di summer, daripada mo rugi di semester depan lagi)</i> Maybe because this is our final semester, we want to wrap things up this summer rather than risk failing again next semester
Charlie	<i>(ehmm ini eee kemauan diri sendiri, untuk daftar summer, tidak ada paksaan dari orang tua, dan ini ingin belajar di last summer ini...)</i> Um, well, this is my own decision to sign up for the summer program; my parents didn't force me, and I want to study this past summer.
David	Because this is my last summer and I just take eee five SKS in this summer, so I take this summer, because next semester I want to take Nurse Profession
Emilie	<i>(karena diri sendiri dengan nilai, ehmm saya harap secepatnya bisa tamat juga)</i> because of my own grades—um, I hope I can graduate soon too

The students shared their reasons for registering for the summer class and whether it was their own choice. Abram chose the class himself because he needs it to graduate in January. Bobby joined because it is his final semester, and he wants to finish his requirements now rather than risking problems or failing next semester. Charlie emphasized that signing up was completely his own decision, noting that his parents did not force him at all. David registered because it is his last summer, and he is taking five SKS (credits) so he can enter the Nurse Profession program

next semester. Lastly, Emilie joined because of her own grades and her personal hope to graduate as soon as possible. In short, the data shows that all five students chose the summer class voluntarily, heavily driven by their own desire to secure their grades, finish their programs, and graduate without delay.

The Challenge (Sacrificing the Break)

“When you see your friends enjoying their holiday on social media, how do you make yourself keep studying and doing English homework?”

Pseudonyms	Answers
Abram	Yeah ma’am sometimes I am kind of lazy, but as I said before, I like English very much. It helps me to stay focus and learn English this summer. A little bit jealous I guess, ma’am
Bobby	<i>(Yang pertama pasti berpikir tentang pekerjaan orang tua, orang tua sudah susah di kampung, nda mungkin kita mo senang senang terus disini jadi daripada mob uang-buang waktu di summer, tau-taunya satu bulan itu kita pake untuk kelas summer, setelah itu kan masih ada libur beberapa minggu lagi)</i> The first thing that comes to mind is our parents’ work. They’re already struggling back home, so we can’t just keep having fun here. Instead of wasting money and time over the summer, we might as well use that month for summer classes—after all, we’ll still have a few more weeks of vacation left.
Charlie	<i>(Ehmmm kalau dari perasaan, mungkin ada rasa ingin seperti teman-teman tapi ehmm demi mengejar cita-cita dan juga untuk masa depan eee saya memilih untuk belajar dan mengikuti kelas summer ini)</i> Well, emotionally speaking, I might feel like doing what my friends are doing, but, well, in order to pursue my dreams and secure my future, I’ve decided to study and take this summer class
David	<i>(mungkin kita ba pikir ma’am ini kita pe kelas terakhir di summer, kong untuk penamaan nanti January. Mungkin ada yang berpikir kenapa tidak ambil semester depan, supaya ada kelonggaran begitu, Cuma kita berpikir eee orang tua suruh ambil summer supaya cepat, jadi ada ba cepat ambil ini summer karena kalau ambil semester depan, nantinya harus ambil di tahun depan lagi bukan tahun ini. Jadi nda pusing dengan mereka yang ba story atau keluar-keluar)</i> Maybe we’re thinking, “Ma’am, this is our last class this summer, since graduation is in January.” Some might wonder why we don’t just take it next semester to give ourselves some breathing room, but we figured, well, our parents told us to take it this summer so we can finish faster. So we decided to take it this summer because if we wait until next semester, we’ll have to take it again next year instead of this year. So don’t worry about those who are making excuses or dropping out

Emilie	<i>(Kalau dari kita sih nda terpengaruh karena kan, di asrama lei banyak teman-teman, dan juga karena ma'am mengajar bagus jadi.. ehmm termotivasi)</i> As for us, we weren't affected because, well, there are lots of friends in the dorm, and also because the teacher is great, so... um, we're motivated
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The students used different personal reminders to stay focused on their studies whenever they saw their friends enjoying holidays on social media. While Abram admitted to feeling a little jealous and lazy at times, his personal love for English helped him stay on track. Bobby stayed motivated by thinking about his parents' hard work back home, realizing he should not waste their money and time, especially since he would still get a brief vacation after the one-month course ended. Similarly, Charlie acknowledged his emotional desire to join his friends but chose to stick to his studies to pursue his dreams and secure his future. David kept his focus by remembering his goal to graduate in January and following his parents' advice to finish faster, which helped him ignore the vacation posts of others. Finally, Emilie explained that she was not affected by social media because she had plenty of company in the dorm, and the great quality of the teacher kept her motivated. In short, the data shows that thoughts of parents' sacrifices, long-term graduation goals, personal passion, and a supportive environment helped the students overcome social media jealousy and maintain their study focus.

The Closing Reflection

“Summer classes are very fast. Do you think this fast schedule makes you a better English student, or does it just make you stressed?”

Pseudonyms	Answers
Abram	Eeeee I think it makes me a better student, because I like it. I don't know yet because the summer has just started. I think eee hmmmI just don't know
Bobby	<i>(Seharusnya bisa lebih baik dikarenakan, dia punya pertemuan setiap hari, dan dari setiap hari itu torang bisa berdiskusi secara bersama-sama, jadi dari torang berdiskusi itu, torang mo liat, torang punya salah, dan kalau salah torang kasih betul dan torang akan lanjut terus)</i> It should be better because he has meetings every day, and during those meetings we can discuss things together. Through those discussions, we can identify our mistakes, and if we're wrong, we'll correct them and keep moving forward.
Charlie	<i>(ehmmm kalau dari saya rasa lebih baik karena mungkin dikelas itu hanya sedikit orang dan tentang belajar saya lebih focus daripada semester yang berjalan seperti biasa, semester regular, kalau untuk summer ini lebih ke privat belajar.)</i> Hmm, personally, I think it's better because there are probably only a few people in the class, and I can focus more on my studies

	than during a regular semester. This summer, it's more like private tutoring.
David	<i>(Maybe ... hehe.. mungkin karena kan kalau depe pelajaran kan cepat karena in ikan Cuma 1 bulan jadi mungkin torang musti menyesuaikan.)</i> Maybe... hehe... maybe because the course is short—it's only one month—so maybe we'll have to adjust
Emilie	(Yes)

The students shared their thoughts on whether the fast summer schedule makes them better English students or just leaves them stressed. While Abram believed the fast pace would make him a better student because he genuinely likes the subject, he noted it was still too early to know for sure since the summer program had just started. Bobby explained that the daily meetings actually make the learning experience better because the constant schedule allows students to discuss things together, identify their mistakes, and immediately correct them to keep moving forward. Similarly, Charlie felt the intensive format is better because the smaller class size allows him to focus much more on his studies than during a regular semester, comparing the experience to private tutoring. David took a neutral stance, noting that because the course is so short—lasting only one month—the main challenge is simply that students have to adjust to the speed. Finally, Emilie briefly agreed with the overall sentiment that the fast schedule is beneficial. In short, the data shows that despite the speed, the students generally view the fast summer schedule as a helpful tool for better focus, daily feedback, and quick progress rather than a source of pure stress.

CONCLUSION

In conclusion, while an intensive summer English course creates initial feelings of laziness, nervousness, and social jealousy due to the loss of holiday time, students successfully overcome these emotional challenges through strong personal and extrinsic motivators. Their drive to secure grades, finish their studies, and graduate on time combined with supportive teachers, interactive learning styles, and small class sizes allows them to view the fast-paced daily schedule as a helpful tool for better focus and faster progress rather than a source of pure stress. Ultimately, when adult learners have clear long-term goals and a supportive classroom environment, they can successfully handle the pressure of a compressed academic timeline. Pedagogically, these findings imply that the success of intensive language programs does not just depend on the curriculum, but heavily relies on the teacher's ability to create a supportive, interactive, and encouraging classroom atmosphere. Instructors must remain empathetic to the students' mental fatigue and temporal sacrifices by maintaining engaging teaching styles to sustain student motivation. However, this study is limited by its small sample size of five participants within a single institutional context. Future researchers are encouraged to explore a wider range of participants across different universities or employ mixed-methods designs to

investigate whether these qualitative motivational patterns match larger statistical trends in intensive EFL environments.

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