

A study of undergraduate ELT students' motivation in Libya

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ABSTRACT

Learning languages requires desire and practices from the learners; one of the major things that guide better learning is motivation in learning process to be more skilful. Thus, this study attempts to describe and examine students' motivation of ELT undergraduate students in Tripoli University in Libya. The main purpose of this study is to examine students' intrinsic and extrinsic motivation toward learning English as a foreign language in Libya. The study tries to find out those factors that may affect the students' motivation negatively. In the study, 150 ELT Libyan undergraduate students (121 males & 29 females) participated fill the questionnaire to figure out the students' tendency throughout the extrinsic motivation to investigate what affects their English learning process and how to motivate undergraduate students from the ages between 17 to 25 years in various levels range from 1st to 4th year. Unpredictably, the data discovered that the students have a higher degree of extrinsic rather than intrinsic motivation. The results were not expectable; the study's findings were unusual as Libyan students' integrative orientation was higher than their instrumental motivation.

INTRODUCTION

In general terms "motivation" is one of the most important factors that contributes to the language learning. Negative motivation can also act as a major barrier in language teaching and learning. (1) puts, that motivation is an internal drive which supports learners in order to achieve their goals and aims in the learning process. (2) see motivation as a crucial part of second language learning and they believe that motivation must be approached with a broad mindset that should cater for the interest of the learner.

To begin with, motivation is the psychological process as pointed out as an internal structure which enables both learner and teacher to be encouraged in the process of language teaching and learning which also enables them both to reach their set targets and goals during the process. Motivation acts plays an important and key role where it is not only needed to achieve goals but also to succeed in the process of the goals in both learning and teaching of language. Therefore, motivation is one of the important ingredients and values that learners require to have in order for effective teaching and learning to take place.

By having a high level of motivation learners can reach their goals quickly, however it is to be said that motivation cannot be effective if learning and teaching motivations are not interrelated whereas it depends on the desire and learners' attitudes toward the learning and teaching situations (3). "Intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation, which refers to doing something because it leads to a separable outcome" (4).

Moreover, psychologist researchers state that motivation has two types; intrinsic and extrinsic motivation. Motivation is generally defined as involving a "combination of effort plus desire to achieve the goal of learning the language" (5). Recently, (6) also pointed out that: "L2 motivation is currently in the process of being radically reconceptualised in the context of contemporary notions of self and identity" (7). This shows that motivation can be used as an instrument to identify learners and meet their individual needs.

It is vital to discover how students feel about the effect of their learning experience and how they value on their selves and take responsibility in the learning process. If students feel that their learning desire is increased, they will become more motivated in taking part in the learning process. (8) agrees with the fact that teachers have a role to play in stimulating their students' desires to learn by adopted students' cantered strategies.

Believe that effective learning can be enhanced by encouraging pair or group work in tasks where children can communicate and develop self-confidence. Above all, a motivated teacher is the one who has a high personal self-esteem towards achieving goals by conquering his physical needs and the challenging work of language teaching. According to De Charms (9) (10) motivated teachers are the ones who are psychologically motivated and not needing any environmental factors to keep him/her motivated and he defines this as self-actualization. (10) Claims that

“Language instructors are less interested in what motivation is than in how they can motivate their students” (5).

LITERATURE REVIEW

This study was carried out by using a quantitative research method to examine the motivational factors of ELT Libyan undergraduate students. The statistical analysis of the data collected according to the research procedures described in Chapter 3. Correspondingly, two statistical steps were taken to analyze the data. Firstly, in order to investigate the research question *1. Are Libyan students intrinsically or extrinsically motivated toward learning English?* It was hypothesized on the basis of the prior research discussed in Chapter one, that the Libyan undergraduate students would be more extrinsically than intrinsically motivated to study English as a foreign language. To analyze the data and give a result of the second research question.

METHOD AND MATERIAL

The first research question in this study is *“1. Are Libyan students intrinsically or extrinsically motivated toward learning English?”* In order to answer this research question, descriptive statistics is calculated for all the items which are related to intrinsic and extrinsic scale, sample t-test and paired samples T-test are used as follow: The weighted mean of item number one as it is stated in (Table 4) below is (1.51) less than theoretical mean (3) since the answers show that 65.3% of students state that they highly wish they could speak English language perfectly. While, 24.0 % of them state agree, 6.0% of them state neutral, and 4.0% of them state disagree and 0.7 strongly agree. This indicates that most of students wish to speak English language perfectly.

RESULT AND DISCUSSION

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Table 1. I wish I could speak English Language very perfectly

	Frequency	Percent
Stronglyagree	98	65.3
Agree	36	24.0
Neutral	9	6.0
Disagree	6	4.0
StronglyDisagree	1	7
Total	150	100.0
WeightedMean=1.51		

The weighted mean of item number two as it is found in (Table 5) below is (1.63) less than theoretical mean (3) since the answers show that 61.3% of the students strongly agree that learning English is great for them in fact. While, 22.0% of them state agree, 10.7% of them state neutral, and 4.0% of them state disagree and 2.0% strongly agree. So, this means that the students are actually in need of learning English to get benefit from.

Table 2. Learning English is really great for me

	Frequency	Percent
StronglyAgree	92	61.3
Agree	33	22.0
Neutral	16	10.7
Disagree	6	4.0
StronglyDisagree	3	2.0
Total	150	100.0
WeightedMean=1.63		

The weighted mean of item number three as it is shown in (Table 6) below is (2.98) less than theoretical mean (3) since the answers show that 22.7% of the students strongly agree that their desire is strong toward learning English. While, 13.3 % of them state agree, 10.7% state neutral, and 50% of them state disagree and 3.3% strongly disagree. This identifies that the students do not have great desire for learning English by themselves.

Table 3. My desire is strong toward learning English

Options	Frequency	Percent
Strongly agree	34	22.7
Agree	20	13.3
Neutral	16	10.7
Disagree	75	50.0
Strongly Disagree	5	3.3
Total	150	100.0
Weighted Mean = 2.98		

The weighted mean of item number four as it is illustrated in (Table 6) below is (1.70) less than theoretical mean (3) since the answers show that 62.0% of the students strongly agree that learning English will allow them to meet and converse with a variety of people. While, 20.7% of them state agree, 6.0% of them state neutral, 8.0% of them state disagree, and 3.3% of them state strongly disagree. This indicates that most of the students think that they can meet and communicate with different people of the English language through learning the language.

Table 4. Learning English will allow me to meet and converse with a variety of people

Options	Frequency	Percent
Strongly Agree	93	62.0
Agree	31	20.7
Neutral	9	6.0
Disagree	12	8.0
Strongly Disagree	5	3.3
Total	150	100.0
Weighted Mean=1.70		

The weighted mean of item number five as it is indicated in (Table 8) below is (22.7) less than the theoretical mean (3) since the answers show that 28.7% of the students strongly agree that meeting and listening to people who speak English is very interesting for them. While, 41.3% of them state agree, 12.0% of them state neutral, 10.0% of them state disagree, and 8.0% of them state strongly disagree. This means that the students are very interested in meeting and speaking with the native speakers of English.

Table 5. Rank order of the weighted means and Percentile weights of intrinsic scale

Rank	No.inthe Questionnaire	Questions	Weighted Mean	Weighted Percentile
1	1	I wishIcouldspeakEnglishlanguage perfectly.	3.19	73.42%
2	3	Mydesireisstrongtoward learning English.	2.98	65.74%
3	2	LearningEnglishisreallygreatforme.	2.41	65.67%
4	7	LearningEnglishisahobbyforme.	2.27	57.73%
5	6	IalwaysregardlearningEnglishasa challengeforme.	1.70	51.84%
6	4	LearningEnglishwillallowmetomeet and conversewithavarietyof people.	1.63	49.76%
7	5	Meetingandlisteningtopeoplewhospeak Englishisveryinterestingforme.	1.51	42.57%
Average			2.24	58.1%

CONCLUSION

This study attempted to examine the different motivational factors of students in relation to learning English as a foreign language in Libya. A total of 150 students studying at ELT department, at Tripoli University in Libya served as participants in the study and completed a questionnaire of 7 items. Moreover, The data collected through the questionnaire and analyzed by using SPSS. The findings demonstrated that EFL students in Libyan are more motivated extrinsically than intrinsically. Additionally, the study's findings were unusual as Libyan students' integrative orientation was a little higher than their instrumental motivation.

The fact from the research demonstrates that compulsory second/foreign languages necessities may have improved extrinsic motivation. Therefore, foreign language program providers in Libya need to take into consideration different impulses due to different policies which lead students to learn these foreign languages. The content of the courses and the methods of classroom teaching can then be planned based on the different needs and motivation of the learners. Lack of learning motivation is a critical thing in the majority of Libya schools. Certain schools in other countries experience a similar problem. Among the things have been discovered in this review of literature is that as teachers they fail to motivate learners to study directly. They must explore various indirect motivational ways.

For instance, they must motivate students to adopt autonomous learning, raise their confidence and fight doing away with learning anxieties. This may result in elevated motivational levels and lead to learning success. Among the strategies teachers require is use of analysis. They need to figure out which L2 and FL learning aspects are personally important to learners and design actions that go in line with those aspects. For instance, if students across international borders, they will be required to communicate in English.

To conclude, despite the kind of motivation in studying a second/foreign language, what cannot be denied is the fact that motivation is a vital variable when investigating a successful foreign language acquisition. It should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps we can take to facilitate learning success. This is best conveyed: "The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which learning has occurred"

Hence, researches to be conducted in future are required to provide more information on the examined phenomenon from various perspectives.

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